



Pediatric Surgery Milestones

ACGME International, Inc. (ACGME-I)



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Pediatric Surgery Milestones

The Milestones are designed only for use in evaluation of residents and fellows in the context of their participation in ACGME-I-accredited residency and fellowship programs. The Milestones provide a framework for the assessment of the development of the resident or 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 competence, nor are they designed to be relevant in any other context.

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident or fellow performance, and then report to the ACGME-I. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME-I Competencies organized in a developmental framework. The narrative descriptions are targets for resident/fellow performance throughout the educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert resident or 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, more junior residents/fellows may achieve higher levels early in their educational program just as more senior residents/fellows may be at a lower level later in their educational program. There is no predetermined timing for a resident or fellow to attain any particular level. Residents and 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 resident/fellow.

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

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 the Milestones as a sole assessment in high-stakes decisions. Level 5 is designed to represent an expert resident or 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. ACGME-I 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. 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 conformance with ACGME-I supervision guidelines as described in the applicable Program Requirements, as well as with 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 more context regarding the intent of each subcompetency, as well as examples for each level, assessment methods or tools, and other resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee; it is not meant to demonstrate any required element or outcome.

The diagram below presents an example set of milestones for one subcompetency in the same format as the ACGME-I Report Worksheet. For each reporting period, a resident's/fellow's performance on the milestones within each subcompetency will be indicated by selecting the Milestones Level that best describes that individual'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 their families (simulated or actual)	Discloses patient safety events to patients and their families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
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 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>				

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 Evaluation and Clinical Decision Making				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically uncomplicated neonatal or pediatric surgical patient	With assistance, integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically complicated neonatal or pediatric surgical patient	Independently integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically uncomplicated neonatal or pediatric surgical patient	Independently integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically complicated neonatal or pediatric surgical patient	Appraises gaps in literature and proposes research related to diagnostic work-up and multidisciplinary treatment
<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"/>

Patient Care 2: Intra-Operative Patient Care – Endoscopy Procedural Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires active direction to choose and assemble instruments	Is mostly proficient in choosing and assembling instruments	Is consistently able to choose and assemble instruments for diagnostic bronchoscopy and endoscopy	Independently chooses and assembles instruments	Independently troubleshoots instrument malfunction and failure
Moves forward in diagnostic bronchoscopy and endoscopy only with active direction	Moves forward in therapeutic or interventional procedures with active direction	Independently moves forward in diagnostic bronchoscopy and endoscopy and refines operative plans as needed	Independently moves fluidly through therapeutic or interventional procedures and refines operative plans as needed	Independently moves fluidly through the course of rare operations and refines operative plans as needed
Recognizes intra-operative complications for common procedures	With active assistance, manages intra-operative complications for therapeutic and interventional procedures	Independently recognizes, manages, anticipates, and prevents straightforward intra-operative complications	Independently recognizes, manages, anticipates, and prevents complex intra-operative complications	Anticipates and prevents intra-operative complications for rare procedures
<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"/>

Patient Care 3: Intra-Operative Patient Care – Procedural Skills for Minimally Invasive Surgical Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires active direction to identify trocar placement and appropriate instrumentation for minimally invasive surgery (MIS)	Is mostly proficient in ability to identify trocar placement and appropriate MIS instrumentation	Is consistently able to identify trocar placement and appropriate MIS instrumentation for common and defined category procedures	Independently identifies trocar placement in patients with abnormal anatomy/re-operative cases	Independently troubleshoots instrument, camera, robotic failure, and modified operative approach
Moves forward in common operations with active direction only	Moves forward through the course of defined category operations with active direction	Independently (passive help or supervision only) moves forward in common operations and refines operative plans as needed	Independently (passive help or supervision only) moves forward in defined category operations and refines operative plans as needed	Independently (passive help or supervision only) moves forward in rare operations and refines operative plans as needed
Recognizes intra-operative complications for common procedures	With assistance, manages intra-operative complications for defined category procedures	Independently recognizes, manages, anticipates, and prevents intra-operative complications for common procedures	Independently recognizes, manages, anticipates, and prevents intra-operative complications for defined category procedures	Anticipates and prevents intra-operative complications for rare procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Rotated <input type="checkbox"/>

