

# Obstetrics and Gynecology Milestones for the Middle East



May 2017

## Obstetrics and Gynecology Milestones for the Middle East

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-I-accredited residency 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. 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.

## Milestones Reporting

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME-I. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME-I competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a learner moves from entry into their program through graduation.

For each period, review and reporting will involve selecting milestone levels that best describe each resident's current performance and attributes. Milestones are arranged in numbered levels. Tracking from "Critical Deficiencies"/"Level 1" to "Aspirational"/"Level 5" is synonymous with moving from novice to expert in the specialty. These levels do not correspond with time in the educational program. Dependent upon previous education and experience, residents may enter a program at varying points in the Milestones.

Selection of a level implies that the resident substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page v).

**Level 1:** The resident demonstrates milestones expected of an incoming resident.

**Level 2:** The resident is advancing and demonstrates additional milestones, but is not yet performing at a mid-residency level.

**Level 3:** The resident continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for residency.

**Level 4:** The resident has advanced so that he or she now substantially demonstrates the milestones targeted for residency. This level is designed as the graduation target.

**Level 5:** The resident has advanced beyond performance targets set for residency and is demonstrating "aspirational" goals, which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents will reach this level.

## **Additional Notes**

The “Level 4” Milestones are designed as the graduation *target* and *do not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the program director. Study of Milestones performance data will be required before the ACGME-I and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether Milestone data overall are of sufficient quality to be used for high-stakes decisions.

*Answers to Frequently Asked Questions about Milestones are posted on the ACGME-I website.*

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME-I Report Worksheet. For each reporting period, a learner’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that learner’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 (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 (actual or simulated)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and 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., community vaccination rate, 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>
<div style="border: 1px solid black; padding: 5px;">           Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.         </div>		<div style="border: 1px solid black; padding: 5px;">           Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as <b>some</b> milestones in the higher level(s).         </div>		

Patient Care 1: Antepartum Care and Complications of Pregnancy				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of normal obstetrical care and common medical complications seen in pregnancy	<p>Provides complete antepartum care for women with uncomplicated pregnancies</p> <p>Recognizes basic risk factors, symptoms, and signs of common medical complications (e.g., hypertension, diabetes, infectious diseases)</p> <p>Recognizes basic risk factors, symptoms, and signs of common obstetrical conditions (e.g., post-term gestation, abnormal placentation, third trimester bleeding)</p>	<p>Manages common medical complications (e.g., hypertension, diabetes, infectious diseases)</p> <p>Manages