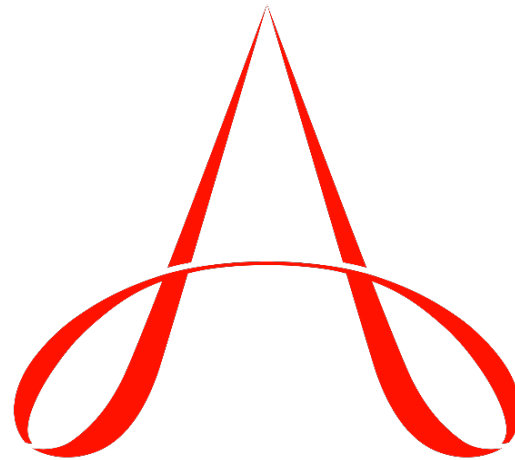




Colon and Rectal Surgery Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Colon and Rectal Surgery 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.

Colon and Rectal Surgery Milestones

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American Board of Colon and Rectal Surgery
Association of Program Directors in Colon and Rectal Surgery
Review Committee for Colon and Rectal Surgery

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 his/her educational program just as a senior resident may be at a lower level later in his/her 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.

Systems-based Practice 1: Patient Safety and Quality Improvement				
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 families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates skills required to identify, develop, implement, and analyze a quality improvement project	Designs, 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"/>				

