

# Developmental Milestones for Internal Medicine Residency Training

## 1. Patient Care

ACGME Competency	Developmental Milestones Informing ACGME Competencies	Approximate Time Frame Trainee Should Achieve Stage	Assessment Methods/Tools
<b>Clinical skills and reasoning</b> <ul style="list-style-type: none"> <li>▪ Manages patients using clinical skills of interviewing and physical examination</li> <li>▪ Demonstrates competence in the performance of procedures mandated by the ABIM</li> <li>▪ Appropriately uses laboratory and imaging techniques</li> </ul>	<b>Historical Data Gathering</b> <ol style="list-style-type: none"> <li>1. Acquire accurate and relevant history from the patient in an efficiently customized, prioritized, and hypothesis driven fashion</li> <li>2. Seek and obtain appropriate, verified, and prioritized data from secondary sources (e.g. family, records, pharmacy)</li> <li>3. Obtain relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient</li> <li>4. Role model gathering subtle and reliable information from the patient for junior members of the healthcare team</li> </ol>	6 months  9 months  18 months  30 months	Standardized patient Direct Observation Simulation
	<b>Performing a physical exam</b> <ol style="list-style-type: none"> <li>1. Perform an accurate physical examination that is appropriately targeted to the patient's complaints and medical conditions. Identify pertinent abnormalities using common maneuvers</li> <li>2. Accurately track important changes in the physical examination over time in the outpatient and inpatient settings</li> <li>3. Demonstrate and teach how to elicit important physical findings for junior members of the healthcare team</li> <li>4. Routinely identify subtle or unusual physical findings that may influence clinical decision making, using advanced maneuvers where applicable</li> </ol>	6 months  12 months  24 months  30 months	Standardized patient Direct Observation Simulation
	<b>Clinical Reasoning</b> <ol style="list-style-type: none"> <li>1. Synthesize all available data, including interview,</li> </ol>	12 months	Simulation

	<p>physical examination, and preliminary laboratory data, to define each patient's central clinical problem</p> <ol style="list-style-type: none"> <li>2. Develop prioritized differential diagnoses, evidence-based diagnostic and therapeutic plan for common inpatient and ambulatory conditions</li> <li>3. Modify differential diagnosis and care plan based upon clinical course and data as appropriate</li> <li>4. Recognize disease presentations that deviate from common patterns and that require complex decision making</li> </ol>	<p>24 months</p> <p>36 months</p>	<p>Chart stimulated recall</p> <p>Multisource feedback</p> <p>Direct Observation</p>
	<p><b>Invasive procedures</b></p> <ol style="list-style-type: none"> <li>1. Appropriately perform invasive procedures and provide post-procedure management for common procedures</li> </ol>	<p>18 months</p>	<p>Simulation</p> <p>Direct observation</p>
<p><b>Delivery of patient-centered clinical care</b></p> <ul style="list-style-type: none"> <li>Manage patients with progressive responsibility</li> <li>Manage patients across the spectrum of clinical diseases seen in the practice of general internal medicine</li> <li>Manage patients in a variety of health care settings to include the inpatient ward, critical care units, the ambulatory setting and the emergency setting</li> <li>Manage undifferentiated acutely and severely ill patients</li> <li>Manage patients in the prevention,</li> </ul>	<p><b>Diagnostic tests</b></p> <ol style="list-style-type: none"> <li>1. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids</li> <li>2. Make appropriate clinical decision based upon the results of more advanced diagnostic tests</li> </ol>	<p>12 months</p> <p>18 months</p>	<p>Chart stimulated recall</p> <p>Standardized tests</p>
	<p><b>Patient Management</b></p> <ol style="list-style-type: none"> <li>1. Recognize situations with a need for urgent or emergent medical care including life threatening conditions</li> <li>2. Recognize when to seek additional guidance</li> <li>3. Provide appropriate preventive care and teach patient regarding self-care</li> <li>4. With supervision, manage patients with common clinical disorders seen in the practice of inpatient and ambulatory general internal medicine</li> <li>5. With minimal supervision, manage patients with common and complex clinical disorders seen in the practice of inpatient and ambulatory general internal medicine</li> <li>6. Initiate management and stabilize patients with emergent medical conditions</li> </ol>	<p>6 months</p> <p>12 months</p>	<p>Simulation</p> <p>Chart stimulated recall</p> <p>Multisource feedback</p> <p>Direct Observation</p> <p>Chart Audit</p>

