

# The Obstetrics and Gynecology Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education,  
The American Board of Obstetrics and Gynecology,  
and  
The American College of Obstetrics and Gynecology



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The Milestones are designed only for use in evaluation of resident physicians in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the resident physician in key dimensions of the elements of physician competency 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**

**Chair: Jessica Bienstock, MD, MPH**

### **Working Group**

Karen E. Adams, MD

AnnaMarie Connolly, MD

Laura Edgar, EdD, CAE

Gary N. Frishman, MD

Alice R. Goepfert, MD

Robert V. Higgins, MD, FACOG, FACS

Lee A. Learman, MD, PhD

Rebecca McAlister, MD

Mary Joyce Turner, RHIA, MJ

George Wendel, MD

Christopher M. Zahn, MD

### **Advisory Group**

Timothy P. Brigham, MDiv, PhD

Mary Ciotti, MD

Larry C. Gilstrap III, MD

Hal C. Lawrence III, MD, FACOG

John R. Potts III, MD

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## Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a resident moves from entry into residency through graduation. In the initial years of implementation, the Review Committee will examine milestone performance data for each program's residents as one element in the Next Accreditation System (NAS) to determine whether residents overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe each resident's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert. These levels do not correspond with post-graduate year of education.

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

**Level 1:** The resident demonstrates milestones expected of an incoming resident.

**Level 2:** The resident is advancing and demonstrates additional milestones, but is not yet performing at a mid-residency level.

**Level 3:** The resident continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for residency.

**Level 4:** The resident has advanced so that he or she now substantially demonstrates the milestones targeted for residency. This level is designed as the graduation target.

**Level 5:** The resident has advanced beyond performance targets set for residency and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents will reach this level.

## **Additional Notes**

Level 4 is designed as the graduation *target* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the residency program director. Study of milestone performance data will be required before the ACGME and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether milestone data are of sufficient quality to be used for high-stakes decisions.

Examples are provided with some milestones. Please note that 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 the ACGME supervision guidelines, as well as institutional and program policies. For example, a resident who performs a procedure independently must, at a minimum, be supervised through oversight.

*Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:*  
<http://www.acgme.org/acgme/web/Portals/0/MilestonesFAQ.pdf>.

The diagram below presents an example set of milestones for one sub-competency in the same format as the milestone 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 the milestones
- or
- for Patient Care and Medical Knowledge milestones, selecting the option that says the resident has “Not yet rotated”
- or
- for Interpersonal and Communication Skills, Practice-based Learning and Improvement, Professionalism, and Systems-based Practice, selecting the option that says the resident has “Not yet achieved Level 1”

Respect for Patient Privacy, Autonomy, Patient/Physician Relationship — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of respect for patient privacy and autonomy	Shows respect for patient privacy	Assesses a patient’s capacity for medical decision making	Successfully navigates ethically complex clinical issues involving patient autonomy	Successfully leads others through complex and atypical clinical issues involving patient autonomy
Understands the ethical principles of appropriate patient physician relationships	Elicits patient goals for care and patient preferences regarding treatment alternatives	Successfully navigates conflicts between patient preferences that are discordant with personal beliefs	Balances patient privacy with ethical and legal requirements in complex circumstances	Longitudinally participates on hospital ethics committee
	Demonstrates understanding of ethical principles including boundary issues and consciously applies them in patient care	Efficiently counsel patients to help align treatment decisions with individual preferences		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

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).