common obstetrical complications (e.g., previous Cesarean section scar, abnormal fetal growth, multifetal gestation)</p>	<p>Demonstrates a comprehensive understanding of the varying patterns of presentation and treatment options for a variety of medical and obstetrical complications</p> <p>Recognizes atypical presentations of medical and obstetrical complications; identifies indications for consultation, referral, and/or transfer of care for patients with medical and obstetrical complications</p> <p>Effectively supervises and educates lower-level residents in antepartum care</p> <p>Collaborates and provides consultation to other members of the health care team in antepartum care</p>	<p>Works in a multidisciplinary team to manage patients with complex and atypical medical and obstetrical complications</p> <p>Applies innovative approaches to complex and atypical antepartum conditions and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 2: Care of Patients in the Intrapartum Period				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of routine/uncomplicated intrapartum obstetrical care including, conduct of normal labor	<p>Provides intrapartum obstetrical care for women with uncomplicated pregnancies (e.g., identification of fetal lie, interpretation of fetal heart rate monitoring)</p> <p>Differentiates between normal and abnormal labor</p> <p>Recognizes intrapartum complications (e.g., chorioamnionitis, shoulder dystocia)</p>	<p>Manages abnormal labor</p> <p>Manages intrapartum complications (e.g., cord prolapse, placental abruption)</p>	<p>Provides care for women with complex intrapartum complications and conditions</p> <p>Identifies indications for consultation, referral, and/or transfer of care for patients with intrapartum complications</p> <p>Effectively supervises and educates lower-level residents in intrapartum care</p> <p>Collaborates and provides consultation to other members of the health care team in intrapartum care</p>	Applies innovative approaches to complex and atypical intrapartum conditions and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 3: Care of Patients in the Postpartum Period				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of normal postpartum care	<p>Provides postpartum care for women with uncomplicated pregnancies, including lactation counseling</p> <p>Recognizes basic risk factors, symptoms, and signs, of common postpartum complications (e.g., postpartum hemorrhage, infection, venous thromboembolism, depression)</p> <p>Provides counseling to patients with obstetric complications, such as operative vaginal delivery and emergency Cesarean section</p>	<p>Manages common postpartum complications</p> <p>Correctly interprets the results of obstetric pathology and laboratory reports to ascertain the etiology of obstetrical outcomes</p> <p>Provides counseling to patients with obstetric complications, such as postpartum hemorrhage, infection, venous thromboembolism, depression</p>	<p>Manages patients with complex complications of the postpartum period (e.g., septic pelvic thrombophlebitis, pulmonary embolism)</p> <p>Determines the need for consultation, referral, or transfer for patients with complex complications in the postpartum period</p> <p>Counsels patients about the risk of recurrence of antepartum, intrapartum, and postpartum complications (e.g., preeclampsia, pre-term delivery, shoulder dystocia, depression)</p> <p>Effectively supervises and educates lower-level residents in postpartum care</p> <p>Collaborates and provides consultation to other members of the health care team in postpartum care</p>	<p>Applies innovative approaches to complex and atypical postpartum conditions and implements treatment plans based on emerging evidence</p> <p>Works within a multidisciplinary team to manage patients with complex postpartum complications based on current evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>



