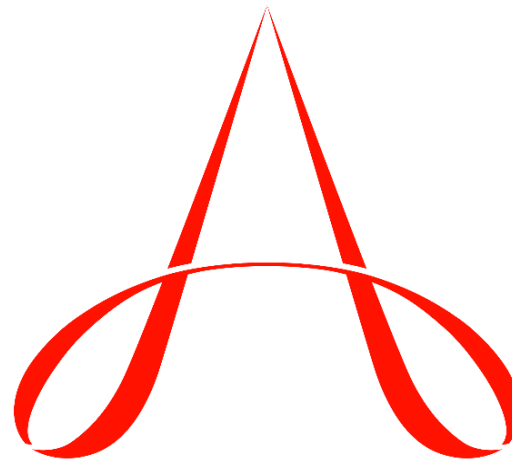




Pediatric Orthopaedic Surgery Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

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Second Revision: January 2022
First Revision: November 2013

Pediatric Orthopaedic Surgery Milestones

The Milestones are designed only for use in evaluation of 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 competency in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Pediatric Orthopaedic Surgery Milestones

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American Board of Orthopaedic Surgery

ACGME Review Committee for Orthopaedic Surgery

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 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 his/her educational program just as a senior fellow may be at a lower level later in his/her educational program. There is no predetermined timing for a fellow 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 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 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.

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 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.

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 fellow's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