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: Rectal Cancer				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in a multidisciplinary approach to peri-operative diagnosis and management	With direct supervision, interprets and integrates relevant staging and a multidisciplinary approach to peri-operative diagnosis and management	Independently interprets and integrates relevant staging and a multidisciplinary approach to peri-operative diagnosis and management	Leads the multidisciplinary team in peri-operative diagnosis and management	Demonstrates proficiency as a teaching assistant for transanal excision, total mesorectal excision, restorative proctectomy, and abdominoperineal resection
Assists in component steps for transanal excision, total mesorectal excision, restorative proctectomy, and abdominoperineal resection	With direct supervision, selects and completes the component steps for transanal excision, total mesorectal excision, restorative proctectomy, and abdominoperineal resection	With minimal guidance, selects and completes the component steps for transanal excision, total mesorectal excision, restorative proctectomy, and abdominoperineal resection	Independently selects and completes component steps for transanal excision, total mesorectal excision, restorative proctectomy, and abdominoperineal resection	
Assists in management of complications	With direct supervision, anticipates, diagnoses, and proficiently manages complications	With minimal guidance, anticipates, diagnoses, and proficiently manages complications	Independently anticipates, diagnoses, and proficiently manages complications	
<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 2: Colonic Neoplasia (Polyps, Colon Cancer, Polyposis)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Participates in a multidisciplinary approach to peri-operative diagnosis and management</p> <p>Assists in component steps for partial colectomy, total abdominal colectomy, total proctocolectomy, including minimally invasive and open techniques</p> <p>Assists in management of complications</p>	<p>With direct supervision, interprets and integrates relevant staging and a multidisciplinary approach to peri-operative diagnosis and management</p> <p>With direct supervision, selects and completes the component steps for partial colectomy, total abdominal colectomy, total proctocolectomy, restorative proctectomy, including minimally invasive and open techniques</p> <p>With direct supervision, anticipates, diagnoses, and proficiently manages complications</p>	<p>With minimal guidance, interprets and integrates relevant staging and a multidisciplinary approach to peri-operative diagnosis and management</p> <p>With minimal guidance, selects and completes the component steps for partial colectomy, total abdominal colectomy, total proctocolectomy, restorative proctectomy, including minimally invasive and open techniques</p> <p>With minimal guidance, anticipates, diagnoses, and proficiently manages complications</p>	<p>Leads the multidisciplinary team in peri-operative diagnosis and management</p> <p>Independently selects and completes component steps for partial colectomy, total abdominal colectomy, total proctocolectomy, restorative proctectomy, including minimally invasive and open technique</p> <p>Independently anticipates, diagnoses, and proficiently manages complications</p>	<p>Demonstrates proficiency as a teaching assistant for partial colectomy, total abdominal colectomy, total proctocolectomy, and restorative proctectomy, including minimally invasive and open techniques</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Anal Cancer				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in a multidisciplinary approach to peri-operative diagnosis, management, and surveillance	With direct supervision, interprets and integrates relevant staging and a multidisciplinary approach to peri-operative diagnosis, management, and surveillance	With minimal guidance, interprets and integrates relevant staging and a multidisciplinary approach to peri-operative diagnosis, management, and surveillance	Leads the multidisciplinary team in peri-operative diagnosis, management, and surveillance	Demonstrates proficiency as a teaching assistant for surgical management of anal cancer
Assists in component steps for management of anal cancer	With direct supervision, selects and completes the component steps for treatment of anal cancer	With minimal guidance, selects and completes the component steps for management of anal cancer	Independently selects and completes component steps for management of anal cancer	
Assists in management of complications	With direct supervision, anticipates, diagnoses, and manages complications	With minimal guidance, anticipates, diagnoses, and manages complications	Independently anticipates, diagnoses, and manages complications	
<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: Anal Fistula				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in examination and assessment of anal fistula	With direct supervision, performs examination and assessment of anal fistula	With minimal guidance, formulates assessment of anal fistula	Independently formulates assessment of anal fistula	Demonstrates proficiency as a teaching assistant for surgical management of anal fistula
Assists in component steps for surgical management of anal fistula	With direct supervision, selects and completes the component steps for surgical management of anal fistula	With minimal guidance, selects and completes component steps of surgical management of anal fistula	Independently selects and completes component steps of surgical management of anal fistula	
Assists in the management of complications and recurrence	With direct supervision, anticipates, diagnoses, and manages complications and recurrence	With minimal guidance, anticipates, diagnoses, and manages complications	Independently anticipates, diagnoses, and manages complication	
<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 5: Benign Anorectal (Hemorrhoids, Fissures, Abscess, Pilonidal Disease, and Dermatologic Conditions)				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in formulating a differential diagnosis and medical or surgical management plan	With direct supervision, formulates a differential diagnosis and medical or surgical management plan	With minimal guidance, formulates a differential diagnosis and medical or surgical management plan	Independently formulates a differential diagnosis and medical or surgical management plan	
Assists with component steps for interventions	With direct supervision performs and completes component steps for interventions	With minimal guidance performs and completes component steps for interventions	Independently performs and completes component steps for interventions	Demonstrates proficiency as a teaching assistant for component steps for interventions
Assists with the management of complications	With direct supervision anticipates, makes diagnosis, and manages complications	With minimal guidance anticipates, makes diagnosis, and manages complications	Independently anticipates, makes diagnosis, and manages complications	
<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: Ulcerative Colitis				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates with development of a multidisciplinary medical or surgical management plan, including surveillance	With direct supervision formulates a differential diagnosis and multidisciplinary medical or surgical management plan, including surveillance	With minimal guidance, formulates a differential diagnosis and multidisciplinary medical or surgical management plan, including surveillance	Independently formulates a differential diagnosis and multidisciplinary medical or surgical management plan, including surveillance	Guides discussion of patient care in the multidisciplinary team
Assists with selection and completion of component steps of operations, including restorative proctocolectomy	With direct supervision, selects and completes component steps of operations, including restorative proctocolectomy	With minimal guidance, selects and completes component steps of operations, including restorative proctocolectomy	Independently selects and completes component steps of operations, including restorative proctocolectomy	Demonstrates proficiency as a teaching assistant for operations, including restorative proctocolectomy
Assists with diagnosis and management of complications	With direct supervision, anticipates, makes diagnosis, and manages complications	With minimal guidance, anticipates, makes diagnosis, and manages complications	Independently anticipates, makes diagnosis, and manages complications	
<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: Diverticular Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in examination and assessment and medical or surgical management	With direct supervision, performs examination, assessment and medical or surgical management	With minimal guidance, formulates assessment and medical or surgical management	Independently assesses and formulates a plan for medical or surgical management	Demonstrates proficiency as a teaching assistant for surgical management
Assists in component steps for surgical management	With direct supervision, selects and completes the component steps for surgical management	With minimal guidance, selects and completes component steps of surgical management	Independently selects and completes component steps of surgical management	
