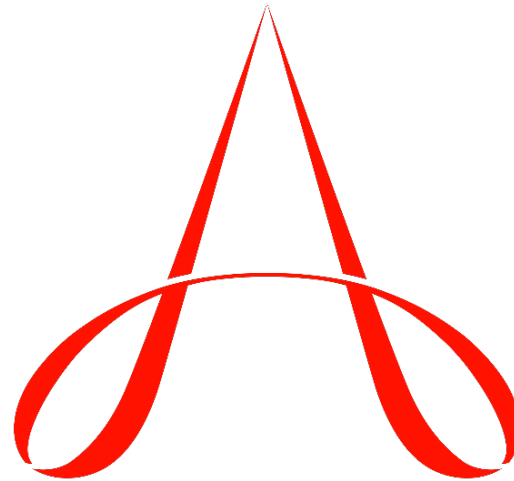




Pediatric Surgery Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Second Revision: August 2021
First Revision: January 2014

Pediatric Surgery Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited 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 competence, nor are they designed to be relevant in any other context.

Pediatric Surgery Milestones

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Review Committee for Surgery

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 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 fellow 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, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

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.

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	Conducts analysis of patient safety events and offers error prevention strategies	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	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	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	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: 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: Patient Evaluation and Clinical Decision Making				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically uncomplicated neonatal or pediatric surgical patient	With assistance, integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically complicated neonatal or pediatric surgical patient	Independently integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically uncomplicated neonatal or pediatric surgical patient	Independently integrates information with patient-specific factors to design a succinct diagnostic, work-up, and management plan of a medically complicated neonatal or pediatric surgical patient	Appraises gaps in literature and proposes research related to diagnostic work-up and multidisciplinary treatment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

Patient Care 2: Intra-Operative Patient Care – Endoscopy Procedural Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires active direction to choose and assemble instruments	Is mostly proficient in choosing and assembling instruments	Is consistent able to choose and assemble instruments for diagnostic bronchoscopy and endoscopy	Independently chooses and assembles instruments	Independently troubleshoots instrument malfunction and failure
Moves forward in diagnostic bronchoscopy and endoscopy only with active direction	Moves forward in therapeutic or interventional procedures with active direction	Independently moves forward in diagnostic bronchoscopy and endoscopy and refines operative plans as needed	Independently moves fluidly through therapeutic or interventional procedures and refines operative plans as needed	Independently moves fluidly through the course of rare operations and refines operative plans as needed
Recognizes intra-operative complications for common procedures	With active assistance, manages intra-operative complications for therapeutic and interventional procedures	Independently recognizes, manages, anticipates, and prevents straightforward intra-operative complications	Independently recognizes, manages, anticipates, and prevents complex intra-operative complications	Anticipates and prevents intra-operative complications for rare procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

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

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

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

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

Patient Care 7: Intra-Operative Patient Care – Procedural Skills for Other Operations				
Level 1	Level 2	Level 3	Level 4	Level 5
Moves forward in common operations with active direction for critical portions of the procedure	Moves fluidly through the entire course of common operations with minimal prompting	Independently (passive help or supervision only) moves fluidly through the course of common operations and refines operative plans as needed	Independently (passive help or supervision only) moves fluidly through the course of defined category operations and refines operative plans as needed	Independently (passive help or supervision only) moves fluidly through the course of rare operations and refines operative plans as needed
Serves as first assistant for critical portions of defined category operations	Requires active direction for defined category operations	Moves fluidly through the entire course of defined category operations with minimal prompting	Requires active direction for critical portions of rare operations	
Recognizes intra-operative complications for common operations	With assistance, manages, anticipates, and prevents intra-operative complications for common procedures	Independently manages, anticipates, and prevents intra-operative complications for common procedures	Independently recognizes, manages, anticipates, and prevents intra-operative complications for defined category procedures	Independently recognizes, manages, anticipates, and prevents intra-operative complications for rare procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

