

# The Complex Family Planning Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education

The American Board of Obstetrics and Gynecology



Implementation: July 2022  
September 2021

# Complex Family Planning 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 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.

## **Complex Family Planning Milestones Work Group**

Nicole M. Bender, MD, MSc

Lauren Bergeron, MD, FACOG

Carrie Bowler, MS, MLS (ASCP) Cm

Carrie Cwiak, MD, MPH, FACOG

Laura Edgar, EdD, CAE

Eve Espey, MD, MPH

Sabrina Holmquist, MD, MPH

David Jaspan, DO

Leanne McCloskey, MD, MPH

Amitasrigowri Murthy, MD, MPH, FACOG

Sara Pentlicky, MD, MPH, FACOG

**The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:**

American Board of Obstetrics and Gynecology

Review Committee for Obstetrics and Gynecology

## Understanding Milestone Levels and Reporting

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

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in the educational program just as a senior fellow may be at a lower level later in the educational program. There is no predetermined timing for a resident to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

Selection of a level implies the fellow substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page 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 Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

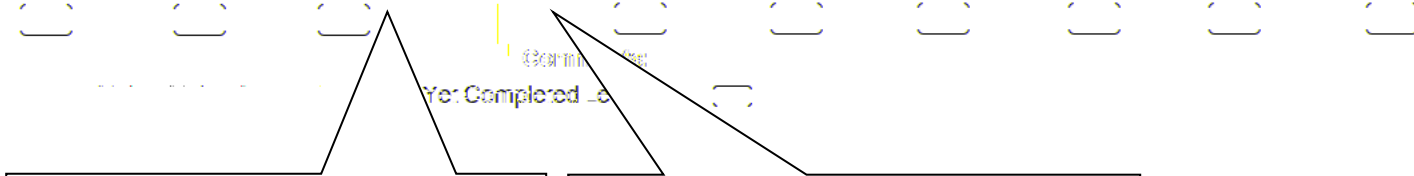
Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee and is not meant to demonstrate any required element or outcome.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On [www.acgme.org](http://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 subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

Systems-Based Practice 3: 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 team members	Coordinates care of patients in complex clinical situations effectively utilizing the roles of the interprofessional team members	Identifies concerns with current systems and identifies opportunities for improvement	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care across health care delivery systems	Performs safe and effective transitions of care	Performs safe and effective transitions of care	Role models and advocates for safe and effective transitions of care	Improves quality of transitions of care within the health care system



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: Complex Procedural Management: Uterine Evacuation				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs uncomplicated procedural uterine evacuations	Independently performs uncomplicated procedural uterine evacuations	Performs complex procedural uterine evacuations	Independently performs complex procedural uterine evacuations	Serves as an intra-operative consultant for an obstetric generalist
Identifies common procedural complications	Manages common complications	Takes steps to prevent complications, including using ultrasound guidance, in patients with complex conditions	Manages complex complications	Leads an interdisciplinary team to manage complex complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 2: Peri-Procedural Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the indications and options for cervical preparation	Plans and performs routine cervical preparation	Plans and performs complex cervical preparation	Independently plans and performs complex cervical preparation	Develops a protocol for peri-procedural care
Identifies the options for pain management	Provides routine pain management	Takes steps to prevent and manage complications from pain management	Manages complex complications from pain management	
Identifies the options for the procedural setting	Identifies the setting based on the complexity of the procedure	Independently selects the setting for the procedure	Identifies when to transfer a patient to a higher level of care	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>



