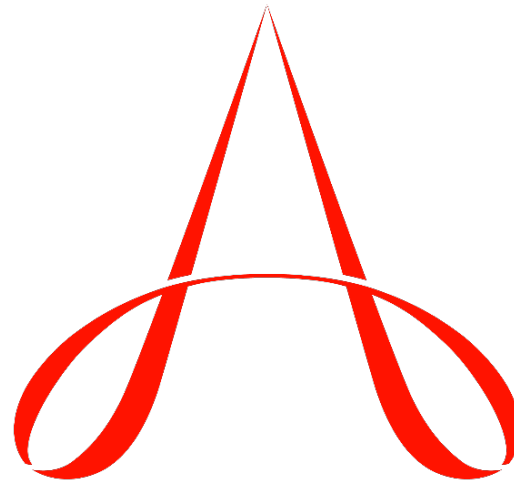




Plastic Surgery Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation: July 2022
Second Revision: April 2022
First Revision: August 2013

Plastic Surgery Milestones

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

Plastic Surgery Milestones

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American Board of Plastic Surgery
American Council of Academic Plastic Surgeons
ACGME Review Committee for Plastic Surgery

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident/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 resident/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 resident/fellow may achieve higher levels early in the educational program just as a senior resident/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. Residents/Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the resident/fellow.

Selection of a level implies the resident/fellow substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page 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 resident/fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Examples are provided for some milestones within this document. Please note: the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a resident 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

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: Fractures				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops a treatment plan for a simple fracture, with assistance	Develops a treatment plan for a simple fracture	Develops a treatment plan for a moderately complex fracture	Develops a treatment plan for complex fractures	Develops a treatment plan for complex revision surgery
Performs simple fracture care, with assistance	Performs simple fracture care	Performs critical aspects of moderately complex fracture care	Performs critical aspects of complex fracture care	Performs complex revision surgery
Identifies patients with an abnormal post-operative course	Manages simple complications	Identifies and formulates a plan for complications requiring surgical management	Performs surgical management for routine complications	Performs surgical management for complex complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

