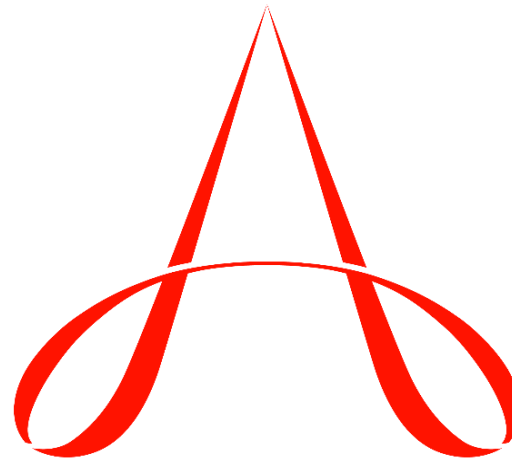




# Obstetric Anesthesiology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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First Revision: July 2014

# Obstetric Anesthesiology 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.

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American Board of Anesthesiology

Review Committee for Anesthesiology

## 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 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 1: Technical Skills in Obstetric Anesthesiology  |   |   |  |  |
|---|---|---|--|--|
| Level 1   | Level 2   | Level 3   | Level 4  | Level 5  |
| Consistently, safely, and efficiently performs neuraxial anesthesia with minimal complications in low-risk patients   | Troubleshoots and manages problems or complications associated with neuraxial anesthesia, with assistance (e.g., provides effective analgesia and anesthesia) | Consistently, safely, and efficiently performs neuraxial anesthesia, including use of neuraxial ultrasound, in high-risk or complex patients and/or emergent situations | Independently troubleshoots and manages problems or complications associated with neuraxial anesthesia   | Serves as a consultant for initiation, management, and troubleshooting of technically challenging neuraxial anesthesia |
| Consistently, safely, and efficiently performs general anesthesia with minimal complications in low-risk patients and identifies patients who need modification of plan for general anesthesia  | Safely provides general anesthesia in emergent clinical situations  | Demonstrates advanced airway skills, including the management of a difficult airway   | Consistently, safely, and efficiently performs general anesthesia with minimal complications in high-risk or complex patients, including airway management | Serves as a consultant for management of complex general anesthetics of a pregnant patient                             |
| <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"/><br/>                     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: Technical Skills in Obstetric Anesthesiology   |   |   |  |  |
|--|---|---|--|--|
| Level 1  | Level 2   | Level 3   | Level 4  | Level 5  |
| Consistently, safely, and efficiently performs neuraxial anesthesia with minimal complications in low-risk patients  | Troubleshoots and manages problems or complications associated with neuraxial anesthesia, with assistance (e.g., provides effective analgesia and anesthesia) | Consistently, safely, and efficiently performs neuraxial anesthesia, including use of neuraxial ultrasound, in high-risk or complex patients and/or emergent situations | Independently troubleshoots and manages problems or complications associated with neuraxial anesthesia   | Serves as a consultant for initiation, management, and troubleshooting of technically challenging neuraxial anesthesia |
| Consistently, safely, and efficiently performs general anesthesia with minimal complications in low-risk patients and identifies patients who need modification of plan for general anesthesia | Safely provides general anesthesia in emergent clinical situations  | Demonstrates advanced airway skills, including the management of a difficult airway   | Consistently, safely, and efficiently performs general anesthesia with minimal complications in high-risk or complex patients, including airway management | Serves as a consultant for management of complex general anesthetics of a pregnant patient                             |
| <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 2: Triage and Coordination of Obstetric Anesthesia Care   |  |   |  |  |
|--|--|---|--|--|
| Level 1  | Level 2  | Level 3   | Level 4  | Level 5  |
| Identifies risk factors that may predispose patients to common medical or obstetric complications and develops a comprehensive anesthetic plan for patients requiring routine care | Identifies risk factors that may predispose patients to complex or uncommon medical or obstetric complications and identifies the need for additional evaluation | Formulates and tailors anesthetic plans that include consideration of medical, obstetric, and anesthetic risk factors, as well as patient preference and available resources, for patients requiring complex care | Adapts the anesthetic plan to balance the ethical and other well-being considerations for the infant and the mother in complex clinical situations | Designs and implements multidisciplinary institutional protocols for efficient diagnosis and coordination of care for pregnant patients with specific high-risk conditions |
| Defines clinically appropriate priorities when caring for multiple obstetric patients and identifies limited resources   | Coordinates and works cooperatively with other members of the obstetric anesthesia care team   | Directs resources to optimize care for multiple patients simultaneously   | Proactively advocates for and directs resources to optimize care for multiple patients with complex needs simultaneously                           | Develops policies and procedures with the interprofessional team to address high patient workload and other institutional barriers to 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: Crisis Management for the Obstetric Patient  |   |  |  |   |
|--|---|--|--|---|
| Level 1  | Level 2   | Level 3  | Level 4  | Level 5   |
| <p>Participates as a member of the crisis response team; constructs appropriately prioritized differential diagnoses that include the most likely etiologies for common, acute clinical deterioration; and initiates appropriate therapy</p> <p>Recognizes and initiates treatment of common anesthetic complications and adverse events</p> | <p>Participates as a member of the crisis response team; constructs appropriately prioritized differential diagnoses that include the most likely etiologies for uncommon, acute clinical deterioration; and initiates appropriate therapy</p> <p>Recognizes major anesthetic complications, and participates in the multi-disciplinary management team</p> | <p>Develops and executes a plan to manage uncommon clinical crises in a patient with complex comorbidities</p> <p>Directs the management of major anesthetic complications</p> | <p>Assumes leadership of a crisis response team</p> <p>Organizes resources for interdisciplinary and interprofessional management of patient complications</p> | <p>Serves as a consultant in critical situations, and is a resource to others in the care team</p> <p>Designs and implements institutional policies and protocols for the management of anesthetic complications and crises</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"/>  |
|  |   |  | Not Yet Assessable   | <input type="checkbox"/>  |