Patient Care 4: Intra-Operative Patient Care – Procedural Skills for Thoracic Cases				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Moves forward in common operations with active direction for critical portions of the procedure</p> <p>Serves as first assistant for critical portions of defined category operations</p> <p>Recognizes intra-operative complications for common operations</p>	<p>Moves fluidly through the entire course of common operations with minimal prompting</p> <p>Requires active direction for defined category operations</p> <p>With assistance, manages, anticipates, and prevents intra-operative complications for common procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of common operations and refines operative plans as needed</p> <p>Moves fluidly through the entire course of defined category operations with minimal prompting</p> <p>Independently manages, anticipates, and prevents intra-operative complications for common procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of defined category operations and refines operative plans as needed</p> <p>Requires active direction for critical portions of rare operations</p> <p>Independently recognizes, manages, anticipates, and prevents intra-operative complications for defined category procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of rare operations and refines operative plans as needed</p> <p>Independently recognizes, manages, anticipates, and prevents intra-operative complications for rare procedures</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Rotated <input type="checkbox"/></p>	

Patient Care 5: Intra-Operative Patient Care – Procedural Skills for Abdominal Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Moves forward in common operations with active direction for critical portions of the procedure</p> <p>Serves as first assistant for critical portions of defined category operations</p> <p>Recognizes intra-operative complications for common operations</p>	<p>Moves fluidly through the entire course of common operations with minimal prompting</p> <p>Requires active direction for defined category operations</p> <p>With assistance, manages, anticipates, and prevents intra-operative complications for common procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of common operations and refines operative plans as needed</p> <p>Moves fluidly through the entire course of defined category operations with minimal prompting</p> <p>Independently manages, anticipates, and prevents intra-operative complications for common procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of defined category operations and refines operative plans as needed</p> <p>Requires active direction for critical portions of rare operations</p> <p>Independently recognizes, manages, anticipates, and prevents intra-operative complications for defined category procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of rare operations and refines operative plans as needed</p> <p>Independently recognizes, manages, anticipates, and prevents intra-operative complications for rare procedures</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Rotated <input type="checkbox"/></p>	

Patient Care 6: Intra-Operative Patient Care – Procedural Skills for Oncology Cases				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Moves forward in common operations with active direction for critical portions of the procedure</p> <p>Serves as first assistant for critical portions of defined category operations</p> <p>Recognizes intra-operative complications for common operations</p>	<p>Moves fluidly through the entire course of common operations with minimal prompting</p> <p>Requires active direction for defined category operations</p> <p>With assistance, manages, anticipates, and prevents intra-operative complications for common procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of common operations and refines operative plans as needed</p> <p>Moves fluidly through the entire course of defined category operations with minimal prompting</p> <p>Independently manages, anticipates, and prevents intra-operative complications for common procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of defined category operations and refines operative plans as needed</p> <p>Requires active direction for critical portions of rare operations</p> <p>Independently recognizes, manages, anticipates, and prevents intra-operative complications for defined category procedures</p>	<p>Independently (passive help or supervision only) moves fluidly through the course of rare operations and refines operative plans as needed</p> <p>Independently recognizes, manages, anticipates, and prevents intra-operative complications for rare procedures</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Rotated <input type="checkbox"/></p>	

Patient Care 7: Intra-Operative Patient Care – Procedural Skills for Other Operations				
Level 1	Level 2	Level 3	Level 4	Level 5
Moves forward in common operations with active direction for critical portions of the procedure	Moves fluidly through the entire course of common operations with minimal prompting	Independently (passive help or supervision only) moves fluidly through the course of common operations and refines operative plans as needed	Independently (passive help or supervision only) moves fluidly through the course of defined category operations and refines operative plans as needed	Independently (passive help or supervision only) moves fluidly through the course of rare operations and refines operative plans as needed
Serves as first assistant for critical portions of defined category operations	Requires active direction for defined category operations	Moves fluidly through the entire course of defined category operations with minimal prompting	Requires active direction for critical portions of rare operations	
Recognizes intra-operative complications for common operations	With assistance, manages, anticipates, and prevents intra-operative complications for common procedures	Independently manages, anticipates, and prevents intra-operative complications for common procedures	Independently recognizes, manages, anticipates, and prevents intra-operative complications for defined category procedures	Independently recognizes, manages, anticipates, and prevents intra-operative complications for rare procedures
<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"/>