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

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

Patient Care 1: Fractures				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops a treatment plan for a simple fracture, with assistance	Develops a treatment plan for a simple fracture	Develops a treatment plan for a moderately complex fracture	Develops a treatment plan for complex fractures	Develops a treatment plan for complex revision surgery
Performs simple fracture care, with assistance	Performs simple fracture care	Performs critical aspects of moderately complex fracture care	Performs critical aspects of complex fracture care	Performs complex revision surgery
Identifies patients with an abnormal post-operative course	Manages simple complications	Identifies and formulates a plan for complications requiring surgical management	Performs surgical management for routine complications	Performs surgical management for complex complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Patient Care 2: Microsurgery				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the need for microsurgery and develops a treatment plan for a simple microsurgical case, with assistance	Develops a treatment plan for a simple microsurgical case	Develops a treatment plan for a microsurgical case of moderate complexity	Develops a treatment plan for a complex microsurgical case	Develops a treatment plan for complex revision microsurgery
Manages care of a straightforward microsurgical patient, with assistance	Performs critical aspects of simple microsurgery	Performs critical aspects of moderately complex microsurgery	Performs critical aspects of complex microsurgery	Performs critical aspects of complex revision microsurgery
Identifies post-operative concerns, including the need for surgical intervention, with assistance	Manages routine post-operative complications	Identifies and formulates a plan for complications requiring surgical management	Performs critical aspects of surgical management for routine complications	Performs critical aspects of the surgical management for complex microsurgical 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 3: Flaps and Grafts				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the reconstructive ladder	Develops a treatment plan that includes local flap closures	Develops a treatment plan that includes regional and pedicled flaps	Develops a treatment plan involving a complex flap closure [e.g., posterior interosseous artery (PIA) flap]	Develops a treatment plan for complex composite tissue flaps or revisional surgery
Harvests skin graft, with assistance	Performs local flaps or bone/tendon grafts, with assistance	Performs regional and pedicled flaps, with assistance; harvests complex tissue grafts	Performs a regional and pedicled flap closure	Performs complex composite tissue flaps or revisional surgery
Identifies abnormal skin graft healing and manages complications, with assistance	Manages routine post-operative complications of local flaps	Formulates a plan for complications, including flap delay; identifies and initiates treatment for complications	Performs surgical management for routine complications	Performs surgical management for complex tissue or revisional surgery complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Patient Care 4: Aesthetic Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies the normal anatomy of the breast and trunk and changes associated with aging</p> <p>Obtains consent for a patient undergoing aesthetic surgery, cognizant of the risks, benefits, and alternatives</p>	<p>Identifies the normal anatomy of the head and neck and changes associated with aging</p> <p>Analyzes a patient desiring aesthetic surgery of the breast and trunk</p>	<p>Analyzes a patient desiring aesthetic surgery of the head and neck and develops a treatment plan, including surgical and non-surgical interventions</p> <p>Performs a straightforward aesthetic procedure with minimal direction (e.g., upper blepharoplasty, breast augmentation, abdominoplasty)</p>	<p>Performs a more complex aesthetic procedure with minimal direction (e.g., rhytidectomy, lower blepharoplasty, augmentation/mastopexy)</p> <p>Manages one or more complications following an aesthetic surgery procedure</p>	<p>Analyzes and manages a complicated patient desiring secondary aesthetic surgery</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Patient Care 5: Consultant				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies specific consult question and generates a preliminary differential diagnosis</p> <p>Effectively communicates the consult question and patient findings to the chief resident/attending physicians</p> <p>Identifies changes in patient status and communicates pending issues</p>	<p>Develops an appropriate differential diagnosis and treatment plan for routine problems and orders/recommends appropriate tests</p> <p>Responds to patient acuity (e.g., emergency department, operating room, admit, intensive care unit), and provides appropriate bedside surgical care</p> <p>Verifies that prior signed-out tasks have been completed</p>	<p>Develops an appropriate differential diagnosis and treatment plan for complex problems</p> <p>Ensures appropriate transitions of care are completed</p> <p>Adapts the treatment plan based on patient status, including necessary communication and emergency procedures</p>	<p>Resolves conflicting consultant recommendations</p> <p>Coordinates timing of multiple interventions across services</p> <p>Manages a consult service, supervising junior learners and/or advanced practice practitioners, and follows up on results</p>	<p>Actively contributes to multidisciplinary activities (e.g., tumor board, family/team conferences)</p> <p>Teaches other services how to effectively make use of a plastic surgery consult</p> <p>Recognizes consult patterns and implications for systems-based practice</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 6: Surgical Maturity/Surgical Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Prepares a patient for the operating room, with assistance	Prepares a patient for the operating room	Completes the pre-operative work-up and requests consultants as needed, with oversight	Completes the pre-operative work-up and requests consultants as needed	Plans and coordinates equipment and supplies for atypical or infrequent cases
Responds to surgical instructions	Demonstrates surgical cadence and process in a simple case	Demonstrates surgical cadence and process in a complex case and directs the surgical cadence and process for a simple case	Directs surgical cadence and process in a complex case and adapts to unforeseen circumstances	Directs surgical cadence and process in a complex case with multiple services
Prepares post-operative orders for simple cases	Prepares post-operative orders for complex cases	Prepares post-operative orders for multidisciplinary cases	Directs post-operative patients to appropriate care levels	Develops and directs institutional multidisciplinary case care pathways
<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: Wound, Burn, and Infection				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies normal healing; knows pharmacological management of burn wounds	Identifies abnormal healing and formulates a plan; identifies infections requiring emergent surgical care	Develops a treatment plan for moderately complex wounds, infections, and routine burns	Develops a treatment plan for complex wounds, infections, and burns in high-risk areas	Develops a treatment plan for complex secondary reconstruction patients, including post-operative rehabilitation
Assists with wound preparation and initiates burn resuscitation	Performs surgical and non-surgical wound management	Performs surgery for moderately complex wounds and routine burns	Performs complex wound management, including multistage procedures	Performs complex secondary reconstruction surgery
Identifies patients with abnormal post-operative course or infections	Manages simple complications; prescribes appropriate antibiotic regimen	Formulates a plan and performs non-surgical management of complications	Performs surgical management of complications	Performs surgical management for complex 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>				

