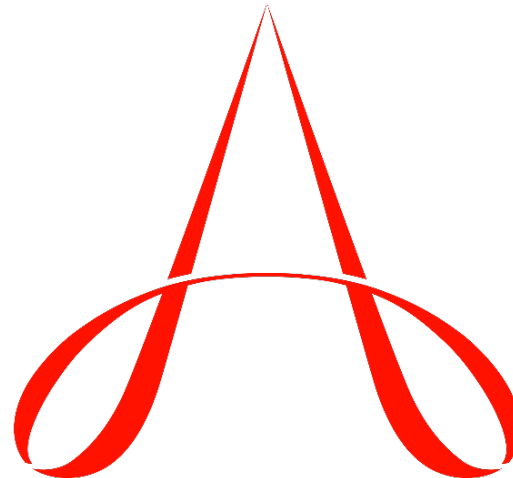




Female Pelvic Medicine and Reconstructive Surgery Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Female Pelvic Medicine and Reconstructive Surgery Milestones

The Milestones are designed only for use in evaluation of residents or fellows 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 fellow 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.

Female Pelvic Medicine and Reconstructive Surgery Milestones

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American Board of Obstetrics and Gynecology

American Board of Urology

American Urogynecologic Society

Review Committee for Obstetrics and Gynecology

Review Committee for Urology

Society of Urodynamics, Female Pelvic Medicine and Urogenital Reconstruction

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow 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/fellow 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 fellow 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 fellow may achieve higher levels early in the educational program just as a senior fellow may be at a lower level later in the educational program. There is no predetermined timing for a resident to attain any particular level. Fellows 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 fellow.

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

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 fellow 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.

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 fellow 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 subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow’s performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow’s performance in relation to those milestones.

Patient Care 1: Patient and Pelvic Floor Evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains history and physical exam to form a patient assessment	Evaluates patients; orders and interprets diagnostic testing	Develops a plan to manage patients with straightforward conditions	Develops a plan to manage patients with complex conditions and adapts plan for changing clinical situation	Develops a clinical pathway for the management of patients with complex conditions or identifies clinical trials for patients
<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"/> Not Yet Assessable <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: Patient and Pelvic Floor Evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains history and physical exam to form a patient assessment	Evaluates patients; orders and interprets diagnostic testing	Develops a plan to manage patients with straightforward conditions	Develops a plan to manage patients with complex conditions and adapts the plan for changing clinical situation	Develops a clinical pathway for the management of patients with complex conditions or identifies clinical trials for patients
<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 2: Office-Based Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs simple office-based procedures, with supervision	Independently performs simple office-based procedures	Performs complex office-based procedures, with supervision	Independently performs complex office-based procedures	Independently teaches and supervises complex office-based 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 3: General Peri-Operative Management (Pre-, Intra-, and Post-Procedural)				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately and reliably gathers and reports clinical information pertaining to common peri-procedural risks and complications	Identifies alterations in normal physiology and anatomy	Independently identifies and manages common peri-procedural risks and complications	Independently identifies and manages complex peri-procedural risks and complications	Anticipates and implements strategies 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:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 4: Endoscopic Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Prepares patients and equipment for endoscopic procedures	Performs simple endoscopic procedures	Performs complex endoscopic procedures, with supervision	Independently performs complex endoscopic procedures	Independently performs complex endoscopic procedures in altered anatomy
<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 5: Vaginal Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic skills (e.g., positioning, knot tying, suturing)	Performs simple vaginal procedures	Performs complex vaginal procedures, with supervision	Independently performs complex vaginal procedures	Independently performs uncommon complex 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 6: Incontinence and Lower Urinary Tract Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic skills	Performs simple (uncomplicated) incontinence and lower urinary tract procedures	Performs complex incontinence and lower urinary tract procedures, with supervision	Independently performs complex incontinence and lower urinary tract procedures	Independently performs uncommon complex incontinence and lower urinary tract 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 7: Minimally Invasive Procedures (Laparoscopic and Robotic)				
Level 1	Level 2	Level 3	Level 4	Level 5
Assists during minimally invasive procedures	Independently performs straightforward portions of procedures	Independently performs critical (complex) portions of procedures	Independently performs entirety of minimally invasive procedures	Independently teaches and supervises complex minimally invasive procedures
<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>				