Assists in the management of complications and recurrences	With direct supervision, anticipates, diagnoses, and manages complications and recurrences	With minimal guidance, anticipates, diagnoses, and manages complications and recurrences	Independently anticipates, diagnoses, and manages complications and recurrences	
<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 8: Benign Colon Disease (Lower Gastrointestinal (GI) Bleeding, Volvulus, Trauma, Foreign Body and Large Bowel Obstruction)				
Level 1	Level 2	Level 3	Level 4	Level 5
Assists in assessing and formulating a plan for medical or surgical management	With direct supervision, assesses and formulates a plan for medical or surgical management	With minimal guidance, assesses and formulates a plan for medical or surgical management	Independently assesses and formulates a plan for medical or surgical management	Demonstrates proficiency as a teaching assistant in guiding learners in assesses and formulates a plan for medical or surgical management
Assists in selecting and completing component steps for surgical or procedural management	With direct supervision, selects and completes component steps for surgical or procedural management	With minimal guidance, selects and completes component steps for surgical or procedural management	Independently selects and completes component steps for surgical or procedural management	Demonstrates proficiency as a teaching assistant to guide learners in selecting and completing component steps for surgical or procedural management
Assists in establishing diagnoses, and managing treatment failure or surgical and procedural complications	With direct supervision, anticipates, diagnoses, and manages treatment failure or surgical and procedural complications	With minimal guidance, anticipates, diagnoses, and manages treatment failure or surgical and procedural complications	Independently anticipates, diagnoses, and manages treatment failure or surgical and procedural complications	Demonstrates proficiency as a teaching assistant in guiding learners in anticipating, diagnosing, and managing treatment failure or surgical and procedural complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 9: Pelvic Floor Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in formulating a differential diagnosis and development of multidisciplinary medical or surgical management plan	With direct supervision, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	With minimal guidance, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Independently formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Demonstrates proficiency as a teaching assistant in formulating a differential diagnosis and development of multidisciplinary medical or surgical management plan
Assists in performing various surgical procedures and interventions	With direct supervision, performs various surgical procedures and interventions	With minimal guidance, performs various surgical procedures and interventions	Independently performs various surgical procedures and interventions	Demonstrates proficiency as a teaching assistant in performing various surgical procedures and interventions
Assists in the process of diagnosing, and managing complications	With direct supervision, anticipates, diagnoses, and manages complications	With minimal guidance, anticipates, diagnoses, and manages complications	Independently anticipates, diagnoses, and manages complications	Demonstrates proficiency as a teaching assistant in guiding trainee in diagnosing, and managing complications
<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 10: Rectal Prolapse				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in formulating a differential diagnosis and development of multidisciplinary medical or surgical management plan	With direct supervision, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	With minimal guidance, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Independently formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Demonstrates proficiency as a teaching assistant in formulating a differential diagnosis and development of multidisciplinary medical or surgical management plan
Assists in performing various surgical procedures and interventions	With direct supervision performs various surgical procedures and interventions	With minimal guidance, performs various surgical procedures and interventions	Independently performs various surgical procedures and interventions	Demonstrates proficiency as a teaching assistant in performing various surgical procedures and interventions
Assists in the process of diagnosing, and managing complications	With direct supervision anticipates, diagnoses, and manages complications	With minimal guidance, anticipates, diagnoses, and manages complications	Independently anticipates, diagnoses, and manages complications	Demonstrates proficiency as a teaching assistant in guiding learners in diagnosing and managing complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 11: Fecal Incontinence				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in formulating a differential diagnosis and development of multidisciplinary medical or surgical management plan	With direct supervision, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	With minimal guidance, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Independently formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Demonstrates proficiency as a teaching assistant in guiding learners in formulating a differential diagnosis and development of multidisciplinary medical or surgical management plan
Assists in performing surgical procedures and interventions	With direct supervision, performs surgical procedures and interventions	With minimal guidance, performs surgical procedures and interventions	Independently performs surgical procedures and interventions	Demonstrates proficiency as a teaching assistant in performing surgical procedures and interventions
Assists in the process of diagnosing, and managing complications	With direct supervision, anticipates, diagnoses, and manages complications	With minimal guidance, anticipates, diagnoses, and manages complications	Independently anticipates, diagnoses, and manages complications	Demonstrates proficiency as a teaching assistant in guiding learners in diagnosing and managing complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 12: Endoscopy (Flexible Sigmoidoscopy and Colonoscopy)				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in formulating indications and performs risk stratification	With direct supervision, identifies indications and performs risk stratification	With minimal guidance, identifies indications and performs risk stratification	Independently identifies indications and performs risk stratification	Demonstrates proficiency as a teaching assistant in guiding learners in completing diagnostic and therapeutic lower endoscopy
Participates in diagnostic and therapeutic lower endoscopy	With direct assistance, completes diagnostic and therapeutic lower endoscopy	With minimal assistance, completes diagnostic and therapeutic lower endoscopy	Independently completes diagnostic and therapeutic lower endoscopy	
Participates in diagnosing, and managing complications	With direct assistance anticipates, diagnoses, and manages complications	With minimal assistance, anticipates, diagnoses, and manages complications	Independently anticipates, diagnoses, and manages complications	
<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 13: Crohn's Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates with development of a multidisciplinary medical or surgical management plan	With direct supervision, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	With minimal guidance, formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Independently formulates a differential diagnosis and multidisciplinary medical or surgical management plan	Demonstrates proficiency as a teaching assistant for operations
Assists with selection and completion of component steps of operations	With direct supervision, selects and completes component steps of operations	With minimal guidance, selects and completes component steps of operations	Independently selects and completes component steps of operations	
Assists with diagnoses and management of complications	With direct supervision, anticipates, makes diagnoses, and proficiently manages complications	With minimal guidance, anticipates, makes diagnoses, and proficiently manages complications	Independently anticipates, makes diagnoses, and proficiently manages complications	
<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 1: Anatomy, Pathophysiology and Treatment				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pathophysiology and treatments of patients with common colorectal conditions	Demonstrates knowledge of pathophysiology and treatments of patients with complex colorectal conditions	Demonstrates knowledge of the impact of patient factors on pathophysiology and the treatment of patients with colorectal conditions	Demonstrates comprehensive knowledge of the varying patterns of disease presentation and alternative and adjuvant treatments of patients with colorectal conditions	Teaches varying patterns of disease presentation, and alternative and adjuvant treatments of patients with colorectal conditions
Identifies normal colorectal anatomy	Identifies normal anatomy during routine colorectal operations	Identifies variations in colorectal anatomy	Identifies variations in anatomy during complex colorectal operations	
<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 Rotated	<input type="checkbox"/>