| Patient Care 4: Antepartum Consultation, Assessment, and Peri-Anesthetic Care Planning  |  |   |   |  |
|---|--|---|---|--|
| Level 1   | Level 2  | Level 3   | Level 4   | Level 5  |
| Performs an assessment and formulates a plan for pregnant patients, including common issues that impact obstetric anesthesia care | Performs an assessment and formulates an anesthetic plan for complex pregnant patients   | Performs an assessment and formulates an anesthetic plan for critically ill pregnant patients   | Advises the multidisciplinary team and integrates the anesthetic plans into the care of medically complex and critically ill obstetric patients                         | Coordinates the multidisciplinary team involved in the care of medically complex and critically ill obstetric patients |
| Describes the use of a consultation and lists useful resources  | For simple consultations, delineates the clinical question, obtains additional clinical information, can access available resources, recommends next steps, and completes documentation, with assistance | For complex consultations, delineates the clinical question, obtains additional clinical information, applies relevant resources, and recommends next steps with assistance; manages simple consultations independently | Manages complex consultations independently, including addressing conflicting management goals with comprehensive, timely documentation of findings and recommendations | Is recognized as an expert in providing comprehensive consultations  |
| <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: Point-of-Care Ultrasound for Obstetric Patients   |  |  |   |   |
|---|--|--|---|---|
| Level 1   | Level 2  | Level 3  | Level 4   | Level 5   |
| Independently selects proper ultrasound equipment and settings for indicated scenarios and conducts and interprets point-of-care ultrasound | Uses point-of-care ultrasound to identify common problems  | Uses point-of-care ultrasound to assess clinically complex situations                                      | Expertly uses point-of-care ultrasound to diagnose and develop a management plan                                    | Participates in the development of institutional protocols for point-of-care ultrasound |
| Identifies neuraxial anatomy on ultrasound  | Uses ultrasound to identify interspinous spaces and the midline in patients with uncomplicated neuraxial anatomy | Uses ultrasound to identify interspinous spaces and the midline in patients with complex neuraxial anatomy | Expertly uses ultrasound to identify interspinous spaces and the midline in patients with complex neuraxial anatomy | Promotes the use of neuraxial ultrasound for new and emerging indications               |
|   | Uses ultrasound for performance of truncal blocks in patients with uncomplicated anatomy                         | Uses ultrasound for performance of truncal blocks in patients with complex anatomy                         | Expertly uses ultrasound for performance of truncal blocks in patients with complex anatomy                         |   |
| <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: Obstetric Anesthesiology  |  |   |  |  |
|--|--|---|--|--|
| Level 1  | Level 2  | Level 3   | Level 4  | Level 5  |
| Demonstrates knowledge of the implications of altered maternal anatomy and physiology for the anesthetic care of healthy patients            | Demonstrates knowledge of the anesthetic implications of altered maternal anatomy and physiology for the care of patients with coexisting medical conditions (e.g., human immunodeficiency virus (HIV), cardiac disease, pulmonary hypertension) | Demonstrates knowledge of the evidence base that underpins anesthetic management of common and complex conditions | Integrates knowledge of maternal anatomy, physiology, and the obstetric management plan to develop an anesthetic management plan for a patient with coexisting disease and obstetric comorbidities | Integrates knowledge of maternal anatomy, physiology, and the obstetric management plan to serve as a consultant in obstetric anesthesiology |
| Demonstrates knowledge of obstetric management, including indications for delivery and expected complications, in healthy, low-risk patients | Demonstrates knowledge of obstetric management, including indications for delivery and expected complications, in patients with complex comorbidities  | Demonstrates knowledge of the evidence base that underpins obstetric management of common and complex conditions  |  |  |
| <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 2: Obstetrics and Neonatology Knowledge Applied to Obstetric Anesthesiology |  |   |   |  |
|---|--|---|---|--|
| Level 1   | Level 2  | Level 3   | Level 4   | Level 5  |
| Demonstrates basic knowledge of normal newborn physiology                                     | Demonstrates basic knowledge of abnormal newborn physiology                                    | Demonstrates comprehensive knowledge of normal and abnormal newborn physiology                    | Demonstrates knowledge of how newborn physiology impacts delivery planning  | Exhibits detailed and up-to-date knowledge of current research in obstetrics and neonatology |
| Demonstrates knowledge of the impact of anesthesia on the mother and fetus                    | Demonstrates knowledge of the medically complex neonate and how it impacts the anesthetic plan | Integrates knowledge of the medically complex neonate into the development of the anesthetic plan | Works collaboratively with the multidisciplinary team to prioritize anesthetic, obstetric, and neonatal considerations of the medically complex mother-fetal dyad | Serves as a consultant for fetal surgery   |
| Demonstrates knowledge of basic fetal heart rate patterns                                     | Demonstrates knowledge of measures of fetal well-being (e.g., biophysical profile)             | Demonstrates knowledge of how fetal well-being data impacts delivery planning                     | Incorporates data about fetal well-being in the development of an anesthetic plan   | Serves as a consultant in the development of an anesthetic plan for fetal well-being         |
| <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"/>  |

