

UNITED COUNCIL
FOR
NEUROLOGIC
SUBSPECIALTIES

UCNS Geriatric Neurology Milestones

For definitions and instructions to complete milestones, please visit the [ACGME website](#).

- UCNS Common Milestones for Interpersonal & Communication Skills, Practice-based Learning and Improvement, Professionalism, and Systems-based Practice, adopted from the ACGME Clinical Neurophysiology milestones

1. Systems thinking, including cost- and risk-effective practice – Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Identifies and describes the roles of other team members. Identifies obvious or critical causes of error. 	<ul style="list-style-type: none"> Minimizes unnecessary diagnostic and therapeutic tests. Advocates for cost-conscious utilization of resources. Reports system errors that contribute to patient safety. 	<ul style="list-style-type: none"> Practices cost-effective patient care. Advocates for safe patient care and optimal patient care systems. Participates in quality assurance or improvement activities to improve patient safety. 	<ul style="list-style-type: none"> Leads quality assurance or improvement activities. Initiates care delivery models to mitigate barriers to cost-effective and high-quality care. 	<ul style="list-style-type: none"> Mentors others in quality improvement activities. Mentors others in developing care delivery models.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Applicable <input type="checkbox"/>				

2. Self-directed learning – Practice-based Learning and Improvement				
<ul style="list-style-type: none"> Identify strengths, deficiencies, and limits in one’s knowledge and expertise Set learning and improvement goals Identify and perform appropriate learning activities 				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Engages in self-reflection when asked to do so. Responsive to feedback when offered. 	<ul style="list-style-type: none"> Welcomes unsolicited feedback. Engages in self-reflection routinely. Receptive to feedback from multiple sources. 	<ul style="list-style-type: none"> Recognizes sub-optimal performance as an opportunity for self-improvement. Consistently incorporates feedback in learning plan. 	<ul style="list-style-type: none"> Demonstrates proficiency in reconciling disparate or conflicting feedback. Continuously self-reflects and incorporates self-improvement opportunities to maximize practice improvement. Seeks 360-degree feedback. 	<ul style="list-style-type: none"> Mentors others on self-reflection. Mentors others on the process of self-improvement. Provides constructive feedback to others in a non-judgmental manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Applicable <input type="checkbox"/>				

3. Compassion, integrity, accountability, and respect for self and others – Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates compassion, sensitivity and responsiveness to patients and families. • Demonstrates non-discriminatory behavior in all interactions including diverse and vulnerable populations. • Consistently demonstrates professional behavior, including, boundaries, dress, and timeliness in all activities. 	<ul style="list-style-type: none"> • Demonstrates appropriate steps to address impairment in self. • Demonstrates compassionate practice of medicine, even in context of disagreement with patient beliefs. • Incorporates patients' socio-cultural needs and beliefs into patient care. • Advocates for quality patient care. 	<ul style="list-style-type: none"> • Advocates to reduce healthcare disparities. • Demonstrates appropriate steps to address impairment in colleagues. • Committed to managing conflicts of interest with sponsors and/or for-profit industries. 	<ul style="list-style-type: none"> • Mentors others in the compassionate practice of medicine, even in context of disagreement with patient beliefs. • Mentors others in sensitivity and responsiveness to diverse and vulnerable populations. 	<ul style="list-style-type: none"> • Engages in scholarly activity regarding professionalism in the subspecialty. • Advocates for quality patient care at a regional or national level. • Advocates to reduce healthcare disparities at a regional or national level.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

4. Knowledge about, respect for, and adherence to the ethical principles relevant to the practice of medicine, remembering in particular that responsiveness to patients that supersedes self-interest is an essential aspect of medical practice – Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates ability to discuss common ethical principles and identify ethical issues in practice. 	<ul style="list-style-type: none"> • Consistently displays responsiveness to patients that supersedes self-interest. 	<ul style="list-style-type: none"> • Analyzes and manages ethical issues in straightforward clinical situations. 	<ul style="list-style-type: none"> • Analyzes and manages ethical issues in complex clinical situations. 	<ul style="list-style-type: none"> • Demonstrates leadership and mentorship in applying ethical principles. • Active participant on hospital ethics committee.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

5. Relationship development, teamwork, and managing conflict – Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Develops a therapeutic relationship with patients in uncomplicated situations. • Actively participates in team-based care. 	<ul style="list-style-type: none"> • Manages simple patient/ family related conflicts. • Engages patients in shared decision making. • Consistently demonstrates respect for all team members. 	<ul style="list-style-type: none"> • Manages conflict in complex situations. • Uses easy-to-understand language in all phases of communication (avoids “medicalese” and considers the health literacy of the recipient). • Consistently demonstrates respect for healthcare providers from other departments. 	<ul style="list-style-type: none"> • Manages conflict across specialties and systems of care. • Leads team-based patient care activities. 	<ul style="list-style-type: none"> • Engages in scholarly activity regarding teamwork and conflict management. • Is proficient in crucial conversations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Applicable <input type="checkbox"/>				

6. Demonstrates communication skills which result in effective information exchange and collaboration with patients, their families and other healthcare professionals – Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Completes documentation in a timely fashion. • Describes how to communicate respectfully with persons of different socioeconomic and cultural backgrounds. • Follows through on patient communications. • Forwards notes to appropriate providers. 	<ul style="list-style-type: none"> • Educates patients about their diseases and management including risks and benefits of treatment options. • Effectively communicates the results of a neurologic consultation in a timely manner. • Effectively communicates with other healthcare professionals. 	<ul style="list-style-type: none"> • Effectively gathers information from collateral sources when necessary. • Demonstrates synthesis, formulation, and thought process in documentation. • Demonstrates effective non-verbal communication skills. 	<ul style="list-style-type: none"> • Mentors colleagues in timely, accurate and efficient documentation. • Consistently uses teach back in patient encounters. • Models cross-cultural communication and establishes therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds. 	<ul style="list-style-type: none"> • Consistently receives highest tenth percentile patient/family feedback on communication skills on standardized validated assessments. • Develops patient education materials related to the subspecialty. • Engages in scholarly activity regarding interpersonal communication in the subspecialty.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Applicable <input type="checkbox"/>				