Antepartum Care and Complications of Pregnancy — Patient Care				
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 complications (e.g., hypertension, diabetes, infectious diseases)</p> <p>Recognizes basic risk factors, symptoms, and signs of common obstetrical conditions (e.g., post-term gestation, abnormal placentation, third trimester bleeding)</p>	<p>Manages common medical complications (e.g., hypertension, diabetes, infectious diseases)</p> <p>Manages common obstetrical complications (e.g., previous Cesarean section, abnormal fetal growth, multifetal gestation)</p>	<p>Demonstrates a comprehensive understanding of the varying patterns of presentation and treatment options for a variety of medical and obstetrical complications</p> <p>Recognizes atypical presentations of medical and obstetrical complications; identifies indications for consultation, referral, and/or transfer of care for patients with medical and obstetrical complications</p> <p>Effectively supervises and educates lower level residents in antepartum care</p> <p>Collaborates and provides consultation to other members of the health care team in antepartum care</p>	<p>Manages patients with complex and atypical medical and obstetrical complications</p> <p>Applies innovative approaches to complex and atypical antepartum 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"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Care of Patients in the Intrapartum Period — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of routine/uncomplicated intrapartum obstetrical care including, conduct of normal labor	<p>Provides intrapartum obstetrical care for women with uncomplicated pregnancies (e.g., identification of fetal lie, interpretation of fetal heart rate monitoring, and tocodynamometry)</p> <p>Differentiates between normal and abnormal labor</p> <p>Recognizes intrapartum complications (e.g., chorioamnionitis, shoulder dystocia)</p>	<p>Manages abnormal labor</p> <p>Manages intrapartum complications (e.g., cord prolapse, placental abruption)</p>	<p>Provides care for women with complex intrapartum complications and conditions</p> <p>Identifies indications for consultation, referral, and/or transfer of care for patients with intrapartum complications</p> <p>Effectively supervises and educates lower-level residents in intrapartum care</p> <p>Collaborates and provides consultation to other members of the health care team in intrapartum care</p>	Applies innovative approaches to complex and atypical intrapartum conditions and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

**Care of Patients in the Postpartum Period — Patient Care**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic knowledge of normal postpartum care</p>	<p>Provides postpartum care for women with uncomplicated pregnancies, including lactation counseling</p> <p>Recognizes basic risk factors, symptoms, and signs, of common postpartum complications (e.g., postpartum hemorrhage, infection, venous thromboembolism, depression)</p>	<p>Manages common postpartum complications</p> <p>Correctly interprets the results of obstetric pathology and laboratory reports to ascertain the etiology of obstetrical outcomes</p>	<p>Manages patients with complex complications of the postpartum period (e.g., septic pelvic thrombophlebitis, pulmonary embolism)</p> <p>Determines the need for consultation, referral, or transfer for patients with complex complications in the postpartum period</p> <p>Counsels patients about the risk of recurrence of antepartum, intrapartum, and postpartum complications (e.g., preeclampsia, pre-term delivery, shoulder dystocia, depression)</p> <p>Effectively supervises and educates lower-level residents in postpartum care</p> <p>Collaborates and provides consultation to other members of the health care team in postpartum care</p>	<p>Applies innovative approaches to complex and atypical postpartum conditions and implements treatment plans based on emerging evidence</p>










Comments:

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Obstetrical Technical Skills — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Performs basic procedures, including speculum examination and cervical examination</p>	<p>Performs basic obstetrical skills, including:</p> <ul style="list-style-type: none"> <li>• assessment of cervical dilation</li> <li>• spontaneous vaginal delivery</li> <li>• ultrasound for assessment of fetal number, lie, presentation, viability, and placental location</li> </ul>	<p>Performs obstetrical procedures, including:</p> <ul style="list-style-type: none"> <li>• ultrasound to obtain fetal biometry</li> <li>• biophysical profile</li> <li>• repair of second degree perineal or vaginal lacerations</li> <li>• primary Cesarean section</li> <li>• uterine evacuation in the second trimester (e.g., induction, postpartum curettage)</li> </ul>	<p>Educates and supervises lower-level residents in performing obstetrical procedures</p> <p>Collaborates and provides consultation to other members of the health care team in performing obstetrical procedures</p> <p>Performs complex obstetrical procedures, including:</p> <ul style="list-style-type: none"> <li>• operative vaginal delivery</li> <li>• repair of 3<sup>rd</sup>- and 4<sup>th</sup>-degree perineal lacerations</li> <li>• repeat Cesarean section</li> <li>• cervical cerclage</li> <li>• breech vaginal delivery (including second twins)</li> <li>• cystotomy repair</li> <li>• surgical management of postpartum hemorrhage (e.g., Cesarean hysterectomy, peripartum hysterectomy)</li> </ul> <p>Manages and repairs uterine rupture or perforation</p>	<p>Applies innovative and complex approaches obstetrical care 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><b>Comments:</b></p>				<p>Not yet rotated <input type="checkbox"/></p>