Patient Care 8: Tissue Handling of Delicate (oncologic, inflamed, and scarred tissue) and Neonatal Tissue				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited skill in handling delicate and neonatal tissue	Demonstrates adequate but inconsistent handling of delicate and neonatal tissue	Consistently demonstrates careful handling of delicate and neonatal tissue	Adapts tissue handling based on tissue quality	Demonstrates efficiency and instructs other learners in techniques to identify and manipulate delicate and neonatal tissue in rare procedures
Requires prompting to identify appropriate tissue planes	Identifies appropriate plane but requires redirection to maintain dissection in the optimal tissue plane	Visualizes tissue plane, and identifies and dissects relevant normal anatomy	Visualizes tissue planes and identifies and dissects relevant abnormal anatomy	Develops new instrumentation and techniques for delicate and neonatal tissue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

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

Patient Care 10: Critical Care				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, recognizes a critically ill neonate or child and begins resuscitation	Independently recognizes a critically ill neonate or child and begins resuscitation and initial management	With minimal assistance, individualizes ongoing critical care management and assesses the response to therapy	Independently individualizes ongoing critical care management and assesses the response to therapy	Implements novel treatments and care pathways for critically ill children
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Rotated <input type="checkbox"/>

Patient Care 11: Trauma Management				
Level 1	Level 2	Level 3	Level 4	Level 5
With active direction, provides non-operative management of severely injured infants and children Recognizes injuries in infants and children and provides initial operative management	With minimal prompting, provides non-operative management of severely injured infants and children With active direction, provides operative management of severely injured infants and children	Independently provides non-operative management of severely injured infants and children With minimal prompting, provides operative management of severely injured infants and children	Leads a multidisciplinary team in the ongoing management of severely injured infants and children Independently provides operative management of severely injured infants and children	Implements novel treatments and care pathways for injured children
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Rotated <input type="checkbox"/>

Medical Knowledge 1: Anatomy				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of surgically relevant normal anatomy	Demonstrates knowledge of surgically relevant anatomic variations	With assistance, identifies surgically relevant anatomic variations and alters patient management accordingly	Independently identifies surgically relevant anatomic variations and alters patient management accordingly	Leads advanced anatomy discussion at a multidisciplinary conference and/or in operating room
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Rotated	<input type="checkbox"/>

Medical Knowledge 2: Developmental Biology and Neonatal Physiology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of developmental biology and normal neonatal physiology	Demonstrates comprehensive knowledge of developmental biology and neonatal physiology and relevant clinical implications	With assistance, applies knowledge of developmental biology and neonatal physiology into medical decision making	Independently incorporates knowledge of developmental biology and neonatal physiology into medical decision making	Recommends novel investigations based on knowledge of developmental biology, neonatal physiology, and new and existing therapies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Medical Knowledge 3: Pediatrics and Pediatrics Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of development and physiology of children	Demonstrates knowledge of pathophysiology and treatments of patients with common pediatric conditions	Demonstrates basic knowledge of pathophysiology and treatments of patients with complex pediatric conditions	Demonstrates advanced knowledge of the varying patterns of disease presentation and treatment at different ages for patients with pediatric conditions	Contributes to peer-reviewed literature on the varying patterns of disease presentation, and age-appropriate treatments of patients with pediatric conditions
	Demonstrates knowledge of pathophysiology and treatments of patients with common pediatric surgical conditions	Demonstrates basic knowledge of pathophysiology and treatments of patients with complex pediatric surgical conditions	Demonstrates comprehensive knowledge of the varying patterns of disease presentation and treatment at different ages for patients with pediatric surgical conditions	Contributes to peer-reviewed literature on the varying patterns of disease presentation, and age-appropriate treatments of patients with pediatric surgical conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of 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)	Independently (supervision only) 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 and describes institutional quality improvement initiatives	Participates in institutional quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze an institutional quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional level	Creates, implements, and assesses national quality improvement initiatives
<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, including transitions of care	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams, including transitions of care	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams, including transitions of care	Role models effective coordination of patient-centered care among different disciplines, including transitions of care	Analyzes the process of care coordination and leads in the design and implementation of improvements, including transitions of care
Demonstrates knowledge of the pediatric surgical population health needs and disparities	Identifies specific population health needs and inequities for their local pediatric surgical population	Coordinates with local resources to effectively meet the needs of a pediatric surgical patient population	Participates in changing and adapting individual practice to provide for the needs of specific pediatric surgical populations	Leads innovations and advocates for pediatric surgical populations with health care inequities
<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, pediatric rehabilitation facility, finance, personnel, technology, payment systems)	Describes how components of a complex health care system are interrelated, and how this impacts pediatric surgical 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 transition of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care for the pediatric surgical population
<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 the available evidence and how to incorporate the patient's and patient's family's preferences and values into the care of patients	Articulates clinical questions and elicits the patient's and patient's family's preferences and values to guide evidence-based care	Locates and applies the best available evidence, integrated with the patient's and patient's family's preferences, to the care of patients	Critically appraises and applies evidence, even in the face of uncertain and/or conflicting evidence, to guide care, tailored to the individual patient and the patient's family	Coaches others to critically appraise and apply evidence for patients and patients' families; and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the factors that contribute to gap(s) between expectations and actual performance</p>	<p>Demonstrates openness to performance data (feedback and other input) to inform goals</p> <p>Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance</p>	<p>Seeks performance data episodically with adaptability and humility</p> <p>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p>	<p>Consistently seeks performance data with adaptability and humility</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p>	<p>Role models consistently seeking performance data with adaptability and humility</p> <p>Coaches others on reflective 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>				