<p>counseling, detection, diagnosis and treatment of gender-specific diseases</p> <ul style="list-style-type: none"> <li>Manage patients as a consultant to other physicians</li> </ul>	<p><b>Patient Management</b></p> <ol style="list-style-type: none"> <li>Recognize situations with a need for urgent or emergent medical care including life threatening conditions</li> <li>Recognize when to seek additional guidance</li> <li>Provide appropriate preventive care and teach patient regarding self-care</li> <li>With supervision, manage patients with common clinical disorders seen in the practice of inpatient and ambulatory general internal medicine</li> <li>With minimal supervision, manage patients with common and complex clinical disorders seen in the practice of inpatient and ambulatory general internal medicine</li> <li>Initiate management and stabilize patients with emergent medical conditions</li> <li>Manage patients with conditions that require intensive care</li> <li>Independently manage patients with a broad spectrum of clinical disorders seen in the practice of general internal medicine</li> <li>Manage complex or rare medical conditions</li> <li>Customize care in the context of the patient's preferences and overall health</li> </ol>	36 months	<p>Simulation</p> <p>Chart stimulated recall</p> <p>Multisource feedback</p> <p>Direct Observation</p> <p>Chart Audit</p>
	<p><b>Consultative care</b></p> <ol style="list-style-type: none"> <li>Provide specific, responsive consultation to other services</li> <li>Provide internal medicine consultation for patients with more complex clinical problems requiring detailed risk assessment</li> </ol>	<p>24 months</p> <p>36 months</p>	<p>Simulation</p> <p>Chart stimulated recall</p> <p>Multisource feedback</p> <p>Direct Observation</p> <p>Chart Audit</p>

## 2. Medical Knowledge

ACGME Competency	Developmental Milestones Informing ACGME Competencies	Approximate Time Frame Trainee Should Achieve Stage	Assessment Methods/Tools
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<p><b>Core Knowledge of General Internal Medicine and its Subspecialties</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates a level of expertise in the knowledge of those areas appropriate for an internal medicine specialist</li> <li>▪ Demonstrates sufficient knowledge to treat medical conditions commonly managed by internists, provide basic preventive care and recognize and provide initial management of emergency medical problems.</li> </ul>	<p><b>Knowledge of core content</b></p> <ol style="list-style-type: none"> <li>1. Understand the relevant pathophysiology and basic science for common medical conditions</li> <li>2. Demonstrate sufficient knowledge to diagnose and treat common conditions that require hospitalization</li> <li>3. Demonstrate sufficient knowledge to evaluate common ambulatory conditions</li> <li>4. Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</li> <li>5. Demonstrate sufficient knowledge to provide preventive care</li> <li>6. Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</li> <li>7. Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</li> <li>8. Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</li> <li>9. Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</li> </ol>	<p>6 months</p> <p>12 months</p> <p>18 months</p> <p>24 months</p> <p>36 months</p>	<p>Direct Observation</p> <p>Chart audit</p> <p>Chart stimulated recall</p> <p>Standardized tests</p>
<p><b>Common modalities utilized in the practice of Internal Medicine</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates sufficient knowledge to interpret basic clinical tests and images, use common pharmacotherapy and appropriately use and perform diagnostic and therapeutic procedures.</li> </ul>	<p><b>Diagnostic tests</b></p> <ol style="list-style-type: none"> <li>1. Understand indications for and basic interpretation of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids</li> <li>2. Understand indications for and has basic skills in interpreting more advanced diagnostic tests</li> <li>3. Understand prior probability and test performance characteristics</li> </ol>	<p>12 months</p> <p>18 months</p>	<p>Chart stimulated recall</p> <p>Standardized tests</p>