Immediate Care of the Newborn — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs initial warming and drying of a non-depressed infant	Demonstrates the performance of Apgar testing  Identifies an infant in need of resuscitation	Performs initial resuscitation of a depressed infant  Alerts appropriate team for assistance	Capable of performing neonatal resuscitation that does not include administration of medications (may be demonstrated by satisfactory completion of the Neonatal Resuscitation Program [NRP] Provider Course [including hands-on skills stations and simulation] and receipt of a Provider Course Completion Card)	Manages both the resuscitation and the team in caring for infants who require resuscitation
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<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Gynecology Technical Skills: Laparotomy (e.g., Hysterectomy, Myomectomy, Adnexectomy) — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic abdominal and pelvic anatomy</p> <p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Positions patient appropriately for surgery</p>	<p>Works effectively as a surgical assistant</p> <p>Performs simple abdominal incision and closure</p> <p>Demonstrates basic surgical skills, including:</p> <ul style="list-style-type: none"> <li>• knot tying</li> <li>• simple suturing</li> <li>• suture and staple removal</li> </ul>	<p>Demonstrates appropriate tissue handling, request for instruments, and flow of the procedure</p> <p>Understands and uses various forms of energy sources used in surgery</p> <p>Performs uncomplicated gynecologic procedures</p> <p>Recognizes surgical complications and formulates an initial management plan</p>	<p>Independently performs gynecologic procedures</p> <p>Demonstrates good intra-operative decision making, including the ability to modify a surgical plan based on operative findings</p> <p>Demonstrates the ability to recognize and manage surgical complications, including the appropriate use of intra-operative consultation</p> <p>Applies an evidence-based approach to the adoption of new technologies</p> <p>Effectively supervises and educates lower-level residents regarding laparotomy</p> <p>Collaborates and provides consultation to other members of the health care team regarding laparotomy</p>	<p>Applies innovative and complex approaches to laparotomy and implements treatment plans based on emerging evidence</p>
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<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

**Gynecology Technical Skills: Vaginal Surgery (e.g. , Vaginal Hysterectomy, Colporrhaphy, Mid-urethral Sling) — Patient Care**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic pelvic anatomy</p> <p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Positions patient appropriately for surgery</p>	<p>Works effectively as a surgical assistant</p> <p>Performs simple vaginal or vulvar incision and repair</p> <p>Demonstrates basic surgical skills, including:</p> <ul style="list-style-type: none"> <li>• knot tying</li> <li>• simple suturing</li> </ul>	<p>Displays appropriate tissue handling, request for instruments, and flow of the procedure</p> <p>Understand and uses various forms of energy sources used in surgery</p> <p>Performs uncomplicated procedures</p> <p>Recognizes surgical complications and formulates an initial management plan</p>	<p>Independently performs vaginal procedures</p> <p>Demonstrates good intra-operative decision making, including the ability to modify a surgical plan based on operative findings</p> <p>Recognizes and manages surgical complications, including the appropriate use of intra-operative consultation</p> <p>Applies an evidence-based approach to the adoption of new technologies</p> <p>Effectively supervises and educates lower-level residents regarding vaginal surgery</p> <p>Collaborates and provides consultation to other members of the health care team regarding vaginal surgery</p>	<p>Applies innovative and complex approaches to vaginal surgery and implements treatment plans based on emerging evidence</p>

                                  