Medical Knowledge 1: Pelvic Floor Anatomy and Physiology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates understanding of normal anatomy and physiology of the pelvic floor and pelvic organs	Recognizes anatomic alteration of common disorders of the pelvic floor and their impact on physiology	Demonstrates knowledge of the impact of common anatomic abnormalities on normal physiology of the pelvic floor and pelvic organs	Demonstrates knowledge of anatomic alteration of complex and uncommon disorders of the pelvic floor and their impact on physiology	Develops innovative teaching methods for pelvic floor anatomy and physiology
Demonstrates knowledge of surgically relevant normal anatomy	Demonstrates knowledge of surgically relevant anatomic variations	With assistance, identifies surgically relevant anatomic variations and alters patient management accordingly	Independently identifies surgically relevant anatomic variations and alters patient management accordingly	Leads advanced anatomy discussion at a multidisciplinary conference and/or in the operating room
<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 2: Urinary Incontinence (UI) and Lower Urinary Tract Symptoms (LUTS)				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists a differential diagnosis for common clinical presentations for UI and LUTS	Provides a comprehensive differential diagnosis for a wide range of clinical presentations for UI and LUTS	Provides a focused differential diagnosis based on individual patient presentation for UI and LUTS	Interprets complex presentations and rare disorders of UI and LUTS	Studies and reports challenging diagnostic presentations of UI and LUTS
Lists therapeutic options for common clinical presentations	Explains effectiveness, risks, and benefits of standard therapeutic options	Justifies the optimal therapeutic option based on individual patient presentation and goals	Adapts the therapeutic choice to anomalous or rare patient presentations	Studies new therapeutic options
<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 3: Fecal Incontinence (FI) and Defecatory Dysfunction (DD) Treatment				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the evaluation for FI and DD	Lists a differential diagnosis for common clinical presentations for FI and DD Lists therapeutic options for common clinical presentations	Provides a comprehensive differential diagnosis for a wide range of clinical presentations for FI and DD Explains effectiveness, risks, and benefits of standard therapeutic options	Provides a focused differential diagnosis based on individual patient presentation for FI and DD Justifies the optimal therapeutic option based on individual patient presentation and goals	Studies and reports challenging diagnostic presentations of FI and DD Creates new or modifies existing therapeutic options
<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 4: Pelvic Organ Prolapse (POP) Treatment				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the pathophysiology and differential diagnosis of POP	Using evidence-based medicine, discusses the advantages and disadvantages of diagnostic tests, procedures, and treatments	Articulates effectiveness, risks, and benefits of therapeutic modalities for straightforward POP	Articulates effectiveness, risks, and benefits of therapeutic modalities for complex or atypical POP	Studies and reports challenging diagnostic presentations and novel management strategies of POP
<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 5: Urogenital Fistulas (UF) and Urethral Diverticula (UD) Treatment				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the pathophysiology and differential diagnosis of UF/UD	Using evidence-based medicine, discusses the advantages and disadvantages of diagnostic tests, procedures, and treatments	Articulates effectiveness, risks, and benefits of therapeutic modalities for straightforward UF/UD	Articulates effectiveness, risks, and benefits of therapeutic modalities for complex or atypical UF/UD	Studies and reports challenging diagnostic presentations of UF and UD
<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 6: Painful Bladder Syndrome (PBS) and Pelvic Floor Dysfunction (PFDys)				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the pathophysiology and differential diagnosis of PBS/PFDys	Using EBM, discusses the advantages and disadvantages of diagnostic tests, procedures, and treatments	Articulates effectiveness, risks, and benefits of therapeutic modalities for straightforward PBS/PFDys	Articulates effectiveness, risks, and benefits of therapeutic modalities for complex or atypical PBS/PFDys	Studies and reports challenging diagnostic presentations and novel management strategies of PBS/PFDys
<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 7: Urinary Tract Infection (UTI) and Hematuria				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists a differential diagnosis for common clinical presentations for UTI and hematuria	Provides a comprehensive differential diagnosis for a wide range of clinical presentations for recurrent UTI and hematuria	Provides a focused differential diagnosis based on individual patient presentation for recurrent UTI and hematuria	Interprets challenging presentations and rare disorders of recurrent UTI and hematuria	Studies and reports challenging diagnostic presentations of recurrent UTI and hematuria
Lists therapeutic options for common clinical presentations	Explains advantages and drawbacks of standard diagnostic and therapeutic options	Justifies the optimal therapeutic option based on individual patient presentation	Adapts the therapeutic choice to anomalous or rare patient presentations	Creates new or modifies existing therapeutic options
<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 8: Neuro-Urology and Neurogenic Lower Urinary Tract Dysfunction				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of neurophysiology of normal storage and emptying</p> <p>Lists a differential diagnosis for common clinical presentations and diseases associated with neurogenic lower urinary tract dysfunction</p>	<p>Demonstrates basic understanding of how congenital or acquired neurologic conditions affect storage and voiding</p> <p>Provides a comprehensive differential diagnosis for a wide range of clinical presentations for neurogenic lower urinary tract dysfunction</p>	<p>Integrates understanding of the pathophysiology of neurologic conditions and pharmacologic management strategies for straightforward clinical conditions</p> <p>Provides therapeutic options for common clinical presentations, as well as efficacy, risks, and benefits of standard therapeutic options</p>	<p>Integrates understanding of the pathophysiology of neurologic conditions and management strategies for complex clinical conditions, with anticipation of the natural history of disease</p> <p>Adapts the therapeutic choice to complex or rare patient presentations</p>	<p>Disseminates new information regarding the etiology of abnormal storage and voiding</p> <p>Studies and reports challenging diagnostic presentations and management strategies of neurogenic lower urinary tract dysfunction</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>				

