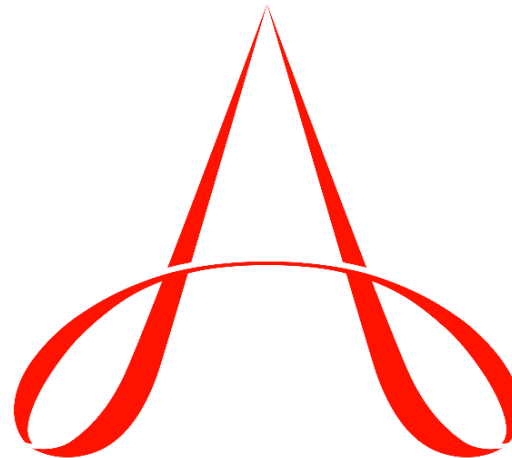




Pediatric Cardiac Anesthesiology Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 2022
First Revision: May 2022

Pediatric Cardiac 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.

Pediatric Cardiac Anesthesiology Milestones Work Group

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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 vi).

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

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

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

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On www.acgme.org, choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a resident's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that resident's performance in relation to those milestones.

| Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth | | | | |
|--|---|---|--|--|
| 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) in order to form 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 which contribute to performance deficits | Analyzes and acknowledges the factors which 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"/> |
| Comments: Not Yet Completed Level 1 <input type="checkbox"/> | | | | |

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

| Patient Care 1: Peri-Procedural Assessment and Management | | | | |
|---|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Obtains medical and surgical history; performs physical examinations for pediatric cardiac patients | With guidance, identifies disease processes and relevant medical or surgical issues and their implications on anesthetic care for pediatric patients with simple cardiac lesion | Identifies disease processes and relevant medical or surgical issues and their implications on anesthetic care for pediatric patients with simple cardiac lesion | Performs a complete assessment of complex or critically ill pediatric cardiac patients | Independently serves as a consultant to other members of the health care team regarding optimal pre-anesthetic preparation |
| Identifies clinical issues relevant to the preparation of pediatric cardiac patients | With guidance, prepares pediatric patients with simple cardiac lesion receiving anesthetic care | Optimizes preparation of pediatric patients with simple cardiac lesion | Optimizes preparation of complex or critically ill children across all age groups | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |
| | | | | Not Yet Assessable <input type="checkbox"/> |

| Patient Care 2: Technical/Procedural Skills: Airway Management and Lung Isolation | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes unique characteristics of pediatric cardiac anatomy and airway management in pediatric patients with cardiac lesions | <p>Performs airway management across the age spectrum from neonates to adults with cardiac lesions</p> <p>Recognizes the need for and complications of lung isolation techniques in pediatric patients with cardiac lesions</p> | <p>Identifies the need for advanced airway management and identifies possible complications with airway management in patients with cardiac lesions</p> <p>Manages lung isolation techniques for pediatric patients with cardiac lesions, with guidance</p> | <p>Identifies and corrects problems and complications associated with airway management of complex cardiac patients</p> <p>Manages lung isolation techniques for pediatric patients with cardiac lesions</p> | <p>Independently identifies and corrects problems and complications of advanced airway management</p> <p>Independently supervises and provides consultation to other members of the health care team for lung isolation in pediatric patients with cardiac lesions</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p> | | | | |

| Patient Care 3: Technical/Procedural Skills: Vascular Access | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs basic radial artery cannulation procedures | Performs complex radial artery cannulation procedures | Performs arterial cannulation at various locations (e.g., femoral, brachial, axillary) | Performs complex arterial cannulation at various locations (e.g., femoral, brachial, axillary) | Serves as a departmental resource for challenging arterial cannulation procedures |
| Performs basic right internal jugular central venous cannulation procedures | Performs complex right internal jugular central venous cannulation procedures | Performs central venous cannulation at various locations (e.g., subclavian, left internal jugular, femoral) | Performs complex central venous cannulation at various locations (e.g., subclavian, left internal jugular, femoral) | Serves as a departmental resource for challenging central venous cannulation procedures |
| Identifies relevant vascular access anatomy and uses ultrasound in vascular access procedures | Interprets ultrasound to optimize technique and reduce complications in vascular access procedures | Independently conducts and interprets complex vascular access ultrasound (e.g., intravenous) | Advices and supervises others with ultrasound for vascular access | Serves as a departmental resource for challenging vascular access ultrasound |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 | <input type="checkbox"/> |
| | | | Not Yet Assessable | <input type="checkbox"/> |