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**Gynecology Technical Skills: Endoscopy (Laparoscopy, Hysteroscopy, Cystoscopy) — Patient Care**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic understanding of abdominal and pelvic anatomy</p> <p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Positions patient appropriately for surgery</p>	<p>Assembles endoscopic instruments and checks proper functioning</p> <p>Performs proper insertion of endoscopic instruments</p> <p>Demonstrates an understanding of the indications for endoscopy</p>	<p>Performs diagnostic procedures</p> <p>Performs operative procedures</p> <p>Displays appropriate tissue handling, request for instruments, and flow of the procedure</p> <p>Uses various forms of energy sources used in surgery</p> <p>Recognizes complications and formulates an initial management plan</p>	<p>Performs operative endoscopy independently (e.g., hysterectomy, myomectomy)</p> <p>Demonstrates good intra-operative decision making, including the ability to modify surgical plan based on operative findings</p> <p>Recognizes and manages surgical complications, including the appropriate use of intra-operative consultation</p> <p>Applies an evidence-based approach to the adoption of new technologies</p> <p>Effectively supervises and educates lower-level residents regarding endoscopy</p> <p>Collaborates and provides consultation to other members of the health care team regarding endoscopy</p>	<p>Applies innovative and complex approaches to endoscopy and implements treatment plans based on emerging evidence</p>

                                  

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Family Planning — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Verbalizes basic knowledge about common contraceptive options	Demonstrates a basic understanding of the effectiveness, risks, benefits, complications, and contraindications of contraception, including emergency contraception, and pregnancy termination	<p>Counsels on the effectiveness, risks, benefits, and contraindications of available forms of contraception</p> <p>Counsels on the effectiveness, risks, benefits, and contraindications for male and female sterilization</p> <p>Performs intra-uterine and implantable contraceptive placement</p> <p>Demonstrates ability to perform basic first trimester uterine evacuation (medical and surgical)</p>	<p>Formulates comprehensive management plans for patients with medical diseases complicating their use of contraceptive methods</p> <p>Manages complications of contraceptive methods and pregnancy termination</p> <p>Determines the need for consultation, referral, or transfer of patients with complex complications</p> <p>Demonstrates ability to perform basic second trimester uterine evacuation (medical and surgical)</p>	Applies innovative and complex approaches to family planning and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Ambulatory Gynecology — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge about common ambulatory gynecologic problems	Performs the initial assessment, formulates a differential diagnosis, and initiates treatment for common ambulatory gynecologic problems (e.g., sexually transmitted infections, vaginitis)	Formulates management plans and initiates treatment for complex ambulatory gynecologic problems (e.g., cervical dysplasia, infertility, ovulatory disorders, breast disorders)  Performs colposcopy, basic gynecologic ultrasound, and other indicated office procedures	Effectively cares for patients with complex presentations (e.g., refractory to initial management, unusual presentations, complications)  Uses a multi-disciplinary approach and makes appropriate referrals when caring for patients with complex ambulatory gynecologic problems (e.g., sexual dysfunction, menopausal symptoms, vulvovaginal syndromes and lesions)  Leads an inter-professional team, including supervision, education, and coordination of care  Monitors one's own outcomes to improve practice	Applies innovative approaches to complex and atypical ambulatory gynecology and implements treatment plans based on emerging evidence  Understands and applies principles of office management (e.g., billing)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Care of the Patient with Non-Reproductive Medical Disorders — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates an understanding of common non-reproductive medical disorders	Performs history and physical, forms a differential diagnosis, and evaluates for common non-reproductive medical disorders (e.g., chronic hypertension, obesity, depression)	Interprets test results and screens for related conditions of non-reproductive medical disorders (e.g., metabolic syndrome, BRCA mutation, eating disorders)  Initiates management for common non-reproductive disorders (e.g., hypertension, diabetes)	Initiates management plans for patients with complex non-reproductive medical disorders (e.g., osteoporosis, metabolic syndrome, BRCA mutation, eating disorders, human immunodeficiency virus [HIV] infection) and provides referrals	Provides on-going, comprehensive care for patients with complex and atypical non-reproductive medical disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Peri-operative Care — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic abdominal and pelvic anatomy	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• relevant surgical anatomy</li> <li>• common procedural indications</li> <li>• comorbidities relevant to gynecologic surgery</li> <li>• prophylactic strategies to reduce post-operative complications</li> </ul>	Demonstrates knowledge about the management of: <ul style="list-style-type: none"> <li>• medical comorbidities relevant to gynecologic surgery</li> <li>• appropriate procedural options for the relevant gynecological condition</li> </ul>	<p>Demonstrates advanced knowledge necessary for management of medically complex patients</p> <p>Demonstrates the ability to recognize and manage peri-operative complications</p> <p>Effectively supervises and educates lower -level residents regarding peri-operative care</p> <p>Collaborates and provides consultation to other members of the team regarding peri-operative care</p> <p>Manages or co-manages critically-ill patients requiring care in an intensive care unit</p>	Applies innovative approaches to complex and atypical peri-operative 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:				Not yet rotated <input type="checkbox"/>

