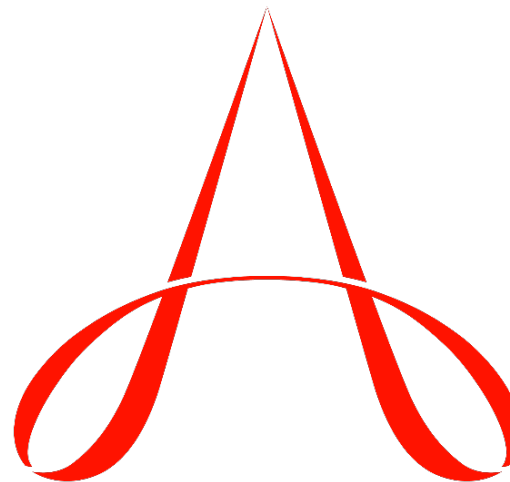




Obstetrics and Gynecology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation: July 2022
Second Revision: August 2021
First Revision: September 2013

Obstetrics and Gynecology Milestones

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician competence in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Obstetrics and Gynecology Milestones

Work Group

Wade Barton, MD, PharmD	Katherine McDaniel, PhD
Jennifer Domingo-Mihalko, MD	Arthur Ollendorff, MD
Laura Edgar, EdD, CAE	Sarah Page-Ramsey, MD
David Jaskan, DO	Stephanie Ros, MD, MACI
Kim Kenton, MD	Kylie Steenbergh, MD
Kurt A. Ludwig, DO	

The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:

American Board of Obstetrics and Gynecology
American College of Osteopathic Obstetricians and Gynecologists
Review Committee for Obstetrics and Gynecology

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert resident in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior resident may achieve higher levels early in their educational program just as a senior resident may be at a lower level later in their educational program. There is no predetermined timing for a resident to attain any particular level. Residents may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the resident.

Selection of a level implies the resident substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page vi).

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert resident whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Examples are provided for some milestones within this document. Please note: the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a resident who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a resident’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that resident’s performance in relation to those milestones.