| Systems-Based Practice 1: Patient Safety and Quality Improvement in Obstetric Anesthesiology |   |  |   |   |
|--|---|--|---|---|
| Level 1  | Level 2   | Level 3  | Level 4   | Level 5   |
| Demonstrates knowledge of common events that impact patient safety                           | 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)                    | Acts as a role model or mentors others in the disclosure of patient safety events                     |
| Demonstrates knowledge of basic quality improvement methodologies and metrics                | Describes departmental quality improvement initiatives                                      | Participates in department 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 level or above |
| <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"/>   |   |  |   |   |

| Systems-Based Practice 2: System Navigation for Patient-Centered Care in Obstetric Anesthesiology |   |   |   |   |
|---|---|---|---|---|
| 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 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 different disciplines and specialties                       | Analyzes the process of care coordination and participates in the design and implementation of improvements         |
| Identifies and performs key elements for safe and effective transitions of care and hand-offs     | Identifies and 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 |
| Demonstrates knowledge of population and community health needs and inequities                    | Identifies specific population and community health needs and inequities for the local population                         | Uses institutional 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                               | Advocates for populations and communities with health care inequities in the peri-operative setting                 |
| <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"/>  |   |   |   |   |

| Systems-Based Practice 3: Physician Role in Health Care Systems in Obstetric Anesthesiology                  |   |   |   |  |
|--|---|---|---|--|
| Level 1  | Level 2   | Level 3   | Level 4   | Level 5  |
| Identifies key components of the complex health care system (e.g., hospital, finance, personnel, technology) | Describes how components of a complex health care system are interrelated, and how they impact 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 maternal health care system to provide efficient and effective patient care and transitions of care | Advocates for or leads systems change that enhances high-value, efficient, and effective maternal-fetal care |
| States factors impacting the costs of anesthetic care  | Documents anesthetic detail to facilitate accurate billing and reimbursement                                | Explains the impact of documentation on billing and reimbursement   | Practices and advocates for cost-effective maternal patient care  | Engages in external activities related to advocacy for cost-effective maternal 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"/>   |   |   |   |  |