	<p><b>Appraises the evidence for validity and usefulness</b></p> <ol style="list-style-type: none"> <li>1. With assistance, appraise study design, conduct, and statistical analysis in clinical research papers</li> <li>2. With assistance, appraise clinical guideline recommendations for bias</li> <li>3. With assistance, appraise study design, conduct, and statistical analysis in clinical research papers</li> <li>4. Independently, appraise clinical guideline recommendations for bias and cost-benefit considerations</li> </ol>	<p>12 months</p> <p>36 months</p>	<p>Evidence-based medicine evaluation instruments</p> <p>ABIM Point of Care Learning Module</p> <p>EBM Mini-CEX</p> <p>Chart stimulated recall</p>
	<p><b>Applies the evidence to decision-making for individual patients</b></p> <ol style="list-style-type: none"> <li>1. Determine if clinical evidence can be generalized to an individual patient</li> <li>2. Customize clinical evidence for an individual patient</li> <li>3. Communicate risks and benefits of alternatives to patients</li> <li>4. Integrate clinical evidence, clinical context, and patient preferences into decision-making</li> </ol>	<p>12 months</p> <p>36 months</p>	<p>Evidence-based medicine evaluation instruments</p> <p>ABIM Point of Care Learning Module</p> <p>EBM Mini-CEX</p> <p>Chart stimulated recall</p>
<p><b>Learning and improving via feedback and self-assessment*</b></p> <ul style="list-style-type: none"> <li>▪ Identify strengths, deficiencies, and limits in one's knowledge and expertise;</li> <li>▪ Set learning and improvement goals;</li> <li>▪ Identify and perform appropriate learning activities</li> <li>▪ Incorporate formative evaluation feedback into daily practice;</li> <li>▪ Participate in the education of patients, families,</li> </ul>	<p><b>Improves via feedback</b></p> <ol style="list-style-type: none"> <li>1. Respond welcomingly and productively to feedback from all members of the health care team including faculty, peer residents, students, nurses, allied health workers, patients and their advocates</li> <li>2. Actively seek feedback from all members of the health care team</li> <li>3. Calibrate self-assessment with feedback and other external data</li> <li>4. Reflect on feedback in developing plans for improvement</li> </ol>	<p>12 months</p> <p>24 months</p>	<p>Multisource feedback</p> <p>Self evaluation forms with action plans</p>
	<p><b>Improves via self-assessment</b></p> <ol style="list-style-type: none"> <li>1. Maintain awareness of the situation in the moment, and respond to meet situational needs</li> <li>2. Reflect (in action) when surprised, applies new insights to future clinical scenarios, and reflects (on action) back on the process</li> </ol>	<p>24 months</p> <p>36 months</p>	<p>Multisource feedback</p> <p>Reflective practice surveys</p>
	<p><b>Participates in the education of all members of the health care team</b></p> <ol style="list-style-type: none"> <li>1. Actively participate in teaching conferences</li> </ol>	<p>12 months</p>	<p>OSCE with standardized learners</p> <p>Direct observation</p>

students, residents and other health professionals.	2. Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care	24 months	Peer evaluations
	3. Take a leadership role in the education of all members of the health care team.	36 months	

#### 4. Interpersonal and Communication Skills

ACGME Competency	Developmental Milestones Informing ACGME Competencies	Approximate Time Frame Trainee Should Achieve Stage	Assessment Methods/Tools
<b>Patients and Family</b> <ul style="list-style-type: none"> <li>▪ Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</li> </ul>	<b>Communicate effectively</b> <ol style="list-style-type: none"> <li>1. Provide timely and comprehensive verbal and written communication to patients/advocates</li> <li>2. Effectively use verbal and non-verbal skills to create rapport with patients/families</li> <li>3. Use communication skills to build a therapeutic relationship</li> <li>4. Engage patients/advocates in shared decision-making for uncomplicated diagnostic and therapeutic scenarios</li> <li>5. Utilize patient-centered education strategies</li> <li>6. Engage patients/advocates in shared decision-making for difficult, ambiguous or controversial scenarios</li> <li>7. Appropriately counsel patients about the risks and benefits of tests and procedures highlighting cost awareness and resource allocation</li> <li>8. Role model effective communication skills in challenging situations</li> </ol>	12 months	Multisource feedback Direct observation Mentored self-reflection
		24 months	
		36 months	