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates an openness to performance data (feedback and other input)	Demonstrates an openness to performance data and uses it to develop personal and professional goals	Seeks and accepts performance data for developing personal and professional goals	Using performance data, continually improves and measures the effectiveness of one’s personal and professional goals	Acts as a role model for the development of personal and professional goals
	Identifies the factors that contribute to the gap(s) between expectations and actual performance	Analyzes and reflects upon the factors that contribute to gap(s) between expectations and actual performance	Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Coaches others on reflective practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: Antepartum Care and Complications of Pregnancy				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of normal obstetrical care and common medical complications seen in pregnancy	<p>Provides complete antepartum care for women with uncomplicated pregnancies</p> <p>Recognizes basic risk factors, symptoms, and signs of common medical and obstetrical complications</p>	<p>Provides complete antepartum care for women with complicated pregnancies</p> <p>Manages common medical and obstetrical complications</p>	<p>Effectively supervises and educates lower-level residents in antepartum care</p> <p>Recognizes atypical presentations of medical and obstetrical complications; identifies indications for referral and/or transfer of care for patients with medical and obstetrical complications</p>	<p>Manages patients with complex and atypical medical and obstetrical complications and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 2: First-Trimester Bleeding				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a differential diagnosis for patients with first-trimester bleeding	Counsels patients regarding natural history, and diagnostic and treatment options	Uses non-surgical and surgical methods to manage patients with first-trimester bleeding	Manages patients with complications of first-trimester bleeding	Implements treatment plans for complex or atypical first-trimester bleeding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Patient Care 3: Care of Patients in the Intrapartum Period				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic knowledge of routine/uncomplicated intrapartum obstetrical care, including conduct of normal labor</p> <p>Performs basic obstetric skills (e.g., identification of fetal lie, interpretation of fetal heart rate monitoring, and tocodynamometry)</p>	<p>Manages normal labor</p> <p>Recognizes common intrapartum complications</p>	<p>Effectively supervises and educates lower-level residents in intrapartum care for women with uncomplicated pregnancies</p> <p>Manages common labor and intrapartum complications</p>	<p>Provides care for women with complex intrapartum complications and conditions</p> <p>Identifies indications for referral and/or transfer of care for patients with intrapartum complications</p>	<p>Applies innovative approaches to complex and atypical intrapartum conditions and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 4: Care of Patients in the Postpartum and Interconception Period				
Level 1	Level 2	Level 3	Level 4	Level 5
Provides postpartum and interconception care for women with uncomplicated pregnancies	Recognizes basic risk factors, symptoms, and signs of common postpartum and interconception complications	Manages common postpartum complications and counsels patients about associated risk in future pregnancies	Manages patients with complex postpartum complications and identifies indications for referral and/or transfer of care in the postpartum or interconception period	Applies innovative approaches to complex and atypical postpartum and interconception conditions and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right; margin-top: 10px;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Obstetric Technical Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic surgical principles, including use of universal precautions and aseptic technique	Demonstrates basic obstetrical skills	Performs advanced obstetrical procedures	Performs complex obstetrical procedures	Applies innovative and complex approaches obstetrical care and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 6: Critically Ill Obstetric Patients and Obstetric Emergencies				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes risk factors that can lead to critical illness in an obstetric patient	Formulates an initial differential diagnosis, recognizes initial signs/symptoms of a critically ill patient (vital signs, lab abnormalities, etc.) and asks for assistance in a timely fashion	Manages and initiates treatment for a critically ill obstetric patient, including recognizing when transfer to the intensive care unit (ICU) or another service is most appropriate	Collaborates with other health care teams to facilitate care for critically ill obstetric patients	Debriefs with the members of the health care team, the patient, and the family members of a critically ill obstetric patients
Recognizes risk factors for obstetric emergencies	Recognizes obstetric emergencies and asks for assistance in a timely fashion	Manages and treats obstetric emergencies	Leads the multidisciplinary health care team in caring for patients with obstetric emergencies	Debriefs with the members of the health care team, the patient, and the patient's family members after an obstetric emergency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 7: Peri-Procedural Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies alterations in normal physiology and anatomy	Accurately and reliably gathers and reports clinical information pertaining to common peri-procedural risks and complications	Independently identifies and manages common peri-procedural risks and complications	Independently identifies and manages complex peri-procedural risks and complications	Implements measures to prevent or mitigate complications, applying effective interdisciplinary team management skills to manage multiple scenarios simultaneously
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 8: Endoscopic Procedures (Hysteroscopy and Cystoscopy)				
Level 1	Level 2	Level 3	Level 4	Level 5
Prepares patient and equipment for endoscopic procedures (e.g., lithotomy positioning, assemble endoscope)	Performs diagnostic hysteroscopy and cystoscopy	Independently performs simple operative hysteroscopic procedures	Independently performs complex operative hysteroscopic procedures	Independently performs complex hysteroscopic procedures in altered anatomy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 9: Laparoscopic Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic skills (e.g., positioning, draping, docking, undocking)	Assists during laparoscopic procedures (e.g., port placement, bedside assistant)	Independently performs simple laparoscopic procedures	Independently performs advanced laparoscopic procedures	Independently performs uncommon complex laparoscopic procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 10: Vulvar-Vaginal Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic skills (e.g., positioning, knot tying, suturing)	Performs simple vulvar-vaginal procedures	Performs pelvic entry for vaginal procedures and simple procedures for incontinence and prolapse	Independently performs vaginal hysterectomy and complex vulvar-vaginal procedures	Independently performs uncommon complex vulvar-vaginal procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 11: Open Surgical Procedures (excludes Cesarean section)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic skills (e.g., positioning, knot tying, suturing)	Opens and closes abdominal incisions	Independently performs simple open surgical procedures	Independently performs complex open surgical procedures	Independently performs uncommon complex open surgical procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 12: Family Planning				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates ability to find reputable, evidence-based information on contraception choices	Counsels patients on the effectiveness, risks, benefits, and contraindications of available forms of family planning Performs medical uterine evacuation	Implements comprehensive contraception management plans for patients and manages common side effects Performs routine surgical uterine evacuation and manages complications	Implements comprehensive management plans for patients with medical conditions complicating their use of contraceptive methods Performs surgical uterine evacuation on patients with complex comorbidities and manages complications	Applies innovative and complex approaches to medical contraception and pregnancy termination, and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 13: Ambulatory Gynecology and Office-Based Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes a focused patient history for common ambulatory gynecologic problems	Performs the initial assessment, formulates a differential diagnosis, and initiates treatment, including performance of basic procedures for common ambulatory gynecologic problems	Formulates management plans and initiates treatment, including relevant procedures for complex ambulatory gynecologic problems	Effectively cares for patients with complex presentations and uses a multidisciplinary approach when caring for patients with complex problems	Applies innovative approaches to complex and atypical ambulatory gynecology and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 14: Consultations				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs consultation, with guidance	Triages consult requests	Manages consultations (including coordination of care) requiring intervention, including procedural options	Supervises lower-level residents in managing consultations (including coordination of care) requiring intervention, including procedural options	Oversees the consultation process and manages interdisciplinary systems issues affecting patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 1: Anatomy and Pathophysiology of Female Reproduction				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies normal anatomy relevant to physical examination, imaging, and surgery Demonstrates knowledge of physiology of reproduction	Identifies pathologic anatomic variants as applied to physical examination and imaging Demonstrates basic knowledge of pathophysiology and clinical findings for common diseases of the reproductive system	Identifies common pathologic anatomic variants during surgery Demonstrates advanced knowledge of pathophysiology and clinical findings for common diseases of the reproductive system	Identifies complex pathologic anatomic variants during surgery Demonstrates comprehensive knowledge of the varying patterns of disease presentation, natural history, and patient outcomes	Contributes to peer-reviewed literature on the varying patterns of disease presentation, and natural history
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>				