Patient Care 8: Tissue Handling of Delicate (Oncologic, Inflamed, and Scarred) Tissue and Neonatal Tissue				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited skill in handling delicate and neonatal tissue	Demonstrates adequate but inconsistent handling of delicate and neonatal tissue	Consistently demonstrates careful handling of delicate and neonatal tissue	Adapts tissue handling based on tissue quality	Demonstrates efficiency and instructs other learners in techniques to identify and manipulate delicate and neonatal tissue in rare procedures
Requires prompting to identify appropriate tissue planes	Identifies appropriate plane but requires redirection to maintain dissection in the optimal tissue plane	Visualizes tissue plane, and identifies and dissects relevant normal anatomy	Visualizes tissue planes and identifies and dissects relevant abnormal anatomy	Develops new instrumentation and techniques for delicate and neonatal tissue
<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"/>

Patient Care 9: Post-Operative Care (Short- and Long-Term)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>With assistance, manages the post-operative course of an uncomplicated neonatal or pediatric surgical patient</p> <p>Identifies the rationale for a long-term management plan</p>	<p>Independently manages the post-operative course of an uncomplicated neonatal or pediatric surgical patient</p> <p>Describes a general long-term management plan</p>	<p>With minimal assistance, manages the post-operative course of a complicated neonatal or pediatric surgical patient</p> <p>Follows an evidence-based long-term management plan</p>	<p>Independently manages the post-operative course of a complicated neonatal or pediatric surgical patient</p> <p>Integrates patient- and patient/family-specific factors in the construction of an evidence-based long-term management plan</p>	<p>Identifies gaps in post-operative management, and creates pathways to address these through quality improvement/research initiatives</p> <p>Identifies knowledge gaps in long-term management plans, and creates pathways to address these through quality improvement/research initiatives</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Rotated <input type="checkbox"/></p>	

Patient Care 10: Critical Care				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, recognizes a critically ill neonate or child and begins resuscitation	Independently recognizes a critically ill neonate or child and begins resuscitation and initial management	With minimal assistance, individualizes ongoing critical care management and assesses the response to therapy	Independently individualizes ongoing critical care management and assesses the response to therapy	Implements novel treatments and care pathways for critically ill children
<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"/>

Patient Care 11: Trauma Management				
Level 1	Level 2	Level 3	Level 4	Level 5
With active direction, provides non-operative management of severely injured infants and children Recognizes injuries in infants and children and provides initial operative management	With minimal prompting, provides non-operative management of severely injured infants and children With active direction, provides operative management of severely injured infants and children	Independently provides non-operative management of severely injured infants and children With minimal prompting, provides operative management of severely injured infants and children	Leads a multidisciplinary team in the ongoing management of severely injured infants and children Independently provides operative management of severely injured infants and children	Implements novel treatments and care pathways for injured children
<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 Rotated <input type="checkbox"/> </div>				