Medical Knowledge 1: Hand				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the etiology of simple hand and upper extremity pathology	Discusses the treatment of simple hand and upper extremity pathology	Explains the etiology of and treatment of moderately complex hand and upper extremity pathology (e.g., Dupuytren's)	Demonstrates knowledge of the etiology of complex hand and upper extremity pathology, including congenital hand and brachial plexus	Demonstrates knowledge of the treatment of complex hand and upper extremity pathology, including congenital hand and brachial plexus
Describes simple hand anatomy and examination maneuvers	Discusses moderately complex hand anatomy and examination maneuvers	Explains complex hand anatomy and examination maneuvers	Explains hand therapy protocols for simple hand injuries and surgeries	Explains hand therapy protocols for complex hand injuries and surgeries
Selects appropriate initial diagnostic tests	Identifies simple pathology on a hand and wrist radiograph and describes the appropriate treatment plan	Identifies moderately complex pathology on a hand and wrist radiograph and describes appropriate the treatment and surgical plan	Identifies complex pathology on a hand and wrist radiograph and simple abnormal electrodiagnostics and describes the appropriate treatment and surgical plan	Interprets the pathology on advanced imaging of hand, wrist, and upper extremity or complex abnormal electrodiagnostics and describes the appropriate treatment and surgical plan
<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: Breast				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses how breast cancer affects overall patient physiologic risks of surgery (e.g., deep vein thrombosis risk)	Describes the Breast Imaging-Reporting and Data System (BiRADS) staging system for mammography	Distinguishes subtypes and staging and how this affects adjuvant therapy	Explains expected patient outcomes based on tumor and reconstruction performed	Explains specific treatment algorithms in relation to other oncology care providers
Discusses breast embryology and anatomy	Identifies and describes non-cancer breast pathology (e.g., hypoplastic, hyperplastic, deformational, gynecomastia, and attritional breast disorders)	Describes indications for and techniques of non-cancer breast surgery (e.g., World Professional Association for Transgender Health guidelines, incision patterns, pedicles)	Describes physiologic, anatomic, and hormonal implications for treatment of breast disorders	Anticipates and articulates the implications of prior surgery and treatment on surgical risk and planning
Describes material properties of tissue expanders/implants, acellular dermal matrices, and injectables, such as fat grafting	Describes treatment options and implementation (e.g., tissue expander/implant sizing)	Describes short- and long-term complications of breast reconstruction (e.g., capsular contracture, breast implant-associated anaplastic large cell lymphoma, bottoming out)	Explains indications for and timing of staged surgery, including re-operative surgery (e.g., tissue expanders, Acellular Dermal Matrix [ADM])	Stays current with FDA recommendations regarding devices and materials (e.g., implants, ADM)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 3: Facial Soft Tissue Pathology				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes simple facial pathology as benign or malignant with margins	Discusses treatment options for a simple facial pathology, TNM staging and imaging/testing, and can draw closure options	Explains pathophysiology and treatment options for moderately complex facial tumor pathology and can draw closure options	Explains pathophysiology and treatment options for complex facial tumor pathology in multidisciplinary conference-related cases and can draw closure options	Explains pathophysiology and treatment options for complex tumor revision surgery and can draw closure options
Describes pertinent facial anatomy related to simple facial soft tissue trauma pathology	Explains the indications for imaging in a facial trauma patient Discusses potential complications for simple facial procedures involving a key landmark	Explains the treatment for moderately complex traumatic plastic surgery procedures Discusses potential complications for moderately complex facial procedures and options for care	Explains the treatment for complex traumatic plastic surgery procedures Discusses potential complications for complex facial procedures and options for care	Explains the management of revisional reconstructive procedures, including multidisciplinary care Discusses potential complications for revisional reconstructive procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 4: Trunk and Lower Extremity				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes the anatomy of the abdominal wall and identifies specific pathologic concerns of the trunk</p> <p>Describes the anatomy of the lower extremity and catalogues specific pathology affecting it</p>	<p>Interprets imaging studies of the trunk, including computed tomography (CT) scan and magnetic resonance imaging</p> <p>Interprets imaging studies of the lower extremity, including conventional angiography and CT angiography</p>	<p>Presents multiple options for reconstruction of the abdomen and trunk</p> <p>Presents multiple options for reconstruction of the lower extremity and outlines strategies for successful post-operative care and rehabilitation</p>	<p>Enumerates a plan for complex abdominal wall reconstruction, including component separation</p> <p>Enumerates a plan for complex lower extremity reconstruction, including free tissue transfer and donor vessel selection/dissection</p>	<p>Demonstrates knowledge of management of patients with complicated secondary defects, either due to failure of initial management or in the setting of radiation or significant co-morbidities</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Medical Knowledge 5: Pediatric/Congenital				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the anatomy and embryology of congenital facial anomalies	Identifies diagnostic protocol, including imaging for facial anomalies	Identifies the genetic pathways for congenital anomalies of the face and hand	Explains the treatment of routine facial anomalies and can draw repair	Explains the treatment of unusual facial anomalies and their revisions
Describes the anatomy and embryology of congenital hand anomalies	Identifies diagnostic protocol, including imaging for hand anomalies	Explains the timing of intervention for multiple-step treatments of facial and hand anomalies	Explains the treatment of routine hand anomalies and can draw repair	Explains the treatment of unusual hand anomalies and their revisions
Recognizes the components of multidisciplinary care for congenital anomalies	Describes the typical post-operative course for simple facial and hand anomalies	Explains the complications of facial and hand anomaly treatments and their management	Explains timing of intervention, adjunctive treatments, and potential complications for complex problems	Explains timing of intervention, adjunctive treatments, and potential complications for complex revision problems
<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 patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and their families (simulated or actual)	Discloses patient safety events to patients and their families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations, effectively 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 leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility)	Describes how working within the health care system 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 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 and transitions of care
Identifies the appropriate hospital resources (e.g., case management, social work) to aid in understanding patient costs	Delivers care with the understanding that there are different payment models (e.g., private, government, public)	Engages with patients in shared decision-making, informed by each patient's payment models	Advocates for patient care needs (e.g., community resources, patient assistance resources) with consideration of the limitations of each patient's payment model	Participates in health policy advocacy activities
Demonstrates use of information technology (e.g., electronic health record)	Describes components of documentation for coding	Documents the key components required for billing and coding for simple procedures and inpatient status	Analyzes individual practice patterns and professional requirements in preparation for practice	Educates others to prepare them for the transition to practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence and incorporate patient preferences and values to the care of a routine patient	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	Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide care tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input) to inform goals	Continually seeks performance data, with adaptability and receptivity	Continually self-assesses and uses external feedback to confirm and augment performance data	Consistently models self-assessment and feedback incorporation
Identifies factors that contribute to gap(s) between expectations and performance	Analyzes the factors that contribute to gap(s) between expectations and performance	Institutes behavioral change(s) to narrow the gap(s) between expectations and performance	Challenges one's own assumptions and considers alternatives in narrowing the gap(s) between expectations and performance	Coaches others on reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan, and, when necessary, improves it	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
<p>Understands and describes appropriate professionalism by oneself and others</p> <p>Understands the ethical principles underlying informed consent, surrogate decision-making, advance directives, HIPAA/confidentiality, error disclosure, stewardship of limited resources, and related topics</p>	<p>Demonstrates professional behavior in all situations</p> <p>Demonstrates knowledge of ethical principles</p>	<p>Describes when and how to appropriately report professionalism lapses by oneself and others</p> <p>Recognizes the need to seek help in managing and resolving complex ethical situations</p>	<p>Recognizes situations that may trigger professionalism lapses in oneself and others</p> <p>Utilizes appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, literature review, risk management/legal consultation)</p>	<p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs tasks and responsibilities in a timely manner, with appropriate attention to detail, in routine situations</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p>	<p>Performs tasks and responsibilities in a timely manner, with appropriate attention to detail, in complex or stressful situations</p> <p>Identifies potential contributing factors for failing to complete a task and describes strategies for ensuring timely task completion in the future</p>	<p>Delegates some tasks or responsibilities in routine situations</p> <p>Recognizes situations that may impact one's own or others' ability to complete tasks and responsibilities in a timely manner in routine situations</p>	<p>Delegates some tasks or responsibilities in complex or stressful situations</p> <p>Recognizes situations that may impact one's own or others' ability to complete tasks and responsibilities in a timely manner in complex or stressful situations</p>	<p>Teaches concepts of or counsels others on accountability or conscientiousness in the workplace</p> <p>On a departmental or system-wide level, advocates to improve systems that ensure patients' needs are met within the hospital, upon discharge, and in follow-up</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 3: Self-Awareness and Help-Seeking Behaviors				
Level 1	Level 2	Level 3	Level 4	Level 5
Is aware of the importance of one's personal and professional well-being	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Optimizes departmental or system-wide tools available for maximizing personal and professional well-being
Is aware of the resources available for professional well-being	Demonstrates appropriate help-seeking behaviors	With assistance, proposes a plan to improve co-workers' knowledge of well-being resources	Independently advocates for and raises awareness of resources for physician well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
<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 resident's well-being, but to ensure each fellow has the fundamental knowledge of factors that impact well-being, the mechanisms by which those factors impact well-being, and available resources and tools to improve well-being.