Patient Care 4: Obstetrical Technical Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Performs basic procedures, including speculum examination and cervical examination</p>	<p>Performs basic obstetrical skills, including:</p> <ul style="list-style-type: none"> <li>• assessment of cervical dilation</li> <li>• spontaneous vaginal delivery</li> <li>• ultrasound for assessment of fetal number, lie, presentation, viability, and placental location</li> </ul>	<p>Performs obstetrical procedures, including:</p> <ul style="list-style-type: none"> <li>• ultrasound for fetal viability and biometry</li> <li>• biophysical profile</li> <li>• repair of second-degree perineal or vaginal lacerations</li> <li>• primary Cesarean section</li> <li>• uterine evacuation in the second trimester (e.g., induction, postpartum curettage)</li> </ul>	<p>Performs complex obstetrical procedures, including:</p> <ul style="list-style-type: none"> <li>• operative vaginal delivery</li> <li>• repair of third- and fourth-degree perineal lacerations</li> <li>• repeat Cesarean section</li> <li>• cervical cerclage</li> <li>• breech vaginal delivery (including second twins)</li> <li>• cystotomy repair</li> <li>• surgical management of postpartum hemorrhage (e.g., Cesarean hysterectomy, peripartum hysterectomy)</li> </ul> <p>Manages and repairs uterine rupture or perforation</p> <p>Educates and supervises lower-level residents in performing obstetrical procedures</p> <p>Collaborates and provides consultation to other members of the health care team in performing obstetrical procedures</p>	<p>Applies innovative and complex approaches obstetrical care and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 5: Immediate Care of the Newborn				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs initial warming and drying of a non-depressed infant	Demonstrates the performance of Apgar testing  Identifies an infant in need of resuscitation	Performs initial resuscitation of a depressed infant  Alerts appropriate team for assistance	Performs neonatal resuscitation that does not include administration of medications (may be demonstrated by satisfactory completion of the Neonatal Resuscitation Program [NRP] Provider Course [including hands-on skills stations and simulation] and receipt of a Provider Course Completion Card)	Manages both the resuscitation and the team in caring for infants who require resuscitation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 6: Gynecology Technical Skills: Laparotomy (e.g., Hysterectomy, Myomectomy, Adnexectomy)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic abdominal and pelvic anatomy	Works effectively as a surgical assistant	Demonstrates appropriate tissue handling, request for instruments, and flow of the procedure	Independently performs gynecologic procedures	Applies innovative and complex approaches to laparotomy and implements treatment plans based on emerging evidence
Demonstrates basic surgical principles, including use of universal precautions and aseptic technique	Performs simple abdominal incision and closure	Understands and uses various forms of energy sources used in surgery	Demonstrates good intra-operative decision making, including the ability to modify a surgical plan based on operative findings	
Positions patient appropriately for surgery	Demonstrates basic surgical skills, including: <ul style="list-style-type: none"> <li>• knot tying</li> <li>• simple suturing</li> <li>• suture and staple removal</li> </ul>	Performs uncomplicated gynecologic procedures	Demonstrates the ability to recognize and manage surgical complications, including the appropriate use of intra-operative consultation	
		Recognizes surgical complications and formulates an initial management plan	Effectively supervises and educates lower-level residents regarding laparotomy	
			Collaborates and provides consultation to other members of the health care team regarding laparotomy	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 7: Gynecology Technical Skills: Vaginal Surgery (e.g., Vaginal Hysterectomy, Colporrhaphy, Mid-urethral Sling)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic pelvic anatomy</p> <p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Positions patient appropriately for surgery</p>	<p>Works effectively as a surgical assistant</p> <p>Performs simple vaginal or vulvar incision and repair</p> <p>Demonstrates basic surgical skills, including:</p> <ul style="list-style-type: none"> <li>• knot tying</li> <li>• simple suturing</li> </ul>	<p>Displays appropriate tissue handling, request for instruments, and flow of the procedure</p> <p>Understand and uses various forms of energy sources used in surgery</p> <p>Performs uncomplicated procedures</p> <p>Recognizes surgical complications and formulates an initial management plan</p>	<p>Independently performs vaginal procedures</p> <p>Demonstrates good intra-operative decision making, including the ability to modify a surgical plan based on operative findings</p> <p>Recognizes and manages surgical complications, including the appropriate use of intra-operative consultation</p> <p>Effectively supervises and educates lower-level residents regarding vaginal surgery</p> <p>Collaborates and provides consultation to other members of the health care team regarding vaginal surgery</p>	<p>Applies innovative and complex approaches to vaginal surgery and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 8: Gynecology Technical Skills: Endoscopy (Laparoscopy, Hysteroscopy, Cystoscopy)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic understanding