	<p><b>Intercultural sensitivity</b></p> <ol style="list-style-type: none"> <li>1. Effectively use an interpreter to engage patients in the clinical setting including patient education</li> <li>2. Demonstrate sensitivity to differences in patients including but not limited to race, culture, gender, sexual orientation, socioeconomic status, literacy, and religious beliefs</li> <li>3. Actively seek to understand patient differences and views and reflects this in respectful communication and shared decision-making with the patient and the healthcare team</li> </ol>	<p>6 months</p> <p>12 months</p> <p>30 months</p>	<p>Multisource feedback</p> <p>Direct Observation</p> <p>Mentored self-reflection</p>
<p><b>Physicians and other healthcare professionals</b></p> <ul style="list-style-type: none"> <li>▪ Communicate effectively with physicians, other health professionals, and health related agencies</li> <li>▪ Work effectively as a member or leader of a health care team or other professional group</li> <li>▪ Act in a consultative role to other physicians and health professionals</li> </ul>	<p><b>Transitions of care</b></p> <ol style="list-style-type: none"> <li>1. Effectively communicate with other caregivers in order to maintain appropriate continuity during transitions of care</li> <li>2. Role model and teach effective communication with next caregivers during transitions of care</li> </ol>	<p>12 months</p> <p>24 months</p>	<p>Multisource feedback</p> <p>Direct Observation</p>
	<p><b>Interprofessional team</b></p> <ol style="list-style-type: none"> <li>1. Deliver appropriate, succinct, hypothesis-driven oral presentations</li> <li>2. Effectively communicate plan of care to all members of the health care team</li> <li>3. Engage in collaborative communication with all members of the health care team</li> </ol>	<p>6 months</p> <p>12 months</p> <p>30 months</p>	<p>Multisource feedback</p>
	<p><b>Consultation</b></p> <ol style="list-style-type: none"> <li>1. Request consultative services in an effective manner</li> <li>2. Clearly communicate the role of consultant to the patient, in support of the primary care relationship</li> <li>3. Communicate consultative recommendations to the referring team in an effective manner</li> </ol>	<p>6 months</p> <p>12 months</p> <p>36 months</p>	<p>Multisource feedback</p> <p>Chart audit</p>
	<p><b>Health records</b></p> <ol style="list-style-type: none"> <li>1. Provide legible, accurate, complete, and timely written communication that is congruent with medical standards</li> <li>2. Ensure succinct, relevant, and patient-specific written communication</li> </ol>	<p>6 months</p> <p>24 months</p>	<p>Chart audit</p>
<p><b>Medical Records</b></p> <ul style="list-style-type: none"> <li>▪ Maintain comprehensive, timely, and legible medical records</li> </ul>			



## 5. Professionalism

ACGME Competency	Developmental Milestones Informing ACGME Competencies	Approximate Time Frame Trainee Should Achieve Stage	Assessment Methods/Tools
<b>Physicianship</b> <ul style="list-style-type: none"> <li>▪ Demonstrate compassion, integrity, and respect for others</li> <li>▪ Responsiveness to patient needs that supersedes self-interest</li> <li>▪ Accountability to patients, society and the profession</li> </ul>	<b>Adhere to basic ethical principles</b> <ol style="list-style-type: none"> <li>1. Document and report clinical information truthfully</li> <li>2. Follow formal policies</li> <li>3. Accept personal errors and honestly acknowledge them</li> <li>4. Uphold ethical expectations of research and scholarly activity</li> </ol>	1 month 6 months 36 months	Multisource feedback
	<b>Demonstrate compassion and respect to patients</b> <ol style="list-style-type: none"> <li>1. Demonstrate empathy and compassion to all patients</li> <li>2. Demonstrate a commitment to relieve pain and suffering</li> <li>3. Provide support (physical, psychological, social and spiritual) for dying patients and their families</li> <li>4. Provide leadership for a team that respects patient dignity and autonomy</li> </ol>	3 months 24 months	Multisource feedback
	<b>Provide timely, constructive feedback to colleagues</b> <ol style="list-style-type: none"> <li>1. Communicate constructive feedback to other members of the health care team</li> <li>2. Recognize, respond to and report impairment in colleagues or substandard care via peer review process</li> </ol>	12 months 18 months	Multisource feedback Mentored self-reflection Direct observation
	<b>Maintain accessibility</b> <ol style="list-style-type: none"> <li>1. Respond promptly and appropriately to clinical responsibilities including but not limited to calls and pages</li> <li>2. Carry out timely interactions with colleagues, patients and their designated caregivers</li> </ol>	1 month 6 months	Multisource feedback
	<b>Recognize conflicts of interest</b> <ol style="list-style-type: none"> <li>1. Recognize and manage obvious conflicts of interest, such as caring for family members and professional associates as patients</li> </ol>	6 months	Multisource feedback Mentored self-reflection