Patient Care 3: Lower Extremity Deformity				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a patient history, performs a physical examination, and develops a differential diagnosis for patients across clinical settings	Orders and interprets diagnostic testing and consultations based on patient evaluation	Synthesizes a plan to manage healthy patients with straightforward conditions, including non-operative options (e.g., casting, bracing)	Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities, including non-operative options	Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise
Demonstrates surgical skills and assists with procedures	Performs routine procedures and identifies complications, with indirect supervision	Performs routine procedures (e.g., epiphysiodesis), with indirect supervision; manages complications, with oversight; performs complex procedures (e.g., osteotomies +/- external fixation, lengthening nails), with indirect supervision	Independently performs complex procedures and manages complex complications	Independently performs advanced procedures, including revisions/complications
<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: Foot Pathology				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a patient history, performs a physical examination, and develops a differential diagnosis for patients across clinical settings	Orders and interprets diagnostic testing and consultations based on patient evaluation	Synthesizes a plan to manage patients with straightforward conditions, including non-operative options (e.g., manipulative casting, orthotic prescription)	Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities, including non-operative options	Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise
Demonstrates surgical skills, assists with procedures, and identifies complications	Performs routine procedures and manages complications, with indirect supervision (e.g., Achilles tenotomy, tibialis anterior transfer, simple polydactyly)	Performs routine procedures and manages complications, with oversight and performs complex procedures with indirect supervision (e.g., osteotomy-calcaneal lengthening, bunion correction)	Independently performs complex procedures and manages complex complications	Independently performs advanced procedures (e.g., revision clubfoot release)
Performs routine splinting and casting and assists in manipulative casting (e.g., clubfoot casting)	Performs critical steps of manipulative casting, with direct supervision	Performs critical steps of manipulative casting, with indirect supervision	Independently performs complex manipulative casting and manages casting 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: Hip Pathology				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Obtains a patient history, performs a physical examination, and develops a differential diagnosis for patients across clinical settings</p> <p>Demonstrates surgical skills, assists with procedures, and identifies complications</p>	<p>Orders and interprets diagnostic testing and consultations based on patient evaluation</p> <p>Performs routine/percutaneous procedures and manages complications, with indirect supervision (e.g., closed reduction and spica casting for developmental dysplasia of the hip [DDH], performance and interpretation of hip arthrogram, percutaneous pinning of slipped capital femoral epiphysis [SCFE])</p>	<p>Synthesizes a plan to manage patients with straightforward conditions, including non-operative options (e.g., casting, bracing)</p> <p>Performs routine procedures (e.g., pinning) and manages complications, with oversight; performs complex procedures with indirect supervision (e.g., open reduction for DDH, proximal femoral osteotomy)</p>	<p>Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities, including non-operative options</p> <p>Independently performs complex procedures and manages complex complications (e.g., acetabular osteotomies-Dega, Pemberton)</p>	<p>Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise</p> <p>Independently performs advanced procedures (e.g., Bernese periacetabular osteotomy [PAO], surgical hip dislocation, Modified Dunn, multiplanar corrective osteotomy – Imhauser)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 3: Lower Extremity Deformity				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Obtains a patient history, performs a physical examination, and develops a differential diagnosis for patients across clinical settings</p> <p>Demonstrates surgical skills and assists with procedures</p>	<p>Orders and interprets diagnostic testing and consultations based on patient evaluation</p> <p>Performs routine procedures and identifies complications, with indirect supervision</p>	<p>Synthesizes a plan to manage healthy patients with straightforward conditions, including non-operative options (e.g., casting, bracing)</p> <p>Performs routine procedures (e.g., epiphysiodesis), with indirect supervision; manages complications, with oversight; performs complex procedures (e.g., osteotomies +/- external fixation, lengthening nails), with indirect supervision</p>	<p>Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities, including non-operative options</p> <p>Independently performs complex procedures and manages complex complications</p>	<p>Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise</p> <p>Independently performs advanced procedures, including revisions/complications</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Patient Care 4: Spine				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Obtains a patient history, performs a physical examination, and develops a differential diagnosis for patients across clinical settings</p> <p>Demonstrates surgical skills and assists with procedures</p>	<p>Orders and interprets diagnostic testing and consultations based on patient evaluation</p> <p>Performs routine procedures and identifies complications, with direct supervision</p>	<p>Synthesizes a plan to manage healthy patients with straightforward conditions, including non-operative options (e.g., bracing, casting, physical therapy)</p> <p>Performs routine procedures (e.g., pedicle screw insertion, vertical expandable prosthetic titanium rib [VEPTR] lengthening), with indirect supervision; manages complications, with oversight; performs complex procedures with indirect supervision</p>	<p>Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities, including non-operative options</p> <p>Independently performs complex procedures and manages complex complications</p>	<p>Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise</p> <p>Independently performs advanced procedures, including revisions/complications</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 5: Trauma				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a patient history, performs a physical examination, and develops a differential diagnosis for patients across clinical settings	Orders and interprets diagnostic testing and consultations based on patient evaluation	Synthesizes a plan to manage healthy patients with straightforward conditions, including operative and non-operative options	Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities, including operative and non-operative options	Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise
Demonstrates surgical skills, performs reduction and casting, assists with procedures, and identifies complications	Performs routine procedures (e.g., closed reduction and percutaneous pinning), cast wedging/adjustments, and manages complications, with indirect supervision	Performs routine procedures and manages complications, with oversight; performs complex procedures, with indirect supervision (e.g., open reduction of supracondylar humerus, open reduction of articular fractures)	Independently performs complex procedures and manages complex complications (e.g., staged treatment of open fractures, lawn mower injuries)	Independently performs advanced procedures (e.g., operative management of fracture nonunion)
<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 6: Neuromuscular				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a patient history, performs a physical examination, and develops a differential diagnosis for patients across clinical settings	Orders and interprets diagnostic testing and consultations based on patient evaluation	Synthesizes a plan to manage patients with straightforward conditions, including operative and non-operative options (e.g., injections, casting, bracing)	Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities, including operative and non-operative options (e.g., addresses multi-level problems simultaneously)	Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise
Demonstrates surgical skills, assists with procedures, and identifies complications	Performs routine procedures and manages complications, with indirect supervision	Performs routine procedures and manages complications, with oversight; performs complex procedures, with indirect supervision	Independently performs complex procedures and manages complex complications	Independently performs advanced 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>				

Medical Knowledge 1: Foot Pathology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of physiologic anatomy and interprets imaging	Demonstrates knowledge of basic therapeutic approaches based on foot pathology	Correlates imaging to anatomy and selects treatment	Demonstrates knowledge of advanced therapeutic approaches based on foot pathology	Leads advanced discussion at a multidisciplinary conference and/or in operating room
Demonstrates basic knowledge of surgical and non-surgical interventions	Discusses indications and contraindications to surgical and non-surgical interventions	Demonstrates knowledge of the risks and benefits for surgical and non-surgical interventions	Anticipates long-term sequela of surgical and non-surgical interventions	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 2: Hip Pathology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pathologic anatomy and interprets imaging	Correlates imaging to development and hip pathology	Demonstrates knowledge of basic therapeutic approaches based on hip pathology	Demonstrates knowledge of advanced therapeutic approaches based on hip pathology	Leads advanced discussion at a multidisciplinary conference and/or in operating room
Demonstrates basic knowledge of surgical and non-surgical interventions	Discusses indications and contraindications to surgical and non-surgical interventions	Demonstrates knowledge of the risks and benefits for surgical and non-surgical interventions	Anticipates long-term sequela of surgical and non-surgical interventions	
<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: Lower Extremity Deformity				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of anatomy and interprets imaging (e.g., normal development lower extremity alignment – genu valgum/varum, Blounts, Ricketts)</p> <p>Demonstrates basic knowledge of surgical and non-surgical interventions</p>	<p>Correlates imaging to development and lower extremity deformity (e.g., interpretation of limb alignment films and determining bone age)</p> <p>Discusses indications and contraindications to surgical and non-surgical interventions</p>	<p>Demonstrates knowledge of basic therapeutic approaches based on lower extremity deformity (e.g., bracing/orthotics, guided growth, osteotomies)</p> <p>Demonstrates knowledge of the risks and benefits for surgical and non-surgical interventions</p>	<p>Demonstrates knowledge of advanced therapeutic approaches based on lower extremity deformity (e.g., multi-planar frames, internal lengthening devices)</p> <p>Anticipates long-term sequela of surgical and non-surgical interventions</p>	<p>Leads advanced discussion at a multidisciplinary conference and/or in operating room</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>				