of abdominal and pelvic anatomy</p> <p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Positions patient appropriately for surgery</p>	<p>Assembles endoscopic instruments and checks proper functioning</p> <p>Performs proper insertion of endoscopic instruments</p> <p>Demonstrates an understanding of the indications for endoscopy</p>	<p>Performs diagnostic procedures</p> <p>Performs operative procedures</p> <p>Displays appropriate tissue handling, request for instruments, and flow of the procedure</p> <p>Uses various forms of energy sources used in surgery</p> <p>Recognizes complications and formulates an initial management plan</p>	<p>Performs operative endoscopy independently (e.g., hysterectomy, myomectomy)</p> <p>Demonstrates good intra-operative decision making, including the ability to modify surgical plan based on operative findings</p> <p>Recognizes and manages surgical complications, including the appropriate use of intra-operative consultation</p> <p>Applies an evidence-based approach to the adoption of new technologies</p> <p>Effectively supervises and educates lower-level residents regarding endoscopy</p> <p>Collaborates and provides consultation to other members of the health care team regarding endoscopy</p>	<p>Applies innovative and complex approaches to endoscopy and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 9: Family Planning				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Verbalizes basic knowledge about common contraceptive options</p> <p>Applies local legal requirement in relation to family planning</p>	<p>Demonstrates a basic understanding of the effectiveness, risks, benefits, complications, and contraindications of contraception, including emergency contraception, and pregnancy termination</p>	<p>Counsels on the effectiveness, risks, benefits, and contraindications of available forms of contraception</p> <p>Counsels on the effectiveness, risks, benefits, and contraindications for male and female sterilization</p> <p>Performs intra-uterine and implantable contraceptive placement</p> <p>Demonstrates ability to perform basic first trimester uterine evacuation (medical and surgical)</p>	<p>Formulates comprehensive management plans for patients with medical diseases complicating their use of contraceptive methods</p> <p>Manages complications of contraceptive methods and pregnancy termination</p> <p>Determines the need for consultation, referral, or transfer of patients with complex complications</p> <p>Demonstrates ability to perform basic second trimester uterine evacuation (medical and surgical)</p>	<p>Applies innovative and complex approaches to family planning and implements treatment plans based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 10: Ambulatory Gynecology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge about common ambulatory gynecologic problems	<p>Performs the initial assessment, formulates a differential diagnosis, and initiates treatment for common ambulatory gynecologic problems (e.g., sexually transmitted infections, vaginitis)</p> <p>Performs gynecological examination and investigation, including speculum examination, vaginal examination, taking a cervical smear, endometrial sampling, and genital swabs</p>	<p>Formulates management plans and initiates treatment for complex ambulatory gynecologic problems (e.g., cervical dysplasia, infertility, ovulatory disorders, breast disorders)</p> <p>Performs colposcopy, basic gynecologic ultrasound, and other indicated office procedures</p>	<p>Effectively cares for patients with complex presentations (e.g., refractory to initial management, unusual presentations, complications)</p> <p>Uses a multi-disciplinary approach and makes appropriate referrals when caring for patients with complex ambulatory gynecologic problems (e.g., sexual dysfunction, menopausal symptoms, vulvovaginal syndromes and lesions)</p> <p>Leads an inter-professional team, including supervision, education, and coordination of care</p> <p>Monitors one's own outcomes to improve practice</p>	<p>Applies innovative approaches to complex and atypical ambulatory gynecology and implements treatment plans based on emerging evidence</p> <p>Performs outpatient surgical office procedures (e.g., polypectomy, colposcopic directed loop electrosurgical excision procedure [LEEP])</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Knowledge1: Peri-operative Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic abdominal and pelvic anatomy	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• relevant surgical anatomy</li> <li>• common procedural indications</li> <li>• comorbidities relevant to gynecologic surgery</li> <li>• prophylactic strategies to reduce post-operative complications</li> </ul>	Demonstrates knowledge about the management of: <ul style="list-style-type: none"> <li>• medical comorbidities relevant to gynecologic surgery</li> <li>• appropriate procedural options for the relevant gynecological condition</li> </ul>	<p>Demonstrates advanced knowledge necessary for management of medically complex patients</p> <p>Demonstrates the ability to recognize and manage peri-operative complications</p> <p>Effectively supervises and educates lower-level residents regarding peri-operative care</p> <p>Collaborates and provides consultation to other members of the team regarding peri-operative care</p> <p>Manages or co-manages critically-ill patients requiring care in an intensive care unit</p>	Applies innovative approaches to complex and atypical peri-operative care and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>