7. Research and other scholarly activity				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Reads subspecialty-scientific literature. 	<ul style="list-style-type: none"> • Critically evaluates and presents results of published research in the subspecialty at journal club or in a similar setting. 	<ul style="list-style-type: none"> • Writes a case report, review article, or chapter suitable for publication in the subspecialty, or • Presents an abstract or lecture in field of the subspecialty at a professional meeting. 	<ul style="list-style-type: none"> • Designs and initiates original research in field of the subspecialty. • Develops an educational curriculum in the subspecialty. 	<ul style="list-style-type: none"> • Publishes original peer-reviewed research. • Serves as a research mentor.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Applicable <input type="checkbox"/>				

8. Patient History – Patient Care 1				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Obtains a basic neurologic history with emphasis on age-related changes 	<ul style="list-style-type: none"> Obtains a complete age-appropriate neurologic history, including assessment of changes in motor and cognitive function, and uses collateral source information as appropriate 	<ul style="list-style-type: none"> Obtains an organized history, including review of medications/polypharmacy and assessment of impact of age-related changes on function 	<ul style="list-style-type: none"> Efficiently obtains history, including using appropriate assessment tools to assess changes in cognition, movement, function and other relevant domains. 	<ul style="list-style-type: none"> Serves as a role model and participates in scholarly activities in history-taking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

9. Patient Exams – Patient Care 2				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Performs a complete basic neurological examination with assessment on age-related changes 	<ul style="list-style-type: none"> Performs a complete neurological examination including mental status examination 	<ul style="list-style-type: none"> Performs a complete and organized exam including use of appropriate ratings scales (e.g. UPDRS) and assessment of “soft signs” and other age-specific assessments 	<ul style="list-style-type: none"> Performs an efficient and complete neurological exam of older adults including specialized assessments of gait, cortical sensory functions and autonomic signs 	<ul style="list-style-type: none"> Serves as a role model and participates in scholarly activities in neurological exam of the older adult
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

10. Management of Common Geriatric Disorders – Patient Care 3				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Correctly identifies and initiates management of common geriatric disorders 	<ul style="list-style-type: none"> • Identifies and manages geriatric neurology disorders including interpretation of neuropsychological assessment and other ancillary testing 	<ul style="list-style-type: none"> • Initiates and manages therapies for geriatric neurological disorders including use of pharmacological and non-pharmacological approaches and psychosocial interventions 	<ul style="list-style-type: none"> • Efficiently manages therapies for geriatric neurological disorders with consideration of ethical and legal issues and individualized treatment plans. 	<ul style="list-style-type: none"> • Serves as a role model and participates in scholarly activity on management of geriatric neurological disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

11. Assessment of the Patient's Home Environment and Caregiver's Needs – Patient Care 4				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Performs basic assessment of home environment and caregiver needs 	<ul style="list-style-type: none"> Performs detailed assessment of home environment, including fall risk, and assesses caregiver needs and stress 	<ul style="list-style-type: none"> Uses appropriate tools to assess home environment and caregiver needs and stress. Refers for appropriate services/resources. 	<ul style="list-style-type: none"> Advocates for improvements in home environment and engages appropriate care team in addressing home and caregiver issues. 	<ul style="list-style-type: none"> Serves as a role model and participates in scholarly activity in assessment of home environment and/or caregiver role in geriatric neurological disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

12. Normal and Abnormal Aging and Geriatric Syndromes – Medical Knowledge 1				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Demonstrates knowledge of common geriatric syndromes 	<ul style="list-style-type: none"> Correctly identifies and differentiates normal from abnormal aging processes. 	<ul style="list-style-type: none"> Formulates basic treatment plan for common neurologic disorders 	<ul style="list-style-type: none"> Coordinates and facilitates additional services to maintain and enhance function in the presence of both normal and abnormal aging 	<ul style="list-style-type: none"> Serves as a role model and participates in scholarly activity around the advancement of managing normal and abnormal aging
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

13. Diagnostics – Medical Knowledge 2				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Identifies patients for whom further diagnostic testing is appropriate 	<ul style="list-style-type: none"> Identifies common findings in common disorders of aging across different modes of diagnostic testing 	<ul style="list-style-type: none"> Correlates diagnostic testing results with clinical presentation and identifies the limitations of each study 	<ul style="list-style-type: none"> Formulates basic treatment plan for common disorders of aging through the incorporation of diagnostic testing and clinical presentation 	<ul style="list-style-type: none"> Serves a role model and participates in scholarly activity around the use of diagnostic testing in disorders of aging
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>

14. Disorders of Aging – Medical Knowledge 3				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Demonstrates knowledge of common and more rare disorders of aging 	<ul style="list-style-type: none"> Identifies common disorders of aging in the clinical setting 	<ul style="list-style-type: none"> Identifies the need for additional testing to guide treatment and help prognosticate common disorders of aging 	<ul style="list-style-type: none"> Formulates evidence-based treatment plans for common disorders of aging 	<ul style="list-style-type: none"> Serves as a role model participating in scholarly activity that advances the understanding and management of disorders of aging
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Applicable <input type="checkbox"/>