Medical Knowledge 4: Spine				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of anatomy and interprets imaging	Demonstrates knowledge of pathoanatomy and correlates with imaging	Demonstrates knowledge of basic therapeutic techniques (e.g., posterior sacroiliac fusion [PSIF])	Demonstrates knowledge of advanced therapeutic techniques (e.g., tethering, growing instrumentation)	Leads advanced discussion at a multidisciplinary conference and/or in operating room
Demonstrates basic knowledge of surgical and non-surgical interventions	Discusses indications of surgical and non-surgical interventions	Demonstrates knowledge of the risks and benefits for surgical and non-surgical interventions	Anticipates long-term sequela of surgical and non-surgical interventions	
<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 5: Trauma				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of developmental anatomy and interprets imaging	Correlates imaging to development and pathology (e.g., normal physes versus fractures)	Demonstrates knowledge of basic therapeutic approaches based on pathology (e.g., treatment options based on age, size, and remodeling potential)	Demonstrates knowledge of advanced therapeutic approaches based on pathology (e.g., physeal bar excision indications)	Leads advanced discussion at a multidisciplinary conference and/or in operating room
Demonstrates basic knowledge of surgical and non-surgical interventions	Discusses indications and contraindications to surgical and non-surgical interventions	Demonstrates knowledge of the risks and benefits for surgical and non-surgical interventions	Anticipates long-term sequela of surgical and non-surgical interventions	
<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 6: Neuromuscular				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pathologic anatomy and interprets imaging	Correlates imaging to development and pathology (e.g., interpretation of hip radiographs)	Demonstrates knowledge of basic therapeutic approaches based on pathology (e.g., describes options for hip preservation versus hip salvage)	Demonstrates knowledge of advanced therapeutic approaches based on multiple diagnostic modalities (e.g., gait analysis: recognizes gait deviations requiring treatment and differentiates these from compensations)	Leads advanced discussion at a multidisciplinary conference and/or in operating room
Demonstrates basic knowledge of surgical and non-surgical interventions	Discusses indications and contraindications to surgical and non-surgical interventions (e.g., identifies "hips at risk")	Demonstrates knowledge of the risks and benefits for surgical and non-surgical interventions	Anticipates long-term sequela of surgical and non-surgical interventions	
<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"/>