**Abdominal/Pelvic Pain (Acute and Chronic) — Medical Knowledge**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a basic understanding of patients presenting with abdominal/pelvic pain regarding: <ul style="list-style-type: none"> <li>• risk factors</li> <li>• signs and symptoms</li> </ul>	Demonstrates the ability to formulate a differential diagnosis  Demonstrates an understanding of initial: <ul style="list-style-type: none"> <li>• evaluation</li> <li>• treatment options</li> </ul>	Demonstrates the ability to: <ul style="list-style-type: none"> <li>• utilize focused diagnostic approaches</li> <li>• formulate comprehensive management plans</li> </ul>	Demonstrates an in-depth knowledge regarding patients presenting with abdominal and pelvic pain relevant to: <ul style="list-style-type: none"> <li>• varying patterns of presentation</li> <li>• treatment options</li> <li>• refractory pelvic pain</li> </ul> Manages patients with complex and atypical chronic pelvic pain  Demonstrates the ability to formulate comprehensive plans of management for patients with multiple and/or complex comorbidities	Leads a multidisciplinary team for care of patients with chronic pelvic pain  Applies innovative approaches to complex and atypical abdominal/pelvic pain and implements treatment plans based on emerging evidence

Comments:

Not yet rotated

Abnormal Uterine Bleeding (Acute and Chronic) — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic knowledge about what constitutes normal and abnormal uterine bleeding</p> <p>Verbalizes the phases of the normal menstrual cycle</p>	<p>Demonstrates the ability to formulate a differential diagnosis</p> <p>Demonstrates an understanding of initial:</p> <ul style="list-style-type: none"> <li>• evaluation</li> <li>• treatment options</li> </ul>	<p>Demonstrates in-depth knowledge of the physiology of the normal menstrual cycle</p> <p>Demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• utilize focused diagnostic approaches</li> <li>• formulate a comprehensive management plan</li> </ul>	<p>Demonstrates an in-depth knowledge regarding patients presenting with abnormal uterine bleeding relevant to:</p> <ul style="list-style-type: none"> <li>• varying patterns of presentation</li> <li>• comprehensive treatment options</li> <li>• refractory bleeding</li> </ul> <p>Demonstrates the ability to formulate comprehensive management plans for patients with multiple and/or complex comorbidities</p> <p>Effectively supervises and educates lower-level residents regarding abnormal bleeding</p> <p>Collaborates and provides consultation to other members of the health care team regarding abnormal uterine bleeding</p>	<p>Applies innovative approaches to complex and atypical abnormal uterine bleeding and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Pelvic Mass — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates a basic understanding of patients presenting with a pelvic mass, including:</p> <ul style="list-style-type: none"> <li>• differential diagnosis</li> <li>• signs and symptoms</li> </ul>	<p>Demonstrates the ability to formulate a focused differential diagnosis</p> <p>Demonstrates an understanding of initial:</p> <ul style="list-style-type: none"> <li>• evaluation</li> <li>• treatment options</li> </ul>	<p>Demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• utilize focused diagnostic approaches</li> <li>• formulate a comprehensive management plan</li> </ul>	<p>Demonstrates an in-depth knowledge regarding patients presenting with a pelvic mass relevant to:</p> <ul style="list-style-type: none"> <li>• varying patterns of presentation</li> <li>• comprehensive treatment options</li> </ul> <p>Determines the need for consultation, referral, or transfer of patients</p> <p>Demonstrates the ability to formulate comprehensive management plans for patients with multiple and/or complex comorbidities</p> <p>Effectively supervises and educates lower-level residents regarding pelvic mass</p> <p>Collaborates and provides consultation to other members of the health care team regarding pelvic mass</p>	<p>Applies innovative approaches to complex and atypical pelvic mass and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