	<ol style="list-style-type: none"> <li>2. Maintain ethical relationships with industry</li> <li>3. Recognize and manage subtler conflicts of interest</li> </ol>	30 months	
	<p><b>Demonstrate personal accountability</b></p> <ol style="list-style-type: none"> <li>1. Dress and behave appropriately</li> <li>2. Maintain appropriate professional relationships with patients, families and staff</li> <li>3. Ensure prompt completion of clinical, administrative, and curricular tasks</li> <li>4. Recognize and address personal, psychological, and physical limitations that may affect professional performance</li> <li>5. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately</li> <li>6. Serve as a professional role model for more junior colleagues (e.g., medical students, interns)</li> <li>7. Recognize the need to assist colleagues in the provision of duties</li> </ol>	<p>1 month</p> <p>6 months</p> <p>12 months</p> <p>30 months</p>	
	<p><b>Practice individual patient advocacy</b></p> <ol style="list-style-type: none"> <li>1. Recognize when it is necessary to advocate for individual patient needs</li> <li>2. Effectively advocate for individual patient needs</li> </ol>	<p>6 months</p> <p>30 months</p>	<p>Multisource Feedback</p> <p>Direct Observation</p>
	<p><b>Comply with public health policies</b></p> <ol style="list-style-type: none"> <li>1. Recognize and take responsibility for situations where public health supersedes individual health (e.g. reportable infectious diseases)</li> </ol>	24 months	
<p><b>Patient-Centeredness</b></p> <ul style="list-style-type: none"> <li>▪ Respect for patient privacy and autonomy</li> <li>▪ Sensitivity and responsiveness to a diverse patient population, including</li> </ul>	<p><b>Respect the dignity, culture, beliefs, values and opinions of the patient</b></p> <ol style="list-style-type: none"> <li>1. Treat patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age or socioeconomic status</li> <li>2. Recognize and manage conflict when patient values differ from their own</li> </ol>	<p>1 month</p> <p>30 months</p>	<p>Multisource feedback</p>

but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation	<b>Confidentiality</b> 1. Maintain patient confidentiality 2. Educate and hold others accountable for patient confidentiality	1 month 18 months	Multisource feedback Chart audits
	<b>Recognize and address disparities in health care</b> 1. Recognize that disparities exist in health care among populations and that they may impact care of the patient 2. Embrace physicians' role in assisting the public and policy makers in understanding and addressing causes of disparity in disease and suffering 3. Advocates for appropriate allocation of limited health care resources.	12 months 36 months	