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 patients' families (simulated or actual)	Discloses patient safety events to patients and patients' 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	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 care of patients in routine clinical situations effectively using the roles of the interprofessional team members	Coordinates care of patients in complex clinical situations effectively using the roles of interprofessional team members	Role models effective coordination of patient-centered care among multidisciplinary team members	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in straightforward 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	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes basic health payment systems, including government, private, public, and uninsured care, as well as different practice models	Describes how working within the health care system impacts patient care, including billing and coding	Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)	Uses shared decision-making in patient care, taking into consideration costs to the patient	Participates in advocacy activities for health policy
<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 and use available evidence, and incorporate patient preferences and values to the care of straightforward conditions	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of complex conditions	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 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: <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
<p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the strengths, deficiencies, and limitations in one's knowledge and surgical skills</p>	<p>Demonstrates openness to feedback and other input to inform goals</p> <p>Analyzes and reflects on the strengths, deficiencies, and limitations in one's knowledge and expertise to design a learning plan, with assistance</p>	<p>Responds to feedback and other input episodically, with adaptability and humility</p> <p>Creates and implements a learning plan to optimize educational and professional development</p>	<p>Actively seeks feedback and other input, with adaptability and humility</p> <p>Uses ongoing reflection, feedback, and other input to measure the effectiveness of the learning plan, and, when necessary, improves it</p>	<p>Role models consistently seeking feedback and other input with adaptability and humility</p> <p>Coaches others on reflective practice</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 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies and describes inciting events for professionalism lapses</p> <p>Demonstrates knowledge of the ethical principles underlying patient care (e.g., informed consent, surrogate decision making, advanced directives, confidentiality, error disclosure, stewardship of limited resources, and related topics)</p>	<p>Demonstrates insight into professional behavior in straightforward situations</p> <p>Applies ethical principles in straightforward situations and takes responsibility for lapses</p>	<p>Demonstrates professional behavior in complex situations (e.g., patient refusing treatment, impaired physicians, patients with limited decision-making capacity)</p> <p>Integrates ethical principles and recognizes the need to seek help in complex situations</p>	<p>Recognizes situations that may promote professionalism lapses and intervenes to prevent lapses in oneself and others</p> <p>Recognizes and uses appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, literature review, risk management/legal consultation)</p>	<p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Reliably arrives to clinical activities on time and describes strategies for ensuring timely task completion	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in straightforward situations	Prioritizes tasks and responsibilities in a timely manner with appropriate attention to detail in complex situations	Recognizes barriers that may impact one's own and others' ability to complete tasks and responsibilities in a timely manner	Develops processes to enhance one's own and other's ability to efficiently complete patient care tasks and responsibilities
Responds promptly to requests or reminders to complete tasks and responsibilities	Completes tasks and responsibilities without reminders	Proactively completes tasks and responsibilities to ensure that the needs of patients, teams, and systems are met		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being (e.g., physical and emotional health, burnout)	Lists available resources for addressing personal and professional well-being Describes institutional resources meant to promote well-being	Discusses a plan to promote personal and professional well-being with institutional support Recognizes which institutional factors affect well-being	Independently develops a plan to promote personal and professional well-being Describes institutional factors that positively and/or negatively affect well-being	Creates institutional level interventions that promote colleagues' well-being Describes institutional programs designed to examine systemic contributors to burnout
<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, but to ensure each fellow has the fundamental knowledge of factors that impact well-being, the mechanisms by which those factors impact well-being, and available resources and tools to improve well-being.

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates respect and establishes rapport with patient and caregiver(s) (e.g., situational awareness of language, disability, health literacy level, cultural differences)</p> <p>Communicates with patients and patient's caregiver(s) in an understandable and respectful manner</p> <p>Demonstrates basic understanding of informed consent process</p>	<p>Establishes a therapeutic relationship in straightforward encounters</p> <p>Identifies barriers to effective communication (e.g., health literacy, cultural differences)</p> <p>Answers questions about straightforward treatment plans, with assistance</p>	<p>Establishes a therapeutic relationship in challenging encounters (e.g., shared decision making)</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> <p>Counsels the patient and patient's caregiver(s) through decision-making process for straightforward conditions</p>	<p>Facilitates difficult discussions to patients and caregiver(s) (e.g., explaining complications, therapeutic uncertainty)</p> <p>Recognizes biases and integrates the patient's and patient's caregiver(s)'s viewpoints and autonomy to ensure effective communication</p> <p>Counsels patient and their caregiver through decision-making process for complex conditions</p>	<p>Coaches others in the facilitation of difficult conversations</p> <p>Mentors others in situational awareness and critical self-reflection</p> <p>Counsels the patient and patient's caregiver(s) through decision-making process for uncommon conditions</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 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the value and role of each team member and respectfully interacts with all members of the health care team	Communicates in a professional and productive manner to facilitate teamwork (e.g., active listening, updates in timely fashion)	Actively recognizes and mitigates communication barriers and biases with health care team members	Facilitates respectful communications and conflict resolution with multidisciplinary health care team members	Serves as an exemplar of effective and respectful communication strategies
<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 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record while safeguarding patient personal health information	Demonstrates accurate, timely, and efficient use of electronic health record to communicate with health care team members Uses appropriate communication methods (e.g., face-to-face, voice, electronic)	Concisely reports diagnostic and therapeutic reasoning while incorporating relevant outside data Respectfully initiates communications about concerns in the system	Independently communicates via written or verbal methods based on urgency and context Uses appropriate channels to offer clear and constructive suggestions to improve the system	Facilitates improved written and verbal communication of others 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>				