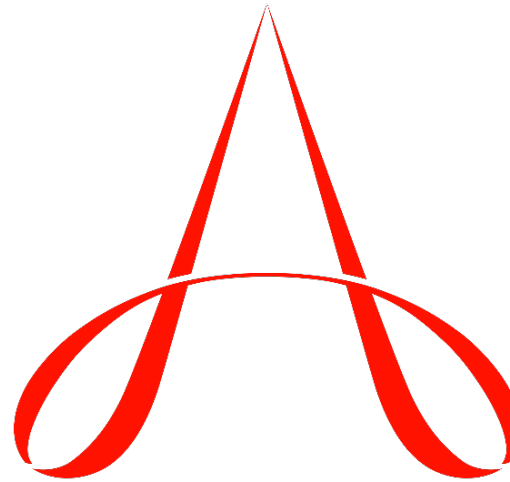


Ophthalmic Plastic and Reconstructive Surgery Milestones

The Accreditation Council for Graduate Medical Education



ACGME

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Ophthalmic Plastic and Reconstructive Surgery Milestones

The Milestones are designed only for use in evaluation of fellow's 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 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.

Ophthalmic Plastic and Reconstructive Surgery Milestones

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American Board of Ophthalmology

American Society of Ophthalmic Plastic and Reconstructive Surgery

ACGME Review Committee for Ophthalmology

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 his/her educational program just as a senior fellow may be at a lower level later in his/her 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 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. 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.

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 fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

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 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 the interprofessional teams | Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams | Teaches effective coordination of patient-centered care among different disciplines and specialties to junior members of the team | 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 | Advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems | Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes |
| Demonstrates knowledge of the role of the physician in addressing community health needs and disparities | Demonstrates knowledge of local population and community health needs and disparities | Identifies specific local health needs and disparities related to oculoplastic care | 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 |
| <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: Orbital Surgery | | | | |
|--|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies need for orbital surgery and develops a treatment plan for a simple orbital surgery case, with assistance</p> <p>Manages care of straightforward orbital surgery patients, with assistance</p> | <p>Develops a treatment plan for a routine orbital surgery case</p> <p>Performs critical aspects of simple orbital surgery (e.g., anterior orbitotomy, orbital blow out fracture repair with implant)</p> <p>Manages routine post-operative care and complications</p> | <p>Develops a treatment plan for moderately complex orbital surgery</p> <p>Performs critical aspects of moderately complex orbital surgery (e.g., orbital decompression)</p> <p>Identifies and formulates a plan for surgical management of post-operative care and complications of orbital surgery</p> | <p>Develops a treatment plan for a complex or multi-disciplinary orbital surgery</p> <p>Performs critical aspects of complex orbital surgery (e.g., lateral orbitotomy, intraconal tumor removal)</p> <p>Performs critical aspects of surgical management for routine post-operative care and complications of orbital surgery</p> | <p>Develops a treatment plan for innovative orbital surgery</p> <p>Performs critical aspects of complex revision or multi-disciplinary orbital surgery</p> <p>Performs critical aspects of the surgical management for post-operative care and complications of complex revision or multidisciplinary orbital surgery</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 2: Lacrimal Surgery | | | | |
|--|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies need for lacrimal surgery and develops a treatment plan for straight forward lacrimal surgery cases, such as silicone intubation</p> <p>Manages care of straightforward lacrimal surgery patients, with assistance</p> | <p>Develops a treatment plan for routine procedures (e.g., dacryocystorhinostomy (DCR), silicone intubation)</p> <p>Performs critical aspects of straight forward lacrimal surgery</p> <p>Manages routine post-operative care and complications of lacrimal surgery</p> | <p>Develops a treatment plan for moderately complex lacrimal surgery (e.g., conjunctivodacryocystorhinostomy (CDCR), traumatic, congenital anomalies)</p> <p>Performs critical aspects of moderately complex lacrimal surgery</p> <p>Identifies and formulates a plan for surgical management of routine post-operative care and complications of lacrimal surgery</p> | <p>Develops a treatment plan for complex and/or multi-disciplinary or endoscopic sinus DCR surgery and/or high-risk DCR surgery (e.g., post radiation or chemotherapy)</p> <p>Performs critical aspects of complex revision or high-risk lacrimal surgery</p> <p>Performs critical aspects of surgical management for more complex post-operative care and complications of lacrimal surgery</p> | <p>Develops a treatment plan for innovative lacrimal surgery</p> <p>Performs and adopts innovative lacrimal surgery techniques to improve outcomes</p> <p>Contributes to multi-disciplinary and interdisciplinary teams to improve outcomes for surgical procedures involving the lacrimal apparatus</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p> | | | | |