Medical Knowledge 2: Differential Diagnosis				
Level 1	Level 2	Level 3	Level 4	Level 5
Generates a basic differential diagnosis based on patient symptoms and history	Generates a comprehensive differential diagnosis based on patient symptoms and history and interpretation of results of common diagnostic tests	Generates a prioritized differential diagnosis and selects additional testing for confirmation	Independently and efficiently synthesizes information to develop prioritized differential diagnoses in complex patient presentations and incorporates subtle, unusual, or conflicting findings	Coaches peers to develop prioritized differential diagnoses in atypical patient presentations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and their families (simulated or actual)	Discloses patient safety events to patients and their families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., cancer screening rate, surgical site infection, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: System Navigation for Patient-Centered Care - Coordination of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of interprofessional team members	Coordinates care of patients in complex clinical situations effectively using the roles of interprofessional team members	Identifies concerns with current systems and identifies opportunities for improvement	Analyzes the process of care coordination and leads in the design and implementation of improvements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 4: System Navigation for Patient-Centered Care – Transitions of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including in outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 5: Community and Population Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of community and population health needs and inequities	Identifies specific population and community health needs and inequities for the local population, taking into account social and structural determinants of health	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 6: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)	Describes how components of a complex health care system are interrelated and how this impacts patient care	Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)	Manages various components of the complex health care system to provide efficient and effective patient care and transitions of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transitions of care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence and incorporate patient preferences and values to the care of a routine patient	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care, with guidance from other health care team members	Locates and applies the best available evidence, integrated with patient preferences, to the care of complex patients, with minimal guidance	Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide care tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Continuously reflects on remaining gaps and institutes behavioral adjustments to narrow them	Coaches others on reflective practice
Establishes goals for personal and professional development	Identifies opportunities for performance improvement; designs a learning plan	Integrates practice data and feedback with humility to implement a learning plan	Uses performance data to measure the effectiveness of the learning plan and adapts when necessary	Coaches others in the design and implementation of learning plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses and how to appropriately report professionalism lapses	Demonstrates insight into professional behavior in routine situations and takes responsibility for one's own professionalism lapses	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of ethical principles	Analyzes straightforward situations using ethical principles	Recognizes the need to seek help in managing and resolving complex ethical situations	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed and identifies system-level issues that induce or exacerbate ethical problems	Seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p>	<p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Recognizes one's own role in leading the care of all patients on the service while mentoring/coaching other team members to ensure the best possible care of patients, including prioritizing tasks and mitigating burnout</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 4: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

*This subcompetency is not intended to evaluate a resident's well-being. Rather, the intent is to ensure that each resident has the fundamental knowledge of factors that impact well-being, the mechanism by which those factors impact well-being, and available resources and tools to improve well-being.

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates respect and establishes rapport with patients and patients' families (e.g., situational awareness of language, disability, health literacy level, cultural differences)</p> <p>Communicates with patients and their families in an understandable and respectful manner</p>	<p>Establishes a therapeutic relationship in straightforward encounters</p> <p>Identifies barriers to effective communication (e.g., health literacy, cultural differences)</p>	<p>Establishes a therapeutic relationship in challenging encounters (e.g., shared decision-making)</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p>	<p>Facilitates difficult discussions specific to conferences with patients and patients' families (e.g., end-of-life, explaining complications, therapeutic uncertainty)</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p>	<p>Mentors others in situational awareness and critical self-reflection</p> <p>Coaches others in the facilitation of crucial conversations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 2: Patient Counseling and Shared Decision-Making				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic understanding of the informed consent process	Answers questions about the treatment plan and seeks guidance when appropriate	Counsels patients through the decision-making process, including responding to questions, for simple clinical problems	Counsels patients through the decision-making process, including responding to questions, for complex clinical problems	Counsels patients through the decision-making process, including responding to questions, for uncommon clinical problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands and respects the role and function of interprofessional team members	Solicits insights from and uses language that values all interprofessional team members	Integrates contributions from interprofessional team members into the care plan	Prevents and mediates conflict and distress among interprofessional team members	Fosters a culture of open communication and effective teamwork within the interprofessional team
Understands and respects the role and function of other health care team members	Solicits insights from other health care team members using language that values all members	Integrates contributions from other health care team members into the care plan	Addresses conflict and distress among other health care team members in complex patient situations	Attends to individual and team distress and promotes resilience among other health care teams
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 4: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Concisely reports diagnostic and therapeutic reasoning in the patient record in an efficient manner	Communicates clearly, concisely, on time, and in an organized written form, including providing anticipatory guidance	Models feedback to improve others' written communication
Safeguards patient personal health information	Documents required data in formats specified by institutional policy	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Produces written or verbal communication (e.g., patient notes, emails) that serves as an example for others to follow	Guides departmental or institutional communication around policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				