Patient Care 3: Complex Medication Management of Uterine Evacuation				
Level 1	Level 2	Level 3	Level 4	Level 5
Provides routine evaluation and management	Evaluates and manages patients with complex comorbidities, with supervision	Evaluates and manages patients with complex comorbidities, with guidance	Independently evaluates and manages patients with complex comorbidities	Develops or designs protocols for complex medication management
Identifies risk factors for complications	Recognizes complications, with supervision	Anticipates and takes steps to prevent complications, with guidance	Independently identifies and manages complications; anticipates and takes steps to prevent complications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Complex Contraception Provision				
Level 1	Level 2	Level 3	Level 4	Level 5
Provides contraceptive counseling and initiation for patients without comorbidities	Provides contraceptive counseling and initiation for patients with complex comorbidities, with supervision	Provides contraceptive counseling and initiation for patients with complex comorbidities, with guidance	Independently provides contraceptive counseling and initiation for patients with complex comorbidities	Provides expert consultation regarding initiation and management of contraception in patients with complex comorbidities
Provides contraceptive surveillance and management of complications in patients without comorbidities	Provides contraceptive surveillance and management of complications in patients with complex comorbidities, with supervision	Provides contraceptive surveillance and management of complications in patients with complex comorbidities, with guidance	Independently provides contraceptive surveillance and management of complications in patients with complex comorbidities	Contributes to the literature regarding contraception initiation and management in patients with complex comorbidities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 5: Management of Complex Abnormal Pregnancy				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains clinical information pertaining to complex abnormal pregnancy	Interprets tests and imaging to accurately diagnose complex abnormal pregnancy, with supervision	Manages complex abnormal pregnancy and complications, with guidance	Independently manages complex abnormal pregnancy and complications	Develops or designs protocols for management of complex abnormal pregnancy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right; text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 6: Serving as a Consultant				
Level 1	Level 2	Level 3	Level 4	Level 5
Triages consult requests	Provides consultations (to include coordination of care) requiring intervention, including complex procedural options, with supervision	Provides consultations (to include coordination of care) requiring intervention, including complex procedural options, with guidance	Independently provides consultations (to include coordination of care) requiring intervention, including complex procedural options	Oversees the consultation process and manages interdisciplinary systems issues affecting patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 1: Anatomy and Physiology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates fundamental knowledge of normal reproductive physiology	Demonstrates comprehensive knowledge of reproductive physiologic variations	Integrates comprehensive knowledge of reproductive physiology variations in patients with complex comorbidities	Applies comprehensive knowledge of reproductive physiology variations to manage patients with complex comorbidities	Teaches emerging concepts and develops innovative curricula for reproductive physiology and anatomy
Demonstrates fundamental knowledge of normal reproductive anatomy	Demonstrates comprehensive knowledge of reproductive anatomic variations	Integrates comprehensive knowledge of reproductive anatomic variations in patients with complex comorbidities	Applies comprehensive knowledge of reproductive anatomic variations to manage patients with complex comorbidities	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="float: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Pharmacology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of mechanism of action and medication interactions of commonly used reproductive hormonal therapies	Demonstrates comprehensive knowledge of pharmacokinetics and medication interactions of reproductive hormonal therapies in patients with complex comorbidities	Integrates comprehensive knowledge of pharmacokinetics and medication interactions of reproductive hormonal therapies in patients with complex comorbidities	Applies comprehensive knowledge of pharmacokinetics and medication interactions of reproductive hormonal therapies to manage patients with complex comorbidities	Contributes to the literature in pharmacokinetics, mechanism of action, and medication interactions of reproductive hormonal therapies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>				

Medical Knowledge 3: Complex Contraception				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of evidence-based guidelines for contraception use	Demonstrates comprehensive knowledge of evidence-based guidelines for contraception use	Integrates comprehensive knowledge of evidence-based guidelines for contraception use	Applies comprehensive knowledge of evidence-based guidelines for contraception to manage patients with complex comorbidities	Contributes to evidence-based guidelines for complex contraception
Demonstrates awareness of non-contraceptive uses of commonly used contraceptive methods	Demonstrates comprehensive knowledge of non-contraceptive uses of contraceptive methods	Integrates comprehensive knowledge of non-contraceptive uses of contraceptive methods	Applies comprehensive knowledge of non-contraceptive uses of contraceptive methods to manage patients with complex comorbidities	
Demonstrates awareness of biopsychosocial aspects of contraceptive use	Demonstrates comprehensive knowledge of biopsychosocial aspects of contraceptive use	Integrates comprehensive knowledge of biopsychosocial aspects of contraceptive use	Applies comprehensive knowledge of biopsychosocial aspects of contraceptive use to manage patients with complex comorbidities	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and their families (simulated or actual)	Discloses patient safety events to patients and their families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				



Systems-Based Practice 2: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives	Participates in an established local quality improvement initiative	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"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: 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 team members	Coordinates care of patients in complex clinical situations effectively utilizing the roles of the interprofessional team members	Identifies concerns with current systems and identifies opportunities for improvement	Analyzes the process of care coordination and leads in the design and implementation of improvements
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	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"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 4: Community and Population Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of population and community health needs and disparities	Identifies individual, community, and population health needs and inequities	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
Demonstrates an awareness of reproductive health care advocacy as a professional responsibility	Identifies individual, community, and population health needs for reproductive health care advocacy	Demonstrates knowledge of how national, state, and local policies impact reproductive health care	Participates in advocacy or health policy for reproductive health care	Leads advocacy efforts for reproductive health care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 5: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex reproductive health care system (e.g., hospital, clinic, finance, personnel, technology)	Describes how components of a complex reproductive health care system are inter-related, and how this impacts patient care	Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)	Manages various components of the complex reproductive health care system to provide efficient and effective patient care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
Describes the role of reimbursement in reproductive health care access, including types of payors	Identifies how reimbursement restrictions create barriers to providing reproductive health care	Describes the technical and professional components of billing and identifies relative costs of treatment	Describes the revenue cycle and productivity measurements (e.g., relative value units)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <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 routine patients	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Identifies and applies evidence-based best practices, integrated with patient preferences, to the care of complex patients	Independently appraises conflicting and uncertain evidence and applies it to guide the care of complex patients	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"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies gap(s) between expectations and performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and performance	Institutes behavioral change(s) to narrow the gap(s) between expectations and performance	Continuously reflects on remaining gaps and institutes behavioral adjustments to narrow them	Coaches others on reflective practice
Establishes goals for personal and professional development	Identifies opportunities for performance improvement; designs a learning plan	Integrates practice data and feedback with humility to implement a learning plan	Uses performance data to measure the effectiveness of the learning plan and adapts when necessary	Coaches others in the design and implementation of learning plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 3: Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies areas worthy of scholarly investigation	Designs a hypothesis-driven or hypothesis-generating scholarly thesis, under the direction of a research mentor	Presents products of scholarly activity at local, regional, or national meetings, and/or submits an abstract to regional, state, or national meetings	Completes and defends a comprehensive written scholarly thesis that demonstrates advanced research methodology, design, and statistical analysis	Publishes independent research that has generated new medical knowledge, educational programs, or process improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">           Not Yet Completed Level 1 <input type="checkbox"/>            Not Yet Assessable <input type="checkbox"/> </div>				