| Patient Care 3: Periocular Plastic and Reconstructive Surgery | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies the need for various types of eyelid surgery and develops a treatment plan for straightforward eyelid surgery cases</p> <p>Manages care of straightforward eyelid surgery (e.g., tumors, malposition, congenital anomalies), with assistance</p> | <p>Develops a treatment plan for specific eyelid procedures and discusses indications and alternative surgical procedures for various conditions</p> <p>Performs critical aspects of routine eyelid surgical procedures</p> <p>Manages routine post-operative care and complications of eyelid surgery</p> | <p>Develops a treatment plan for moderately complex eyelid surgery (e.g., eyelid sharing reconstruction, large defects, complex aesthetic unit surgery)</p> <p>Performs critical aspects of moderately complex eyelid surgical procedures</p> <p>Identifies and formulates a plan for surgical management of routine post-operative care and complications surgical procedures involving eyelids</p> | <p>Develops a treatment plan for complex and/or multi-disciplinary management or revision surgery for eyelid conditions (e.g., large periocular flaps, cervicofacial flaps, vascular pedicle flaps)</p> <p>Performs critical aspects of complex revision or multi-unit reconstruction involving eyelid/face/forehead</p> <p>Performs critical aspects of surgical management for more complex post-operative care and complications of surgical procedures involving the eyelid/face</p> | <p>Develops a treatment plan for innovative eyelid surgery</p> <p>Performs and adopts innovative procedures for eyelid diseases and conditions to improve functional and aesthetic outcomes and improve safety</p> <p>Contributes to multi-disciplinary and interdisciplinary teams to improve outcomes in patients with surgical procedures involving the eyelid/face</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 4: Aesthetic Procedures | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies the need for minor aesthetic procedures, such as Botox and neuromodulators</p> <p>Manages care of straightforward minor aesthetic procedures (e.g., Botox, fillers, chemical peels)</p> | <p>Develops a treatment plan for routine aesthetic procedures</p> <p>Performs critical aspects of minor in office aesthetic procedures</p> <p>Manages routine post-operative care and complications for minor periocular aesthetic procedures</p> | <p>Develops a treatment plan for moderately complex oculofacial aesthetic surgery (e.g., endoscopic brow lifts and lower lid blepharoplasty)</p> <p>Performs critical aspects of moderately complex aesthetic surgery (e.g., lower eyelid blepharoplasty, rhytidectomy)</p> <p>Identifies and formulates a plan for surgical management of post-operative complications of periocular aesthetic surgery of moderate complexity</p> | <p>Develops a treatment plan for complex aesthetic oculofacial surgery (e.g., face lifts, open brow lifts, revision blepharoplasty)</p> <p>Performs critical aspects of complex aesthetic oculofacial surgery</p> <p>Performs critical aspects of surgical management for routine post-operative complications of complex aesthetic oculofacial surgery</p> | <p>Develops a treatment plan for complex aesthetic revision or oculofacial surgery beyond the orbit (e.g., rhinoplasty, neck liposuction)</p> <p>Performs and adopts new surgical techniques that may be complementary to traditional oculofacial plastic surgery</p> <p>Contributes to multi-disciplinary and inter-disciplinary teams to improve outcomes in patients with oculofacial and facial anomalies</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> | | | | |