Interpersonal and Communication Skills 1: Patient and Family Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and non-verbal behavior to demonstrate respect and establish rapport	Identifies common barriers to effective communication (e.g., language, disability) and identifies the need to adjust communication strategies based on assessment of a patient/patient's family	Identifies complex barriers to effective communication (e.g., health literacy, cultural differences)	Independently, uses shared decision-making to align a patient's/patient's family's values, goals, and preferences with treatment options to make a personalized care plan	Mentors others in shared decision-making in communication with patients/patients' families, including in situations with a high degree of uncertainty/conflict
Establishes a therapeutic relationship in straightforward encounters using active listening and clear language	Reflects on personal biases while attempting to minimize communication barriers, with prompting	Establishes a therapeutic relationship in challenging patient encounters	Independently recognizes personal biases while attempting to proactively minimize communication barriers	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships
<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 Systems Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Communicates information to health care team members	Clearly, directly, and specifically communicates with team members in a way that is respectful of their time	Communicates concerns and provides feedback to peers and learners	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
Accurately records and safeguards patient information	Efficiently uses the electronic health record to communicate with the health care team	Integrates and synthesizes all relevant data from outside systems and prior encounters into the health record	Initiates difficult conversations with appropriate stakeholders to improve the system	Facilitates dialogue regarding systems issues among larger community stakeholders (health care system)
<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>				