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and reports patient safety events	Participates in disclosure of patient safety events to patients and their families (simulated or actual)	Participates in analysis of patient safety events, including formulation and implementation of action (simulated or actual)	Demonstrates the skills required to lead disclosure of patient safety events to patients and their families	Actively engages and leads teams and processes to prevent patient safety events
Describes local quality improvement initiatives	Participates in local quality improvement initiatives	Assesses local impact of health care inequities on quality of care	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:				Not Yet Completed Level 1 <input type="checkbox"/>

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination and community health needs	Coordinates multidisciplinary care of patients in routine clinical situations, considering inequities for their local population	Coordinates multidisciplinary care of patients in complex clinical situation and incorporates local resources into the plan	Leads care coordination of patients with barriers or other inequities in care	Designs innovative care coordination strategies for populations with health care inequities
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	Supervises safe and effective transitions of care/hand-offs of more junior learners	Resolves conflicts in transitions of care between teams	Leads in the design and implementation of improvements to transitions of 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"/></div>				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic administrative skills for effective transition to practice	Demonstrates advanced use of information technology required for medical practice	Discusses how individual practice affects the broader system performance	Describes core administrative knowledge needed for transition to independent practice	Analyzes individual independent practice patterns and professional requirements in preparation for practice
<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 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access available evidence	Articulates clinical questions to guide evidence-based care	Integrates best available evidence with patient preferences to guide care	Tailors patient care in the setting of conflicting or absent evidence	Coaches others to critically appraise and apply evidence for patients with complex conditions
<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>				

Practice-Based Learning and Improvement 3: Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies potential topics for a scholarly project for which gaps in evidence exist	Develops specific questions/aims that can be measured in the scholarly project	Using appropriate design and methods, collects and analyzes data for the scholarly project	Completes and defends the scholarly project	Widely disseminates the scholarly project
<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 and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations and knows how to report professionalism lapses	Demonstrates insight into personal triggers for professionalism lapses; develops mitigation strategies	Demonstrates professional behavior in complex or stressful situations	Recognizes and intervenes in situations to prevent professionalism lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
Demonstrates knowledge of ethical principles underlying shared decision-making and patient confidentiality	Analyzes straightforward situations using ethical principles	Seeks help in managing and resolving complex ethical situations	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, literature review)	Identifies and 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 2: 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 and recognizes situations that may impact one's ability to accomplish this	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations and proactively implements strategies to accomplish this	Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner and proposes solutions	Develops systems to ensure the best possible care of patients, including prioritizing tasks and mitigating burnout
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 3: Well-Being and Awareness				
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	Recognizes risk to well-being and offers support when others' responses or performance 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 fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect 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 their families	Establishes a therapeutic relationship in straightforward encounters	Establishes a therapeutic relationship in challenging encounters	Facilitates difficult discussions with patients and their families	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	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
<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 2: Patient Counseling and Shared Decision Making				
Level 1	Level 2	Level 3	Level 4	Level 5
Answers questions about the treatment plan and seeks guidance when appropriate	Counsels patients through the decision-making process, including answering questions, for simple clinical problems	Counsels patients through the decision-making process, including answering questions, for complex clinical problems	Counsels patients through the decision-making process, including answering questions, for uncommon clinical problems	Coaches others in patient counseling and the shared decision-making process
<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
Communicates in an approachable and productive manner to facilitate teamwork	Integrates contributions from interprofessional team members and health care team members into the care plan	Actively recognizes and mitigates communication barriers and biases with members of the health care team	Leads and coordinates recommendations from multidisciplinary members of the health care team	Leads a communication process
<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
Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Concisely reports diagnostic and therapeutic reasoning in the patient record	Appropriately and efficiently uses the electronic health record for varied types of communication	Efficiently communicates in an organized fashion that includes contingency plans	Guides departmental or institutional communication around medical informatics
<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>				