**Pelvic Floor Disorders (Urinary Incontinence, Pelvic Prolapse, Anal Incontinence) — Medical Knowledge**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of normal pelvic floor anatomy	<p>Demonstrates knowledge of basic pelvic floor physiology and functional anatomy</p> <p>Demonstrates a basic understanding of patients presenting with pelvic floor disorders relevant to:</p> <ul style="list-style-type: none"> <li>• risk factors</li> <li>• symptoms</li> <li>• physical exam findings</li> </ul> <p>Demonstrates the ability to formulate a differential diagnosis</p>	<p>Demonstrates knowledge of abnormal pelvic floor anatomy and physiology</p> <p>Demonstrates an understanding of patients presenting with pelvic floor disorders relevant to:</p> <ul style="list-style-type: none"> <li>• evaluation and interpretation of results</li> <li>• treatment options</li> </ul> <p>Formulates an initial plan of management for patients with uncomplicated pelvic floor disorders</p>	<p>For patients with uncomplicated pelvic floor disorders:</p> <ul style="list-style-type: none"> <li>• utilizes focused diagnostic approaches</li> <li>• uses non-surgical and surgical therapies</li> <li>• formulates comprehensive management plans for patients with comorbidities</li> <li>• determines the need for consultation, referral, or transfer of patients</li> </ul>	<p>Effectively supervises and educates lower-level residents regarding complex and atypical pelvic floor disorders</p> <p>Collaborates and provides consultation to other members of the health care team regarding pelvic floor disorders</p> <p>Treats patients with complicated, atypical, or recurrent pelvic floor disorders</p> <p>Applies innovative approaches to complex and atypical pelvic floor disorders and implements treatment plans based on emerging evidence</p>

                                  

**Comments:** Not yet rotated

First Trimester Bleeding — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic understanding of normal early pregnancy development, including implantation, early embryology, and placental development	Demonstrates the ability to formulate a differential diagnosis (e.g., ectopic pregnancy, spontaneous abortion, non-obstetric etiologies)	<p>Counsels patients regarding natural history and treatment options</p> <p>Utilizes non-surgical and surgical methods to manage patients with:</p> <ul style="list-style-type: none"> <li>• ectopic pregnancy</li> <li>• abortion (spontaneous, induced)</li> <li>• other etiologies</li> </ul> <p>Demonstrates an understanding of complications related to first trimester bleeding and its management</p>	<p>Manages patients with complications of first trimester bleeding or its management (e.g., hemorrhage, infection)</p> <p>Effectively supervises and educates lower-level residents regarding first trimester bleeding</p> <p>Collaborates and provides consultation to other members of the health care team regarding first trimester bleeding</p>	Applies innovative approaches to complex or atypical first trimester bleeding and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Health Care Maintenance and Disease Prevention — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the characteristics of a good screening test  Demonstrates knowledge of indications and limitations of commonly used screening tests	Demonstrates knowledge of evidence-based, age-appropriate guidelines for women’s health maintenance and disease prevention (e.g., breast screening, cervical cancer screening)  Recommends age- and risk-appropriate vaccinations	Interprets age- and risk-appropriate tests (e.g., bone mineral density, mammogram, lipids, thyroid studies)  Develops patient-centered management plans to maintain health and prevent disease	Formulates comprehensive management plans for high-risk patients (e.g., vulnerable populations)  Monitors one’s own outcomes to improve practice	Manages patients with highly complex medical diseases for health care maintenance and disease prevention  Applies innovative and complex approaches to health care maintenance and disease prevention and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

**Patient Safety and Systems Approach to Medical Errors: Participate in identifying system errors and implementing potential systems solutions — Systems-based Practice**