| Patient Care 4: Anesthetic Management of Interventional Cardiology Procedures | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Differentiates between diagnostic and interventional procedures | Develops anesthetic plan for routine intra- and post-operative management of cardiac patients in the catheterization and electrophysiology laboratories | Conducts intra- and post-operative care for patients with simple cardiac lesions in the catheterization and electrophysiology laboratories | Conducts intra- and post-operative care for patients with complex cardiac lesions in the catheterization and electrophysiology laboratories | Serves as a consultant for complex intra- and post-operative care in the catheterization and electrophysiology laboratories |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |
| | | | | Not Yet Assessable <input type="checkbox"/> |

| Patient Care 5: Anesthetic Management of Surgical Cardiac Procedures | | | | |
|--|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Differentiates anesthetic plan for surgical procedures with and without cardiopulmonary bypass (CPB) | Develops anesthetic plan with consideration of underlying clinical conditions; past medical history; and patient, anesthetic, and surgical risk factors for routine intra- and post-operative management of cardiac patients in the operating room | Conducts intra- and post-operative care for patients with simple cardiac lesions in the operating room | Conducts intra- and post-operative care for patients with complex cardiac lesions in the operating room | Serves as a consultant for complex intra- and post-operative care in the operating room |
| Recognizes presence of peri-operative cardiopulmonary and hematologic complications | Identifies and manages peri-operative cardiopulmonary and hematologic complications, with direct supervision | Identifies and manages peri-operative cardiopulmonary and hematologic complications, with indirect supervision | Identifies and manages peri-operative cardiopulmonary and hematologic complications | Serves as a consultant to manage peri-operative cardiopulmonary and hematologic complications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 6: Situational Awareness and Crisis Management | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates vigilance during clinical care | Demonstrates awareness of case flow and developments throughout a procedure | Demonstrates awareness of case flow and developments throughout a procedure, including those outside of one's immediate control, with supervision | Independently demonstrates awareness of case flow and developments throughout a procedure, including those outside of one's immediate control | |
| Articulates causes of common peri-operative crisis situations | Recognizes crisis situations; calls for help | Anticipates an impending crisis and identifies possible etiologies, with supervision | Independently anticipates an impending crisis and identifies possible etiologies | |
| Responds to crisis situations as a reliable team member | Participates in management during crisis situations | Initiates management and resolves crisis situations, with supervision | Independently initiates management and resolves crisis situations | Leads the health care team in the management of crisis situations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 | <input type="checkbox"/> |
| | | | Not Yet Assessable | <input type="checkbox"/> |

| Patient Care 7: Circulatory Support Transitions | | | | |
|---|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses the basic principles and indications for CPB | Guides a patient on and off CPB with assistance | Guides a patient on and off routine CPB | Guides a patient on and off complex CPB | Develops policies with the interdisciplinary team to guide institutional CPB protocols |
| Discusses the basic principles and indications for circulatory assist devices | Uses available hemodynamic data to guide a patient onto and off circulatory assist devices, with assistance | Integrates available hemodynamic and echocardiographic data to guide a patient onto and off circulatory assist devices, with assistance | Integrates available hemodynamic and echocardiographic data to guide a patient onto and off circulatory assist devices | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | |
| | | | | Not Yet Completed Level 1 <input type="checkbox"/> |
| | | | | Not Yet Assessable <input type="checkbox"/> |