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses and how to report them Demonstrates knowledge of the ethical principles underlying the care of cancer patients	Demonstrates professional behavior in routine situations and takes responsibility for own professionalism lapses Analyzes straightforward situations using ethical principles	Demonstrates professional behavior in complex or stressful situations Analyzes complex situations using ethical principles and recognizes need to seek help in managing and resolving complex ethical situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed	Coaches others when their behavior fails to meet professional expectations 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: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact 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 complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p>	<p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Takes ownership of system outcomes</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 3: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/ skills do not meet professional expectations
Recognizes limits of the team, with assistance	Independently recognizes status of personal and professional well-being of the team	With assistance, proposes a plan to optimize personal and professional well-being of the team	Independently develops a plan to optimize personal and professional well-being of the team	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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
Establishes a professional rapport with patients and patients' families and communicates in a clear and understandable manner	Establishes a therapeutic relationship in straightforward patient and patient family encounters and compassionately delivers medical information	Establishes a therapeutic relationship in challenging patient and patient family encounters and acknowledges uncertainty in alignment of goals	Uses shared decision making to align patients'/patients' families' values, goals, and preferences with treatment options to make a personalized care plan	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships
Identifies common barriers to effective communication (e.g., language, disability)	Identifies complex barriers to effective communication (e.g., health literacy, cultural differences)	When prompted, reflects on personal biases while attempting to minimize communication barriers	Independently recognizes personal biases while attempting to proactively minimize communication barriers	Role models self-awareness while identifying a contextual approach to minimize communication barriers
<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
Uses language that values all members of the health care team	Communicates information clearly with all health care team members	Uses active listening to adapt communication style to fit team needs	Coordinates recommendations from different members of the health care team to optimize patient care and maintains effective communication in crisis situations	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Respectfully receives feedback on performance as a member of 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 feedback and constructive criticism 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
Accurately records information in the patient record	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Concisely integrates all relevant data from outside systems and prior encounters and reports diagnostic and therapeutic reasoning in the patient record	Communicates clearly, concisely, timely, and in an organized written form, including anticipatory guidance	Coaches others to improve written communication
Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)	Demonstrates efficient use of appropriate channels to communicate with the health care team	Maintains effective and respectful communication during emergent and stressful situations	Role model for individual communication across the system	Guides departmental or institutional communication around policies and procedures
<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>				