| Practice-Based Learning and Improvement 1: Evidence-Based Practice and Scholarship in Obstetric Anesthesiology   |  |   |  |  |
|--|--|---|--|--|
| Level 1  | Level 2  | Level 3   | Level 4  | Level 5  |
| <p>Completes assigned/recommended readings and reviews literature related to specific patient problems</p> <p>Participates in journal clubs, morbidity and mortality conferences, and other educational activities</p> | <p>Critically evaluates the scientific literature and understands limitations in addressing clinical issues</p> <p>Uses self-directed literature review to modify patient care</p> | <p>Independently integrates evidence-based practices into clinical care</p> <p>Participates in scholarly activity related to the subspecialty</p> | <p>Participates in development of evidence-based clinical protocols and guidelines</p> <p>Disseminates scholarly activity (e.g., abstract presentation, manuscript submission)</p> | <p>Participates in editorial reviews and other scholarly activity for peer-reviewed medical journals</p> <p>Participates in and leads professional society and other activities to advance scholarship</p> |
| <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   |
| <p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>   |  |   |  |  |

| Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth in Obstetric Anesthesiology |  |   |   |  |
|--|--|---|---|--|
| Level 1  | Level 2  | Level 3   | Level 4   | Level 5  |
| Accepts responsibility for personal and professional development by establishing goals                                       | Demonstrates openness to performance data (feedback and other input) to inform goals | Seeks performance data episodically, with adaptability and humility | Intentionally seeks performance data consistently, with adaptability and humility | Role models consistently seeking performance data with adaptability and humility |
| Identifies the factors that contribute to performance deficits   | Analyzes and acknowledges the factors that contribute to performance deficits        | Institutes behavioral change(s) to improve performance              | Considers alternatives to improve performance                                     | Models reflective practice   |
| Actively seeks opportunities to improve  | Designs and implements a learning plan, with prompting                               | Independently creates and implements a learning plan                | Integrates performance data to adapt the learning plan                            | Facilitates the design and implementation of learning plans for others           |
| <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: Mentorship and Teaching in Obstetric Anesthesiology              |   |  |  |  |
|---|---|--|--|--|
| Level 1   | Level 2   | Level 3  | Level 4  | Level 5  |
| Demonstrates self-awareness and identifies gaps in knowledge, skills, and experience; incorporates feedback | Teaches medical students, residents, and patients in informal settings; seeks faculty mentorship for self | Teaches health professionals in formal settings (e.g., nursing in-service training, residency teaching conference); mentors medical students | Organizes educational activities at the program level; mentors residents and other health care professionals | Designs and implements clinical rotations, curricula, or learning and assessment tools; models and teaches mentoring to others |
| <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 1: Professional Behavior and Ethical Principles in Obstetric Anesthesiology               |   |   |   |  |
|---|---|---|---|--|
| Level 1   | Level 2   | Level 3   | Level 4   | Level 5  |
| Identifies potential triggers for professionalism lapses  | Demonstrates insight into professional behavior in routine situations | Demonstrates professional behavior in complex or stressful situations                   | Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself | Coaches others when their behavior fails to meet professional expectations   |
| Describes when and how to report lapses in professionalism  | Takes responsibility for one's own professionalism lapses             | Recognizes need to seek help in managing and resolving complex interpersonal situations | Actively solicits help and acts on recommendations to resolve complex interpersonal situations            |  |
| Demonstrates knowledge of the ethical principles underlying patient care                                  | Analyzes straightforward situations using ethical principles          | Analyzes complex situations using ethical principles                                    | Recognizes and uses resources for managing and resolving ethical dilemmas                                 | Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution |
| <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   |
| <b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> |   |   |   |  |

| Professionalism 2: Accountability/Conscientiousness in Obstetric Anesthesiology   |  |   |  |  |
|---|--|---|--|--|
| Level 1   | Level 2  | Level 3   | Level 4  | Level 5  |
| <p>Responds promptly to requests or reminders to complete tasks</p> <p>Takes responsibility for failure to complete tasks</p> | <p>Performs tasks and responsibilities in a timely manner</p> <p>Recognizes situations that may impact one's 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 routine situations</p> <p>Takes responsibility for tasks not completed in a timely manner and identifies strategies to prevent recurrence</p> | <p>Prioritizes 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>Designs and implements an institutional systems approach to ensure timely task completion and shared responsibility</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"/>   |