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses and how to appropriately report them	Demonstrates insight into professional behavior in routine situations and takes responsibility for one's own professionalism lapses	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent these in oneself and others	Coaches others when their behavior fails to meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				



Professionalism 2: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of ethical principles	Analyzes straightforward situations using ethical principles	Manages ethical conflicts and seeks guidance when appropriate	Utilizes appropriate resources for managing and resolving ethical dilemmas and identifies systems issues that contribute to ethical conflicts	Addresses systems issues that contribute to ethical conflicts or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 3: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for completion of tasks and responsibilities and describes barriers and strategies for timely task completion	Completes tasks and responsibilities in a timely manner with attention to detail in routine situations	Completes tasks and responsibilities in a timely manner with attention to detail in complex or stressful situations	Works with an interdisciplinary team to complete tasks and responsibilities in a timely manner	Coaches team members to ensure optimal patient care, including prioritizing tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <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
Recognizes status of personal and professional well-being and resilience, with assistance	Independently recognizes status of personal and professional well-being and resilience	Develops a plan to optimize personal and professional well-being and resilience, with assistance	Independently develops and implements a plan to optimize personal and professional well-being and resilience	Develops local or institutional initiatives to optimize personal and professional well-being and resilience
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

This subcompetency is not intended to evaluate a fellow’s well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that impact well-being, the mechanism by which those factors impact well-being, and available resources and tools to improve well-being.

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates respect and establishes rapport with patients and their families</p> <p>Communicates with patients and their families in an understandable and respectful manner</p>	<p>Establishes therapeutic relationships in straightforward encounters</p> <p>Identifies barriers to effective communication</p>	<p>Establishes therapeutic relationships in complex encounters</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p>	<p>Facilitates complex discussions specific to patient and family conferences</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p>	<p>Mentors others in situational awareness and critical self-reflection</p> <p>Coaches others in the facilitation of complex conversations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 2: Patient Counseling and Shared Decision Making				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic understanding of informed consent process	Answers questions about a treatment plan, including contraceptive options, with supervision	Counsels a patient through shared decision-making, including responding to questions about contraceptive options, for non-complex family planning, with guidance	Independently counsels a patient through shared decision-making, including responding to questions, for complex family planning	Provides education to interdisciplinary learners about shared decision-making for contraceptive counseling
Demonstrates basic understanding of pregnancy options counseling	Answers questions about pregnancy options, including types of abortion, with supervision	Counsels a patient through shared decision-making, including responding to questions about abortion options, for non-complex pregnancies, with guidance	Independently counsels a patient through shared decision-making, including responding to questions about abortion options, for complex pregnancies	Provides education to interdisciplinary learners about shared decision-making for pregnancy options counseling
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands and respects the roles of interprofessional and multidisciplinary team members	Solicits insights from and uses language that values all interprofessional and multidisciplinary team members	Integrates contributions from the interprofessional and multidisciplinary team members into the care plan	Prevents and mediates conflict among the interprofessional and multidisciplinary team members	Fosters a culture of open communication and effective teamwork within the interprofessional and multidisciplinary team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 4: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Reports diagnostic and therapeutic reasoning concisely and efficiently in the patient record	Communicates clearly, concisely, timely, and in an organized written form, including anticipatory guidance	Models feedback to improve others' written communication
Safeguards patients' personal health information	Documents required data in formats specified by institutional, state, or national policy	Selects direct and indirect forms of communication based on context	Demonstrates written or verbal communication that serves as an example for others to follow	Guides local or institutional communication policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				