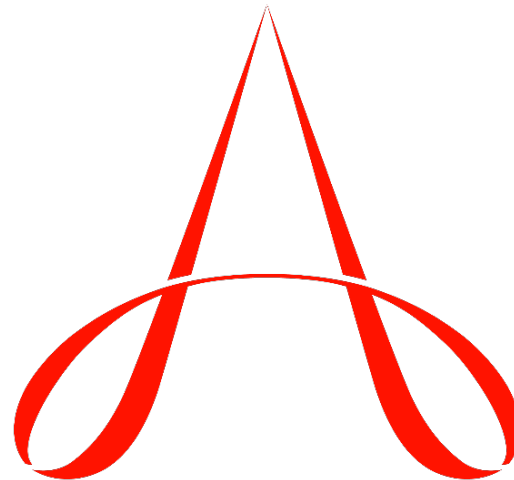# Obstetrics and Gynecology Milestones

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

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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.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On www.acgme.org, choose the applicable specialty under the "Specialties" menu, then select the "Milestones" link in the lower navigation bar.

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 |

Comments:

Not Yet Completed Level 1 ☐

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 | Provides complete antepartum care for women with uncomplicated pregnancies<br><br>Recognizes basic risk factors, symptoms, and signs of common medical and obstetrical complications | Provides complete antepartum care for women with complicated pregnancies<br><br>Manages common medical and obstetrical complications | Effectively supervises and educates lower-level residents in antepartum care<br><br>Recognizes atypical presentations of medical and obstetrical complications; identifies indications for referral and/or transfer of care for patients with medical and obstetrical complications | Manages patients with complex and atypical medical and obstetrical complications and implements treatment plans based on emerging evidence |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1   ☐
Not Yet Assessable   ☐

| 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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1        ☐
Not Yet Assessable        ☐

**Patient Care 3: Care of Patients in the Intrapartum Period**

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| Demonstrates basic knowledge of routine/uncomplicated intrapartum obstetrical care, including conduct of normal labor | Manages normal labor | Effectively supervises and educates lower-level residents in intrapartum care for women with uncomplicated pregnancies | Provides care for women with complex intrapartum complications and conditions | Applies innovative approaches to complex and atypical intrapartum conditions and implements treatment plans based on emerging evidence |
| Performs basic obstetric skills (e.g., identification of fetal lie, interpretation of fetal heart rate monitoring, and tocodynamometry) | Recognizes common intrapartum complications | Manages common labor and intrapartum complications | Identifies indications for referral and/or transfer of care for patients with intrapartum complications | |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1   ☐
Not Yet Assessable   ☐

**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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Completed Level 1    ☐
Not Yet Assessable           ☐

| 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 |
| | | | | |

**Comments:**

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

**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 |

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|---|---|---|

**Comments:**

Not Yet Completed Level 1  ☐
Not Yet Assessable  ☐

| 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 |
| ☐ | ☐ ☐ | ☐ ☐ | ☐ ☐ | ☐ ☐ |

Comments:

Not Yet Completed Level 1 ☐

Not Yet Assessable ☐

| 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 |
| | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Completed Level 1 ☐

Not Yet Assessable ☐

| 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 |

Comments:

Not Yet Completed Level 1

Not Yet Assessable

| 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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

| **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 |
| ☐    ☐ | ☐    ☐ | ☐    ☐ | ☐    ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1    ☐

Not Yet Assessable    ☐

## 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 | Implements comprehensive contraception management plans for patients and manages common side effects | Implements comprehensive management plans for patients with medical conditions complicating their use of contraceptive methods | Applies innovative and complex approaches to medical contraception and pregnancy termination, and implements treatment plans based on emerging evidence |
| | Performs medical uterine evacuation | Performs routine surgical uterine evacuation and manages complications | Performs surgical uterine evacuation on patients with complex comorbidities and manages complications | |

Comments:

Not Yet Completed Level 1   ☐
Not Yet Assessable   ☐

| 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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments:

Not Yet Completed Level 1　☐
Not Yet Assessable　☐

| 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 |
| | | | | |

**Comments:**

Not Yet Completed Level 1 ☐
Not Yet Assessable ☐

| **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 |
| ☐          ☐ | ☐          ☐ | ☐          ☐ | ☐          ☐ | ☐ |
| **Comments:**<br><br>                                            Not Yet Completed Level 1      ☐<br>                                            Not Yet Assessable             ☐ | | | | |

**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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1     ☐
Not Yet Assessable            ☐

| 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 |
| ☐    ☐    ☐ | ☐    ☐ | ☐    ☐ | ☐    ☐ | ☐ |
| **Comments:**<br><br>                                                       Not Yet Completed Level 1    ☐ | | | | |

| 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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1     ☐

| 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 |
| ☐ | ☐ ☐ | ☐ ☐ | ☐ ☐ | ☐ ☐ |

**Comments:**

Not Yet Completed Level 1 ☐

| 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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1     ☐

| **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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1     ☐

**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 |
| | | | | |

**Comments:**

Not Yet Completed Level 1     ☐

| 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 |
| ▢      ▢ | ▢      ▢ | ▢      ▢ | ▢      ▢ | ▢ |
| **Comments:**                                                    Not Yet Completed Level 1     ▢ | | | | |

| 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 |

Comments:

Not Yet Completed Level 1 ☐

| 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 |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1　☐

| 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 |

Comments:

Not Yet Completed Level 1 ☐

## Professionalism 3: Accountability/Conscientiousness

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future | Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations | Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations | Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner | 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 |
| Responds promptly to requests or reminders to complete tasks and responsibilities | Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner | Proactively implements strategies to ensure that the needs of patients, teams, and systems are met | | |

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|---|---|---|

**Comments:**

Not Yet Completed Level 1     ☐

| 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 |

Comments:

Not Yet Completed Level 1 ☐

\*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 |
| Demonstrates respect and establishes rapport with patients and patients' families (e.g., situational awareness of language, disability, health literacy level, cultural differences) | Establishes a therapeutic relationship in straightforward encounters | Establishes a therapeutic relationship in challenging encounters (e.g., shared decision-making) | Facilitates difficult discussions specific to conferences with patients and patients' families (e.g., end-of-life, explaining complications, therapeutic uncertainty) | Mentors others in situational awareness and critical self-reflection |
| Communicates with patients and their families in an understandable and respectful manner | Identifies barriers to effective communication (e.g., health literacy, cultural differences) | When prompted, reflects on personal biases while attempting to minimize communication barriers | Independently recognizes personal biases while attempting to proactively minimize communication barriers | Coaches others in the facilitation of crucial conversations |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1    ☐

| 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 |
| ☐  ☐ | ☐  ☐ | ☐  ☐ | ☐  ☐ | ☐  ☐ |

**Comments:**

Not Yet Completed Level 1     ☐

| 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 |

Comments:

Not Yet Completed Level 1 ☐

**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 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Not Yet Completed Level 1      ☐