Medical Knowledge 2: Pelvic Mass				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a basic understanding of patients presenting with a pelvic mass, including: <ul style="list-style-type: none"> <li>• differential diagnosis</li> <li>• signs and symptoms</li> </ul>	Demonstrates the ability to formulate a focused differential diagnosis           Demonstrates an understanding of initial: <ul style="list-style-type: none"> <li>• evaluation</li> <li>• treatment options</li> </ul>	Demonstrates the ability to: <ul style="list-style-type: none"> <li>• utilize focused diagnostic approaches</li> <li>• formulate a comprehensive management plan</li> </ul>	Demonstrates in-depth knowledge regarding patients presenting with a pelvic mass relevant to: <ul style="list-style-type: none"> <li>• varying patterns of presentation</li> <li>• comprehensive treatment options</li> </ul> Determines the need for consultation, referral, or transfer of patients    Demonstrates the ability to formulate comprehensive management plans for patients with multiple and/or complex comorbidities   Effectively supervises and educates lower-level residents regarding pelvic mass   Collaborates and provides consultation to other members of the health care team regarding pelvic mass	Applies innovative approaches to complex and atypical pelvic mass and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Knowledge 3: Pelvic Floor Disorders (Urinary Incontinence, Pelvic Prolapse, Anal Incontinence)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of normal pelvic floor anatomy	Demonstrates knowledge of basic pelvic floor physiology and functional anatomy  Demonstrates a basic understanding of patients presenting with pelvic floor disorders relevant to: <ul style="list-style-type: none"> <li>• risk factors</li> <li>• symptoms</li> <li>• physical exam findings</li> </ul> Demonstrates the ability to formulate a differential diagnosis	Demonstrates knowledge of abnormal pelvic floor anatomy and physiology  Demonstrates an understanding of patients presenting with pelvic floor disorders relevant to: <ul style="list-style-type: none"> <li>• evaluation and interpretation of results</li> <li>• treatment options</li> </ul> Formulates an initial plan of management for patients with uncomplicated pelvic floor disorders	For patients with uncomplicated pelvic floor disorders: <ul style="list-style-type: none"> <li>• utilizes focused diagnostic approaches</li> <li>• uses non-surgical and surgical therapies</li> <li>• formulates comprehensive management plans for patients with comorbidities</li> <li>• determines the need for consultation, referral, or transfer of patients</li> </ul>	Collaborates and provides consultation to other members of the health care team regarding pelvic floor disorders  Treats patients with complicated, atypical, or recurrent pelvic floor disorders  Applies innovative approaches to complex and atypical pelvic floor disorders and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Knowledge 4: First Trimester Bleeding				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic understanding of normal early pregnancy development, including implantation, early embryology, and placental development	Demonstrates the ability to formulate a differential diagnosis (e.g., ectopic pregnancy, spontaneous abortion, non-obstetric etiologies)	<p>Counsels patients regarding natural history and treatment options</p> <p>Utilizes non-surgical and surgical methods to manage patients with: ectopic pregnancy abortion (spontaneous, induced) other etiologies</p> <p>Demonstrates an understanding of complications related to first trimester bleeding and its management</p>	<p>Manages patients with complications of first trimester bleeding or its management (e.g., hemorrhage, infection)</p> <p>Effectively supervises and educates lower-level residents regarding first trimester bleeding</p> <p>Collaborates and provides consultation to other members of the health care team regarding first trimester bleeding</p>	Applies innovative approaches to complex or atypical first trimester bleeding and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Knowledge 5: Health Care Maintenance and Disease Prevention				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the characteristics of a good screening test	Demonstrates knowledge of evidence-based, age-appropriate guidelines for women’s health maintenance and disease prevention (e.g., breast screening, cervical cancer screening)	Interprets age- and risk-appropriate tests (e.g., bone mineral density, mammogram, lipids, thyroid studies)	Formulates comprehensive management plans for high-risk patients (e.g., vulnerable populations)	Manages patients with highly complex medical diseases for health care maintenance and disease prevention
Demonstrates knowledge of indications and limitations of commonly used screening tests	Recommends age- and risk-appropriate vaccinations	Develops patient-centered management plans to maintain health and prevent disease	Monitors one’s own outcomes to improve practice	Applies innovative and complex approaches to health care maintenance and disease prevention and implements treatment plans based on emerging evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <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 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 (actual or simulated)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and 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., community vaccination rate, 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:				Not Yet Achieved Level 1 <input type="checkbox"/>

