

UNITED COUNCIL  
FOR  
NEUROLOGIC  
SUBSPECIALTIES

## UCNS Headache Medicine 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
- Template for subspecialty-specific milestones for Patient Care and Medical Knowledge

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"> <li>Identifies and describes the roles of other team members.</li> <li>Identifies obvious or critical causes of error.</li> </ul>	<ul style="list-style-type: none"> <li>Minimizes unnecessary diagnostic and therapeutic tests.</li> <li>Advocates for cost-conscious utilization of resources.</li> <li>Reports system errors that contribute to patient safety.</li> </ul>	<ul style="list-style-type: none"> <li>Practices cost-effective patient care.</li> <li>Advocates for safe patient care and optimal patient care systems.</li> <li>Participates in quality assurance or improvement activities to improve patient safety.</li> </ul>	<ul style="list-style-type: none"> <li>Leads quality assurance or improvement activities.</li> <li>Initiates care delivery models to mitigate barriers to cost-effective and high-quality care.</li> </ul>	<ul style="list-style-type: none"> <li>Mentors others in quality improvement activities.</li> <li>Mentors others in developing care delivery models.</li> </ul>
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2. Self-directed learning – Practice-based Learning and Improvement				
<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> </ul>				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Engages in self-reflection when asked to do so.</li> <li>Responsive to feedback when offered.</li> </ul>	<ul style="list-style-type: none"> <li>Welcomes unsolicited feedback.</li> <li>Engages in self-reflection routinely.</li> <li>Receptive to feedback from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes sub-optimal performance as an opportunity for self-improvement.</li> <li>Consistently incorporates feedback in learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates proficiency in reconciling disparate or conflicting feedback.</li> <li>Continuously self-reflects and incorporates self-improvement opportunities to maximize practice improvement.</li> <li>Seeks 360-degree feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Mentors others on self-reflection.</li> <li>Mentors others on the process of self-improvement.</li> <li>Provides constructive feedback to others in a non-judgmental manner.</li> </ul>
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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"> <li>• Demonstrates compassion, sensitivity and responsiveness to patients and families.</li> <li>• Demonstrates non-discriminatory behavior in all interactions including diverse and vulnerable populations.</li> <li>• Consistently demonstrates professional behavior, including, boundaries, dress, and timeliness in all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate steps to address impairment in self.</li> <li>• Demonstrates compassionate practice of medicine, even in context of disagreement with patient beliefs.</li> <li>• Incorporates patients' socio-cultural needs and beliefs into patient care.</li> <li>• Advocates for quality patient care.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates to reduce healthcare disparities.</li> <li>• Demonstrates appropriate steps to address impairment in colleagues.</li> <li>• Committed to managing conflicts of interest with sponsors and/or for-profit industries.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors others in the compassionate practice of medicine, even in context of disagreement with patient beliefs.</li> <li>• Mentors others in sensitivity and responsiveness to diverse and vulnerable populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in scholarly activity regarding professionalism in the subspecialty.</li> <li>• Advocates for quality patient care at a regional or national level.</li> <li>• Advocates to reduce healthcare disparities at a regional or national level.</li> </ul>
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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"> <li>• Demonstrates ability to discuss common ethical principles and identify ethical issues in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently displays responsiveness to patients that supersedes self-interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and manages ethical issues in straightforward clinical situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and manages ethical issues in complex clinical situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership and mentorship in applying ethical principles.</li> <li>• Active participant on hospital ethics committee.</li> </ul>
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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"> <li>• Develops a therapeutic relationship with patients in uncomplicated situations.</li> <li>• Actively participates in team-based care.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages simple patient/ family related conflicts.</li> <li>• Engages patients in shared decision making.</li> <li>• Consistently demonstrates respect for all team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages conflict in complex situations.</li> <li>• Uses easy-to-understand language in all phases of communication (avoids “medicalese” and considers the health literacy of the recipient).</li> <li>• Consistently demonstrates respect for healthcare providers from other departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages conflict across specialties and systems of care.</li> <li>• Leads team-based patient care activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in scholarly activity regarding teamwork and conflict management.</li> <li>• Is proficient in crucial conversations.</li> </ul>
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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"> <li>• Completes documentation in a timely fashion.</li> <li>• Describes how to communicate respectfully with persons of different socioeconomic and cultural backgrounds.</li> <li>• Follows through on patient communications.</li> <li>• Forwards notes to appropriate providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Educates patients about their diseases and management including risks and benefits of treatment options.</li> <li>• Effectively communicates the results of a neurologic consultation in a timely manner.</li> <li>• Effectively communicates with other healthcare professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively gathers information from collateral sources when necessary.</li> <li>• Demonstrates synthesis, formulation, and thought process in documentation.</li> <li>• Demonstrates effective non-verbal communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors colleagues in timely, accurate and efficient documentation.</li> <li>• Consistently uses teach back in patient encounters.</li> <li>• Models cross-cultural communication and establishes therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently receives highest tenth percentile patient/family feedback on communication skills on standardized validated assessments.</li> <li>• Develops patient education materials related to the subspecialty.</li> <li>• Engages in scholarly activity regarding interpersonal communication in the subspecialty.</li> </ul>
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7. Research and other scholarly activity				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Reads subspecialty-scientific literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluates and presents results of published research in the subspecialty at journal club or in a similar setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a case report, review article, or chapter suitable for publication in the subspecialty, or</li> <li>• Presents an abstract or lecture in field of the subspecialty at a professional meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and initiates original research in field of the subspecialty.</li> <li>• Develops an educational curriculum in the subspecialty.</li> </ul>	<ul style="list-style-type: none"> <li>• Publishes original peer-reviewed research.</li> <li>• Serves as a research mentor.</li> </ul>
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### Headache Medicine Milestones for Patient Care and Medical Knowledge