| Professionalism 3: Well-Being in Obstetric Anesthesiology   |  |  |  |  |
|---|--|--|--|--|
| Level 1   | Level 2  | Level 3  | Level 4  | Level 5  |
| Recognizes the importance of addressing personal and professional well-being                              | Lists available resources for personal and professional well-being<br><br>Describes institutional resources that are meant to promote well-being | With assistance, proposes a plan to promote personal and professional well-being<br><br>Recognizes which institutional factors affect well-being | Independently develops a plan to promote personal and professional well-being<br><br>Describes institutional factors that positively and/or negatively affect well-being | Creates institutional-level interventions that promote colleagues' well-being<br><br>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"/>   |
| <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 affect well-being, the mechanisms by which those factors affect well-being, and available resources and tools to improve well-being.

| Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication in Obstetric Anesthesiology |  |   |  |   |
|--|--|---|--|---|
| Level 1  | Level 2  | Level 3   | Level 4  | Level 5   |
| Communicates with patients and their families in an understandable and respectful manner                         | Customizes communication in the setting of personal biases and barriers with patients and patients' families | Explains complex and difficult information to patients and patients' families | Facilitates difficult discussions with patients and patients' families                                   | Mentors others in the facilitation of crucial conversations |
| Provides timely updates to patients and patients' families   | Actively listens to patients and patients' families to elicit patient preferences and expectations           | Uses shared decision-making to make a personalized care plan                  | Effectively negotiates and manages conflict among patients, patients' families, and the health care team | Mentors others in conflict resolution                       |
| <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 2: Patient Counseling in Obstetric Anesthesiology |   |  |   |  |
|--|---|--|---|--|
| Level 1  | Level 2   | Level 3  | Level 4   | Level 5  |
| Demonstrates understanding of the informed consent process                               | Answers questions about treatment plans and seeks guidance when appropriate | Counsels patients through the decision-making process, including answering questions, for simple clinical problems | Counsels patients through the decision-making process, including answering questions, for complex clinical problems | Counsels patients through the decision-making process, including answering questions, for uncommon clinical problems |
| <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 3: Interprofessional and Team Communication in Obstetric Anesthesiology |   |   |   |  |
|--|---|---|---|--|
| Level 1  | Level 2   | Level 3   | Level 4   | Level 5  |
| Respectfully requests or receives consultations  | Clearly, concisely, and promptly requests or responds to a request for consultation | Uses closed-loop communication to verify understanding            | 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 |
| Uses language that values all members of the health care team  | Communicates information effectively with all health care team members              | Adapts communication style to fit team needs                      | Maintains effective communication in crisis situations  | Leads an after-event debrief of the health care team   |
| Respectfully receives feedback from the health care team   | Solicits feedback on performance as a member of the health care team                | Communicates concerns and provides feedback to peers and learners | Communicates constructive feedback to superiors   | Facilitates regular health care team-based feedback in complex situations  |
| <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>   |
| <b>Comments:</b>   |   |   |   |  |
| Not Yet Completed Level 1 <input type="checkbox"/>   |   |   |   |  |

| Interpersonal and Communication Skills 4: Communication within Health Care Systems in Obstetric Anesthesiology |   |   |   |  |
|--|---|---|---|--|
| Level 1  | Level 2   | Level 3   | Level 4   | Level 5  |
| Accurately records information in the patient record; demonstrates judicious use of documentation shortcuts    | Accurately records information in the anesthetic record for non-complex cases | Accurately records information in the anesthetic record and communicates complex care decisions for complex cases | Uses medical record functionality to highlight challenges in anesthetic care to facilitate future peri-operative management | Explores innovative uses of the medical record to facilitate peri-operative management |
| Safeguards patients' personal health information   | Documents required data in formats specified by institutional policy          | Appropriately selects direct and indirect forms of communication based on context                                 | Models exemplary written or verbal communication  | Guides departmental or institutional policies and procedures around communication      |
| Communicates through appropriate channels as required by institutional policy                                  | Respectfully communicates concerns about the system                           | Respectfully communicates concerns about the system and contributes to solutions                                  | Uses appropriate channels to offer clear and constructive suggestions to improve the system                                 | Initiates difficult conversations with appropriate stakeholders to improve the system  |
| <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>      |   |   |   |  |