Medical Knowledge 2: Critical Thinking for Diagnosis and Therapy				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists a differential diagnosis for common clinical presentations	Provides a comprehensive differential diagnosis for a wide range of clinical presentations	Provides a focused differential diagnosis based on individual patient presentation	Interprets anomalous presentations and rare disorders	Studies and reports challenging diagnostic presentations
Lists therapeutic options for common clinical presentations	Explains advantages and drawbacks of standard therapeutic options	Justifies optimal therapeutic option based on individual patient presentation	Adapts 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 Rotated <input type="checkbox"/>

Systems-Based Practice 1: Patient Safety and Quality Improvement				
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 families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., infection rate, hand hygiene, opioid use)	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates multidisciplinary care of patients in routine clinical situations (e.g., dressing change)	Coordinates and/or leads multidisciplinary care of patients in complex clinical situations (e.g., home parenteral nutrition, postoperative intravenous feeding, intensive care unit)	Coordinates care of patients with barriers to health care access (e.g., trauma patient with no access to care) or other disparities in care	Leads in the design and implementation of improvements to care coordination
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	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
<p>Describes basic health payment systems, including government, private, public, and uninsured care, as well as different practice models</p> <p>Describes the key components of documentation for billing and coding</p>	<p>Describes how working within the health care system impacts patient care</p> <p>Documents the key components required for billing and coding</p>	<p>Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Describes basic elements needed to transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)</p>	<p>Uses shared decision making in patient care, taking into consideration costs to the patient</p> <p>Identifies resources and effectively plans for transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)</p>	<p>Advocates or leads change to enhance systems for high-value, efficient, and effective patient care</p> <p>Participates in advocacy activities for health policy</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>				