8. History – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Obtains a headache and pain history.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtains a complete and relevant headache and pain history.</li> <li>• Utilizes electronic medical record to formulate history without distracting from the patient interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtains a complete, relevant, and organized headache and pain history synthesizing all available data</li> </ul>	<ul style="list-style-type: none"> <li>• Efficiently obtains a complete, relevant, and organized headache and pain history, including all relevant previous data.</li> </ul>	<ul style="list-style-type: none"> <li>• Efficiently obtains a complete, relevant, and organized headache and pain history incorporating subtle verbal and nonverbal cues.</li> <li>• Mentors learners in obtaining a Headache Medicine history.</li> </ul>
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9. Head and Neck Examination – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Performs a complete head and neck examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs a complete and accurate head and neck examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs a relevant and accurate head and neck examination, incorporating some additional appropriate maneuvers.</li> </ul>	<ul style="list-style-type: none"> <li>• Efficiently performs a relevant and accurate head and neck examination, incorporating all additional appropriate maneuvers.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates mastery in performing a complete, relevant, and organized head and neck examination.</li> <li>• Mentors learners in the performance of a Headache Medicine physical examination.</li> </ul>
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10. Headache-Specific Neurological Examination – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Performs complete neurological examination.</li> </ul>	<ul style="list-style-type: none"> <li>Performs complete and accurate neurological examination, including fundoscopic exam.</li> </ul>	<ul style="list-style-type: none"> <li>Performs a relevant and accurate neurological examination, incorporating some additional appropriate maneuvers.</li> <li>Performs an accurate fundoscopic exam and visualizes optic nerve head.</li> </ul>	<ul style="list-style-type: none"> <li>Efficiently performs a relevant and accurate neurological examination, accurately incorporating all additional appropriate maneuvers.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mastery in performing a complete, relevant, and organized neurological examination.</li> <li>Able to describe, in detail, the fundoscopic exam and additional examination findings.</li> </ul>
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11. Headache Diagnosis – Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Summarizes history and examination findings.</li> <li>Generates a short list of possible headache diagnoses.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes key elements of history and examination findings and is able to generate a good headache differential diagnosis using the framework of the most current of the ICHD.</li> <li>Explains basic neuroanatomy and physiology of headache.</li> </ul>	<ul style="list-style-type: none"> <li>Synthesizes information to focus and prioritize headache diagnostic possibilities using the ICHD.</li> <li>Correlates the clinical presentation with basic anatomy/physiology of the disorder.</li> <li>Accurately identifies the peripheral sensory distribution of the head and neck.</li> </ul>	<ul style="list-style-type: none"> <li>Efficiently uses ICHD criteria, pointing out pitfalls in diagnosis.</li> <li>Continuously reconsiders diagnosis as clinical presentation evolves.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately correlates the clinical presentation with detailed anatomy/physiology of the disorder, including the peripheral nerve distributions of the head and neck.</li> <li>Effectively educates others about ICHD rationale and framework.</li> <li>Explains controversies in headache diagnosis.</li> </ul>
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12. Diagnostic Investigation – Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates general knowledge of diagnostic tests in headache medicine.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses diagnostic approach appropriate to headache presentation.</li> <li>• Lists risks and benefits of tests to patient.</li> </ul>	<ul style="list-style-type: none"> <li>• Individualizes diagnostic approach to the specific patient.</li> <li>• Accurately interprets results of common diagnostic tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains diagnostic yield and cost effectiveness of testing.</li> <li>• Accurately interprets results of less common diagnostic testing.</li> <li>• Recognizes indications and implications of genetic testing.</li> <li>• Recognizes indications of advanced imaging and other diagnostic studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sophisticated knowledge of diagnostic testing and controversies.</li> </ul>
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13. Management/Treatment – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of management of patients with common headache disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses approach to initial treatment of common headache disorders, including risks and benefits of treatment.</li> <li>• Identifies neurologic and other emergencies in headache medicine.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses approach to all primary headache types as well as common secondary headache disorders.</li> <li>• Appropriately requests consultations from non-neurologic care providers for additional evaluation and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts treatment based on patient response.</li> <li>• Identifies and manages complications of therapy.</li> <li>• Independently directs management of patients with neurologic emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sophisticated knowledge of treatment subtleties and controversies.</li> <li>• Explains to patients and teaches learners about new and experimental treatments for headache disorders.</li> </ul>
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14. Management/Treatment Advanced Procedures – Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of blood patches, nerve blocks, trigger point injections, and botulinum toxin use for headache disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates advanced knowledge of, and indications for, blood patches, nerve blocks, trigger point injections, and botulinum toxin for headache disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates advanced knowledge and skills in performing occipital nerve blocks, trigger point injections, and botulinum toxin treatment for headache disorders under direct supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates superior knowledge and skills in performing all commonly employed nerve blocks, trigger point injections, and botulinum toxin use for headache disorders independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaches skills in nerve blocks, trigger point injections, and botulinum toxin use for headache disorders.</li> </ul>
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