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 utilizing the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively utilizing the roles of their interprofessional teams	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 handoffs	Performs safe and effective transitions of care/handoffs in routine clinical situations	Performs safe and effective transitions of care/handoffs in complex clinical situations	Role models and advocates for safe and effective transitions of care/handoffs 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
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies components of the complex health care system	Describes the physician's role and how the interrelated components of complex health care system impact patient care	Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)	Manages the interrelated components of the complex health care systems for efficient and effective patient care	Advocates for or leads change to enhance systems for high value, efficient, and effective patient care
Describes basic health payment systems, including government, private, public, and uninsured care and different practice models	Delivers care informed by patient specific payment model	Utilizes shared decision making in patient care, taking into consideration payment models	Advocates for patient care understanding the limitations of each patient's payment model (e.g., community resources, patient assistance resources)	Participates in advocacy activities for health policy to better align payment systems with high value care
		Identifies resources and effectively plans for transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)	Describes basic elements needed to transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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 in order to care for a routine patient	Articulates clinical questions and elicits patient preferences and values in order 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:				Not Yet Achieved Level 1 <input type="checkbox"/>



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 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 gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual 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 Achieved Level 1 <input type="checkbox"/>

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	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 self and others	Coaches others when their behavior fails to meet professional expectations
Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers	Takes responsibility for own professionalism lapses	Analyzes complex situations using ethical principles	Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics	Analyzes straightforward situations using ethical principles	Recognizes need to seek help in managing and resolving complex ethical situations		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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 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"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 3: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes status of personal and professional well-being, with assistance</p> <p>Recognizes limits in the knowledge/skills of self or team, with assistance</p>	<p>Independently recognizes status of personal and professional well-being</p> <p>Independently recognizes limits in the knowledge/skills of self or team</p> <p>Demonstrates appropriate help-seeking behaviors</p>	<p>With assistance, proposes a plan to optimize personal and professional well-being</p> <p>With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Independently develops a plan to optimize personal and professional well-being</p> <p>Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and non-verbal behavior to demonstrate respect and establish rapport</p> <p>Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system</p> <p>Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural)</p> <p>Organizes and initiates communication with patients/families by introducing stakeholders, setting the agenda, clarifying expectations, and verifying an understanding of the clinical situation</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> <p>With guidance, sensitively and compassionately delivers medical information; elicits patient/family values, goals and preferences; and acknowledges uncertainty and conflict</p>	<p>Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p> <p>Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan</p>	<p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Role models self-awareness practice while identifying teaching a contextual approach to minimize communication barriers</p> <p>Role models shared decision making in patient/family communication in situations with a high degree of uncertainty/conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation	Checks own understanding of consultant recommendations	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
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request	Checks understanding of recommendations when providing consultation	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
Uses language that values all members of the health care team	Communicates information effectively with all health care team members  Solicits feedback on performance as a member of the health care team	Uses active listening to adapt communication style to fit team needs  Communicates concerns and provides feedback to peers and learners		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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 reports diagnostic and therapeutic reasoning in the patient record	Communicates clearly, concisely, in a timely manner, and in an organized written form, including anticipatory guidance	Models feedback to improve others' written communication
Safeguards patient personal health information	Demonstrates accurate, timely, and appropriate use of documentation shortcuts	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Produces written or verbal communication (e.g., patient notes, e-mail, etc.) that serves as an example for others to follow	Guides departmental or institutional communication around policies and procedures
Communicates through appropriate channels as required by institutional policy (e.g. patient safety reports, cell phone/pager usage)	Documents required data in formats specified by institutional policy	Uses appropriate channels to offer clear and constructive suggestions to improve the system	Initiates difficult conversations with appropriate stakeholders to improve the system	Facilitates dialogue regarding systems issues among larger community stakeholders (e.g., institution, health care system, field)
	Respectfully communicates concerns about the system			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>