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes limitations and failures of a team approach (e.g., hand-offs, miscommunication) in health care as the leading cause of preventable patient harm	<p>Demonstrates knowledge of institutional surveillance systems to monitor for patient safety (e.g., surgical site infection, medical error reporting)</p> <p>Participates in “time-out”</p> <p>Appropriately utilizes check lists to promote patient safety (e.g., medication reconciliation)</p> <p>Demonstrates knowledge of the epidemiology of medical errors and the differences between near misses, medical errors, and sentinel events</p>	<p>Participates in patient safety reporting and analyzing systems</p> <p>Participates in team drills</p> <p>Demonstrates knowledge of national patient safety standards, as well as their use/application in the institution</p>	<p>Reports errors and near-misses to the institutional surveillance system and superiors</p> <p>Recognizes when root cause analysis is necessary, and is capable of participating in root cause analysis</p> <p>Actively participates in quality improvement (QI)/patient safety projects</p>	<p>Contributes to peer-reviewed medical literature</p> <p>Organizes and leads institutional QI/patient safety projects</p>

**Comments:** Not yet achieved Level 1

Cost-effective Care and Patient Advocacy — Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of providing cost-effective care</p> <p>Understands the role of physicians in advocating for appropriate women’s health care</p>	<p>Is aware of common socioeconomic barriers that impact patient care</p> <p>Demonstrates an awareness of the need for coordination of patient care and patient advocacy</p>	<p>Demonstrates the incorporation of cost awareness into clinical judgment and decision making</p> <p>Coordinates and advocates for needed resources to facilitate patient care (e.g., effective discharge planning)</p>	<p>Practices cost-effective care (e.g., formulary drugs, generic drugs, tailoring of diagnostic tests)</p> <p>Analyzes patient care options from a quality of life (QOL)/cost-of-care perspective, and includes in patient counseling</p> <p>Effectively communicates within his or her own hospital/clinic to advocate for patient needs</p>	<p>Participates in advocacy or health care legislation locally, regionally, or nationally</p> <p>Effectively communicates within health care systems to advocate for the needs of patient populations</p> <p>Demonstrates an understanding of the political economics of health care legislation locally, regionally, and nationally</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Self-directed Learning/Critical Appraisal of Medical Literature — Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates an understanding of critical appraisal of the literature</p> <p>Demonstrates responsiveness to constructive feedback</p>	<p>Identifies resources (e.g., texts, search engines) to answer questions while providing patient care</p> <p>Recognizes limits of knowledge, expertise, and technical skills</p> <p>Describes commonly used study designs (e.g., randomized controlled trial [RCT], cohort; case-control, cross-sectional)</p>	<p>Applies patient-appropriate evidence-based information from review articles or guidelines on common topics in practice</p> <p>Critically reviews and interprets the literature with the ability to identify study aims, hypotheses, design, and biases</p>	<p>Tailors evidence-based practice based on the values and preferences of each patient</p> <p>Reads and assesses strength of evidence in current literature and applies it to one's own practice</p> <p>Analyzes his or her own outcomes as compared to national standards</p>	<p>Designs a hypothesis-driven or hypothesis-generating study</p> <p>Contributes to peer-reviewed medical literature</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Quality Improvement Process: Systematically analyze practice using quality improvement methods and implement changes with the goal of practice improvement — Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Has a commitment to self-evaluation, lifelong learning, and patient safety	Demonstrates understanding of the basic concepts of QI  Reads appropriate information, as assigned by the program or related to patient-specific topics  Understands level of evidence for patient care recommendations	References and utilizes national standards or guidelines in patient care plans  Identifies quality of care issues within one’s own practice with a systems-based approach	Participates in departmental or institutional Q process/committees  Implements changes with a goal of practice improvement	Analyzes department or institutional outcomes  Contributes to peer-reviewed medical literature  Organizes and leads effective institutional QI/patient safety projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Compassion, Integrity, and Respect for Others — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of compassion, integrity, and respect for others</p> <p>Demonstrates sensitivity and responsiveness to patients</p>	<p>Consistently shows compassion, integrity, and respect in typical situations with patients, peers, and members of the health care team</p> <p>Consistently demonstrates sensitivity and responsiveness to diversity of patients' ages, cultures, races, religions, abilities, or sexual orientations</p> <p>Accepts constructive feedback to improve his or her ability to demonstrate compassion, integrity, and respect for others</p>	<p>Consistently shows compassion, integrity, and respect for patients who decline medical advice or request un-indicated tests or treatments, for patients who have psychiatric comorbidities, and for team members in circumstances of conflict or high stress</p> <p>Modifies