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 into the care of patients with routine conditions	Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of patients with complex conditions	Critically appraises and applies evidence, even in the face of uncertain and/or conflicting evidence, to guide care, tailored to the individual patient	Coaches others to critically appraise and apply evidence for patients with complex conditions; and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Establishes goals for personal and professional development	Identifies opportunities for performance improvement; designs a learning plan	Integrates performance feedback and practice data to develop and implement a learning plan	Revises learning plan based on performance data	Coaches others in the design and implementation of learning plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 1: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics	Analyzes straightforward situations using ethical principles	Recognizes need to seek help in managing and resolving complex ethical situations	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas, as needed (e.g., ethics consultations, literature review, risk management/legal consultation)	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: Professional Behavior and Accountability				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Completes patient care tasks and responsibilities, identifies potential barriers, and describes strategies for ensuring timely task completion</p> <p>Describes when and how to appropriately report lapses in professional behavior</p> <p>Recognizes limits in the knowledge/skills of self and seeks help</p>	<p>Performs patient care tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Takes responsibility for his or her own professional behavior</p> <p>Recognizes limits in the knowledge/skills of team and seeks help</p>	<p>Performs patient care tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Demonstrates professional behavior in complex or stressful situations</p> <p>Exhibits appropriate confidence and self-awareness of limits in knowledge/skills</p>	<p>Recognizes situations that may impact others' ability to complete patient-care tasks and responsibilities in a timely manner</p> <p>Intervenes to prevent and correct lapses in professional behavior in self and others</p> <p>Aids junior learners in recognition of limits in knowledge/skills</p>	<p>Develops systems to enhance other's ability to efficiently complete patient-care tasks and responsibilities</p> <p>Coaches others when their behavior fails to meet professional expectations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 3: Administrative Tasks				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for failure to complete administrative tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future	Performs administrative tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations	Performs administrative 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 administrative tasks and responsibilities in a timely manner	Develops systems to enhance other's ability to efficiently complete administrative tasks and responsibilities
<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 4: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies the institutional resources available to manage personal, physical, and emotional health (e.g., acute and chronic disease, substance abuse, and mental health problems)</p> <p>Demonstrates knowledge of the principles of physician well-being and fatigue mitigation</p>	<p>Monitors own personal health and wellness and appropriately mitigates fatigue and/or stress</p> <p>Manages own time and assures fitness for duty</p>	<p>Promotes healthy habits and creates an emotionally healthy environment for self and colleagues</p> <p>Models appropriate management of personal health issues, fatigue, and stress</p>	<p>Recognizes and appropriately addresses signs and symptoms of burnout, depression, suicidal ideation, potential for violence, and/or substance abuse in self and other members of the health care team</p> <p>Proactively modifies schedules or intervenes in other ways to assure that those caregivers under his or her supervision maintain personal wellness and do not compromise patient safety (e.g., requires naps, counsels, refers to services, reports to program director)</p>	<p>Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations</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>				

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Communicates with patients and their families in an understandable and respectful manner	Customizes communication, in the setting of personal biases and barriers (e.g., age, literacy, cognitive disabilities, cultural differences) with patients and families	Delivers complex and difficult information to patients and families	Facilitates difficult discussions specific to patient and family conferences, (e.g., end-of-life, explaining complications, therapeutic uncertainty)	Coaches others in the facilitation of crucial conversations
Provides timely updates to patients and families	Actively listens to patients and families to elicit patient preferences and expectations	Uses shared decision making to make a personalized care plan	Effectively negotiates and manages conflict among patients, families, and the health care team	Coaches others in conflict 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>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests and receives a consultation	Clearly and concisely requests and responds to a consultation	Verifies understanding of recommendations when providing or receiving a consultation	Coordinates recommendations from different members of the health care team to optimize patient care, resolving conflict when needed	Coaches flexible communication strategies that value input from all health care team members
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Uses active listening to adapt communication style to fit team needs	Maintains effective communication in crisis situation	
	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides constructive feedback to peers and learners	Communicates constructive feedback to superiors	Facilitates regular health care team-based feedback in complex situations
<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: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record, including appropriate use of documentation templates	Demonstrates efficient use of electronic medical record to communicate with the health care team	Integrates and synthesizes all relevant data from outside systems and prior encounters into the health record	Appropriately selects method and urgency of communication based on context	Guides departmental or institutional communication around policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				