| Medical Knowledge 1: Foundational Knowledge | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of cardiac anatomy and physiology and treatment of medical and surgical conditions | Demonstrates knowledge of common medical and surgical disease, treatments, and populations as relates to anesthetic care | Demonstrates knowledge of complex medical and surgical disease, treatments, and populations as relates to anesthetic care | Demonstrates comprehensive knowledge of medical and surgical disease as relates to the full spectrum of a patient's peri-operative care | Demonstrates scientific knowledge of uncommon, atypical, or complex conditions as relates to the full spectrum of a patient's peri-operative care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 | <input type="checkbox"/> |
| | | | Not Yet Assessable | <input type="checkbox"/> |

| Medical Knowledge 2: Pharmacology | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates basic knowledge of pharmacologic principles of inhaled and/or intravenous anesthetic, vasoactive, and inotropic drugs to routine patient management | Demonstrates advanced knowledge of pharmacologic principles of inhaled and/or intravenous anesthetic, vasoactive, and inotropic drugs for management of pediatric patients with cardiac lesions | Demonstrates basic knowledge of pharmacokinetics and pharmacodynamics and selection and dosing of inhaled and/or intravenous anesthetic, vasoactive, and inotropic drugs for management of pediatric patients with cardiac lesions, including indications, contraindications, side effects, and complications | Demonstrates advanced knowledge of pharmacokinetics and pharmacodynamics and selection and dosing of anesthetic, vasoactive, and inotropic drugs for management of pediatric patients with cardiac lesions | Is recognized (through scholarship or education) as an expert resource in advanced understanding of pharmacokinetics and pharmacodynamics of inhaled and/or intravenous anesthetic, vasoactive, and inotropic drugs to management of pediatric patients with cardiac lesions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 3: Cardiovascular Imaging and Monitoring | | | | |
|--|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Interprets data from cardiopulmonary imaging and monitoring to guide routine clinical decision-making, with guidance | Interprets data from cardiopulmonary imaging and monitoring to guide routine clinical decision making | Integrates data from cardiopulmonary imaging and monitoring to guide advanced clinical decision making | Integrates data from cardiopulmonary imaging and monitoring, including tools used infrequently outside of cardiothoracic surgery, to guide advanced clinical decision making | Is recognized (through scholarship or education of others) as an expert resource in peri-operative monitoring |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Systems-Based Practice 1: Patient Safety and Quality Improvement | | | | |
|---|---|--|---|---|
| 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) | Role models 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"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 2: System Navigation for Patient-Centered Care | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of care coordination | Coordinates care of patients in routine clinical situations effectively using the roles of 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 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 |
| 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"/> |
| 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 |
| Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, 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 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 patient 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 patient care | Engages in external activities related to advocacy for cost-effective care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Accesses and uses evidence in routine patient care | Articulates clinical questions and elicits patient preferences and values to guide evidence-based care | Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients | Appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide individualized care | Coaches others to 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 |
| 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"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |

| Professionalism 1: Professional Behavior and Ethical Principles | | | | |
|--|---|---|---|--|
| 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"/> |
| Comments: | | | | |
| | | | | Not Yet Completed Level 1 <input type="checkbox"/> |

| Professionalism 2: Accountability/Conscientiousness | | | | |
|---|--|---|---|--|
| 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 and their families, 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"/> |
| <p>Comments: Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| Professionalism 3: Well-Being | | | | |
|---|--|--|--|--|
| 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 Describes institutional resources that are meant to promote well-being | With assistance, proposes a plan to promote personal and professional well-being Recognizes which institutional factors affect well-being | Independently develops a plan to promote personal and professional well-being Describes institutional factors that positively and/or negatively affect well-being | Creates institutional-level interventions that promote colleagues' well-being Describes institutional programs designed to examine systemic contributors to burnout |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

This subcompetency is not intended to evaluate a fellow's well-being. 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 | | | | |
|---|--|---|--|---|
| 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"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Interpersonal and Communication Skills 2: Interprofessional and Team Communication | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Respectfully requests or receives consultations | Clearly, concisely, and promptly requests or responds to a 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"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

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