## 6. Systems-based Practice

ACGME Competency	Developmental Milestones Informing ACGME Competencies	Approximate Time Frame Trainee Should Achieve Stage	Assessment Methods/Tools
<b>Works effectively with other care providers and settings</b> <ul style="list-style-type: none"> <li>▪ Work effectively in various health care delivery settings and systems relevant to their clinical practice</li> <li>▪ Coordinate patient care within the health care system relevant to their clinical specialty;</li> <li>▪ Work in inter-professional teams</li> </ul>	<b>Works effectively within multiple health delivery systems</b> <ol style="list-style-type: none"> <li>1. Understand unique roles and services provided by local health care delivery systems.</li> <li>2. Manage and coordinate care and care transitions across multiple delivery systems, including ambulatory, subacute, acute, rehabilitation, and skilled nursing.</li> <li>3. Negotiate patient-centered care among multiple care providers.</li> </ol>	12 months 24 months 36 months	Faculty Evaluation Multi-source feedback Chart stimulated recall Standardized patient Direct Observation Portfolio
	<b>Works effectively within an interprofessional team</b> <ol style="list-style-type: none"> <li>1. Appreciate roles of a variety of health care providers, including, but not limited to, consultants, therapists, nurses, home care workers, pharmacists, and social workers.</li> </ol>	6 months	Faculty Evaluation Multi-source feedback Chart Stimulated Recall Portfolio

<p>to enhance patient safety and improve patient care quality</p> <ul style="list-style-type: none"> <li>Work in teams and effectively transmit necessary clinical information to ensure safe and proper care of patients including the transition of care between settings</li> </ul>	<ol style="list-style-type: none"> <li>Work effectively as a member within the interprofessional team to ensure safe patient care.</li> <li>Consider alternative solutions provided by other teammates</li> <li>Demonstrate how to manage the team by utilizing the skills and coordinating the activities of interprofessional team members.</li> </ol>	<p>12 months</p> <p>36 months</p>	<p>Direct observation</p>
<p><b>Improving health care delivery</b></p> <ul style="list-style-type: none"> <li>Advocate for quality patient care and optimal patient care systems</li> <li>Participate in identifying system errors and implementing potential systems solutions</li> <li>Recognize and function effectively in high quality care system</li> </ul>	<p><b>Recognizes system error and advocates for system improvement</b></p> <ol style="list-style-type: none"> <li>Recognize health system forces that increase the risk for error including barriers to optimal patient care</li> <li>Identify, reflect upon, and learn from critical incidents such as near misses and preventable medical errors</li> <li>Dialogue with care team members to identify risk for and prevention of medical error</li> <li>Understand mechanisms for analysis and correction of systems errors</li> <li>Demonstrate ability to understand and engage in a system level quality improvement intervention.</li> <li>Partner with other healthcare professionals to identify, propose improvement opportunities within the system.</li> </ol>	<p>12 months</p> <p>24 months</p> <p>36 months</p>	<p>Portfolio</p> <p>Survey</p> <p>Faculty rating of residents' reflection on events</p>
<p><b>Cost-effective care for patients and populations</b></p> <ul style="list-style-type: none"> <li>Incorporate considerations of cost awareness and risk-benefit</li> </ul>	<p><b>Identifies forces that impact the cost of health care and advocates for cost-effective care</b></p> <ol style="list-style-type: none"> <li>Reflect awareness of common socio-economic barriers that impact patient care.</li> <li>Understand how cost-benefit analysis is applied to patient care (i.e. via principles of screening tests and the development of clinical guidelines)</li> </ol>	<p>12 months</p>	<p>Standardized examinations</p> <p>Direct observation</p> <p>Chart stimulated recall</p> <p>Portfolio</p>

analysis in patient and/or population-based care as appropriate	<p>patient care (i.e. via principles of screening tests and the development of clinical guidelines)</p> <ol style="list-style-type: none"> <li>3. Identify the role of various health care stakeholders including providers, suppliers, financiers, purchasers and consumers and their varied impact on the cost of and access to health care.</li> <li>4. Understand coding and reimbursement principles.</li> </ol>	24 months	
	<p><b>Practices cost-effective care</b></p> <ol style="list-style-type: none"> <li>1. Identify costs for common diagnostic or therapeutic tests.</li> <li>2. Minimize unnecessary care including tests, procedures, therapies and ambulatory or hospital encounters</li> <li>3. Demonstrate the incorporation of cost-awareness principles into standard clinical judgments and decision-making</li> <li>4. Demonstrate the incorporation of cost-awareness principles into complex clinical scenarios</li> </ol>	6 months  18 months  36 months	