one's own behavior based on feedback to improve his or her ability to demonstrate compassion, integrity, and respect for others</p>	<p>Consistently models compassion, integrity, and respect for others</p> <p>Coaches others to improve compassion, integrity, and respect for patients</p>	<p>Assumes long-term or leadership role in community outreach activities to improve the health of vulnerable populations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Accountability and Responsiveness to the Needs of Patients, Society, and the Profession — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands that physicians are accountable to patients, society, and the profession</p> <p>Acts with honesty and truthfulness</p>	<p>Is consistently punctual for clinical assignments and responsive to requests for assistance; completes administrative duties (e.g., medical records, reports) on time and without reminders</p> <p>Understands the signs and symptoms of fatigue, stress, and substance abuse</p>	<p>Serves as an example for others in punctuality, responsiveness, and timely completion of duties</p> <p>Recognizes signs and symptoms of fatigue, stress, and substance abuse</p>	<p>Coaches others to improve punctuality and responsiveness; offers assistance to ensure patient care duties are completed in a timely fashion</p> <p>Demonstrates self-awareness of fatigue and stress, and mitigates the effects</p>	<p>Participates in institutional or community peer counseling related to professionalism</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Respect for Patient Privacy, Autonomy, Patient-Physician Relationship — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of respect for patient privacy and autonomy</p> <p>Understands the ethical principles of appropriate patient-physician relationships</p>	<p>Shows respect for patient privacy</p> <p>Elicits patient goals for care, and patient preferences regarding treatment alternatives</p> <p>Demonstrates an understanding of ethical principles, including boundary issues, and consciously applies them in patient care</p>	<p>Assesses a patient’s capacity for medical decision making</p> <p>Successfully navigates conflicts between patient preferences that are discordant with personal beliefs</p> <p>Efficiently counsels patients to help align treatment decisions with individual preferences</p>	<p>Successfully navigates ethically complex clinical issues involving patient autonomy</p> <p>Balances patient privacy with ethical and legal requirements in complex circumstances</p>	<p>Successfully leads others through complex and atypical clinical issues involving patient autonomy</p> <p>Longitudinally participates on hospital ethics committee</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Communication with Patients and Families — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates adequate listening skills  Communicates effectively in routine clinical situations	Checks for patient and family understanding of illness and management plan  Allows for opportunities for patient questions  For hospitalized patients, maintains communication with patient and family regarding plan of care	Communicates effectively in stressful, emergent, and complex situations  Capable of delivering bad news to patients and families regarding poor prognoses  Communicates effectively with patients and families across a broad range of socio-economic and cultural backgrounds	Delivers bad news to families about complications or death  Capable of informing patients and families about a medical error that caused harm  Incorporates risk management in this process  Role models effective communication to junior colleagues  Participates in education of patients and families	Capable of effective communication in the most challenging situations, and invites participation from all stakeholders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Communication with Physicians and Other Health Professionals and Teamwork — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of relationship development, information gathering and sharing, and teamwork	Demonstrates an understanding of the roles of health care team members, and communicates effectively within the team  Demonstrates an understanding of transitions of care and team debriefing	Works effectively in interprofessional and interdisciplinary health care teams  Participates in effective transitions of care and team debriefing  Communicates effectively with physicians and other health care professionals regarding patient care	Leads inter-professional and interdisciplinary health care teams to achieve optimal outcomes  Leads effective transitions of care and team debriefing  Responds to requests for consultation in a timely manner and communicates recommendations to the requesting team	Educates other health care professionals regarding obstetrics and gynecology  Provides effective consultation in complex and atypical patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Informed Consent and Shared Decision Making — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of informed consent	Begins to engage patients in shared decision making, and obtains informed consent for basic procedures	<p>Uses appropriate, easy-to-understand language in all phases of communication, utilizing an interpreter where necessary</p> <p>Engages in shared decision making, incorporating patients' and families' cultural frameworks</p> <p>Obtains informed consent for complex procedures</p>	Organizes and participates in multidisciplinary family/patient/team member conferences	<p>Models and coaches shared decision making in complex and highly stressful situations</p> <p>Leads multidisciplinary family/patient/team member conferences</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>