Medical Knowledge 1: Anatomy				
Level 1	Level 2	Level 3	Level 4	Level 5
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 operating room
<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: Developmental Biology and Neonatal Physiology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of developmental biology and normal neonatal physiology	Demonstrates comprehensive knowledge of developmental biology and neonatal physiology and relevant clinical implications	With assistance, applies knowledge of developmental biology and neonatal physiology into medical decision making	Independently incorporates knowledge of developmental biology and neonatal physiology into medical decision making	Recommends novel investigations based on knowledge of developmental biology, neonatal physiology, and new and existing therapies
<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: Pediatrics and Pediatric Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of development and physiology of children	Demonstrates knowledge of pathophysiology and treatments of patients with common pediatric conditions	Demonstrates basic knowledge of pathophysiology and treatments of patients with complex pediatric conditions	Demonstrates advanced knowledge of the varying patterns of disease presentation and treatment at different ages for patients with pediatric conditions	Contributes to peer-reviewed literature on the varying patterns of disease presentation, and age-appropriate treatments of patients with pediatric conditions
	Demonstrates knowledge of pathophysiology and treatments of patients with common pediatric surgical conditions	Demonstrates basic knowledge of pathophysiology and treatments of patients with complex pediatric surgical conditions	Demonstrates comprehensive knowledge of the varying patterns of disease presentation and treatment at different ages for patients with pediatric surgical conditions	Contributes to peer-reviewed literature on the varying patterns of disease presentation, and age-appropriate treatments of patients with pediatric surgical conditions
<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 their families (simulated or actual)	Discloses patient safety events to patients and their families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
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 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 utilizing the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations, effectively utilizing the roles of the interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	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 routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	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
<p>Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)</p> <p>Describes the principles of cost-effective care</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>Delivers care with consideration of each patient's payment model</p>	<p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Engages with patients in shared decision making, informed by cost-effective care principles</p>	<p>Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</p> <p>Advocates for patient care needs (e.g., community resources, patient assistance resources) regardless of ability to pay</p>	<p>Advocates for or leads systems change that enhances high value, efficient, and effective patient care and transition of care</p> <p>Participates in health policy advocacy activities</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 in order to take care of a routine patient	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 complex patients	Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide care tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines
<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 factors which contribute to gap(s) between expectations and actual performance</p> <p>Actively seeks opportunities to improve</p>	<p>Demonstrates openness to performance data (feedback and other input) in order to inform goals</p> <p>Analyzes and reflects on the factors which contribute to gap(s) between expectations and actual performance</p> <p>Designs and implements a learning plan, with prompting</p>	<p>Seeks performance data episodically, with adaptability and humility</p> <p>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> <p>Independently creates and implements a learning plan</p>	<p>Intentionally seeks performance data consistently, with adaptability and humility</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p> <p>Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it</p>	<p>Role models consistently seeking performance data with adaptability and humility</p> <p>Coaches others on reflective practice</p> <p>Facilitates the design and implementation of learning plans for others</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 potential triggers for professionalism lapses</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p> <p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</p>	<p>Demonstrates insight into professional behavior in routine situations</p> <p>Takes responsibility for own professionalism lapses</p> <p>Analyzes straightforward situations using ethical principles</p>	<p>Demonstrates professional behavior in complex or stressful situations</p> <p>Recognizes need to seek help in managing and resolving complex ethical situations</p> <p>Analyzes complex situations using ethical principles</p>	<p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p> <p>Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (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"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p>	<p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Takes ownership of system outcomes</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: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
Recognizes limits in the knowledge/skills of self or team, with assistance	Independently recognizes limits in the knowledge/skills of self or team and demonstrates appropriate help-seeking behaviors	With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team	Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team	
<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 1: Patient and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and nonverbal behavior to demonstrate respect and establish rapport</p> <p>Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system</p> <p>Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural)</p> <p>Organizes and initiates communication with patient/family by introducing stakeholders, setting the agenda, clarifying expectations, and verifying understanding of the clinical situation</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> <p>With guidance, sensitively and compassionately delivers medical information, elicits patient/family values, goals, and preferences, and acknowledges uncertainty and conflict</p>	<p>Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p> <p>Independently, uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan</p>	<p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Role models self-awareness while identifying a contextual approach to minimize communication barriers</p> <p>Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict</p>
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Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation	Checks own understanding of consultant recommendations	Coordinates recommendations from different members of the health care team to optimize patient care	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request	Checks understanding of recommendations when providing consultation		
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		
	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
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Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accurately records information in the patient record</p> <p>Safeguards patient personal health information</p> <p>Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)</p>	<p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record</p> <p>Demonstrates accurate, timely, and appropriate use of documentation shortcuts</p> <p>Documents required data in formats specified by institutional policy</p> <p>Respectfully communicates concerns about the system</p>	<p>Concisely reports diagnostic and therapeutic reasoning in the patient record</p> <p>Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context</p> <p>Uses appropriate channels to offer clear and constructive suggestions to improve the system</p>	<p>Communicates clearly, concisely, timely, and in an organized written form, including anticipatory guidance</p> <p>Achieves written or verbal communication (e.g., patient notes, email) that serves as an example for others to follow</p> <p>Initiates difficult conversations with appropriate stakeholders to improve the system</p>	<p>Models feedback to improve others' written communication</p> <p>Guides departmental or institutional communication around policies and procedures</p> <p>Facilitates dialogue regarding systems issues among larger community stakeholders (institution, health care system, field)</p>
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<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				