| Medical Knowledge 1: Anatomy and Pathophysiology | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates essential knowledge of eyelid, orbital, and lacrimal anatomy | Demonstrates knowledge of the anatomic and pathophysiologic changes of commonly diagnosed oculofacial disorders (e.g., ptosis, entropion, ectropion) | Demonstrates essential knowledge of facial, nasal, sinus, head, and neck anatomy and pathophysiology as they relate to the orbit and adnexa | Demonstrates knowledge of complex anatomy and pathophysiology as they relate to oculofacial disorders | Publishes original research on anatomy and pathophysiology in a peer-review journal |
| <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: Diagnosis | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies resources to generate a focused differential for common oculofacial disorder (e.g., eyelid, orbital, lacrimal)</p> <p>Generates a basic differential diagnosis based on patient symptoms and history</p> | <p>Generates a comprehensive differential diagnosis based on patient symptoms and history</p> <p>Selects additional diagnostic testing to distinguish between conditions on the differential</p> | <p>Generates refined differential based on patient symptoms, history, and examination findings, distinguishing between common and uncommon conditions</p> <p>Articulates the rationale for ordering diagnostic testing in hierarchical fashion based on a probabilistic differential</p> | <p>Generates a probabilistic differential diagnosis in patients with multiple ocular and medical comorbidities; modifies likely differential with new information from additional testing</p> <p>Independently interprets diagnostic testing</p> | <p>Recognizes, self-reflects on, and shares experiences to educate others on factors that contributed to a missed diagnosis or faulty clinical reasoning (e.g., publication, curriculum development)</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"/> Not Yet Assessable <input type="checkbox"/></p> | | | | |

| 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., eye protection for high-risk activities, diabetic eye screening) | 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"/> |

| Systems-Based Practice 2: System Navigation for Patient-Centered Care | | | | |
|--|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates knowledge of care coordination</p> <p>Identifies key elements for safe and effective transitions of care and hand-offs</p> <p>Demonstrates knowledge of the role of the physician in addressing community health needs and disparities</p> | <p>Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional team members</p> <p>Performs safe and effective transitions of care/hand-offs in routine clinical situations</p> <p>Demonstrates knowledge of the local population and community health needs and inequities</p> | <p>Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams</p> <p>Performs safe and effective transitions of care/hand-offs in complex clinical situations</p> <p>Identifies specific local health needs and inequities related to oculoplastic care</p> | <p>Teaches effective coordination of patient-centered care among different disciplines and specialties to junior members of the team</p> <p>Advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems</p> <p>Uses local resources effectively to meet the needs of a patient population and community</p> | <p>Analyzes the process of care coordination and leads in the design and implementation of improvements</p> <p>Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes</p> <p>Participates in changing and adapting practice to provide for the needs of specific populations</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> | | | | |

| Systems-Based Practice 3: Physician Role in Health Care Systems | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Describes basic health care systems and access models (e.g., government, private, public, uninsured care)</p> <p>Demonstrates use of the electronic health record</p> | <p>Describes how different system types require the physician to deliver care effectively with available resources</p> <p>Identifies the documentation required for billing and coding compliance</p> | <p>Optimizes patient care given available resources</p> <p>Describes knowledge domains for effective transition to practice (e.g., information technology, legal, billing and coding)</p> | <p>Advocates for patient care needs beyond patients' available resources (e.g., community resources, patient assistance resources, telehealth)</p> <p>Demonstrates administrative knowledge needed for transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)</p> | <p>Participates in health policy advocacy activities</p> <p>Analyzes individual practice patterns and professional requirements in preparation for 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> | | | | |

| 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 care for 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 patient care 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; actively seeks opportunities to improve</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; designs and implements a learning plan, with guidance</p> <p>Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance</p> | <p>Seeks performance data and accepts it with responsibility and equipoise; demonstrates implementation of a learning plan</p> <p>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> | <p>Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p> | <p>Facilitates the design and implementation of learning plans for others</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 |
| <p>Identifies and describes potential triggers for professionalism lapses</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p> <p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</p> | <p>Demonstrates insight into professional behavior in routine situations</p> <p>Takes responsibility for one's own professionalism lapses</p> <p>Analyzes straightforward situations using ethical principles</p> | <p>Demonstrates professional behavior in complex or stressful situations</p> <p>Recognizes the need to seek help in managing and resolving complex ethical situations</p> <p>Analyzes complex situations using ethical principles</p> | <p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others</p> <p>Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed (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>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 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 attention to detail in complex or stressful situations</p> <p>Recognizes detrimental consequences when tasks and responsibilities are not completed in a timely manner (e.g., team members, compliance)</p> | <p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p> | <p>Takes ownership of system outcomes and attempts to implement changes at a systems level to advance the goals of professional accountability</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> |

| Professionalism 3: Self-Awareness and Help Seeking | | | | |
|---|---|---|--|--|
| 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 in the knowledge/skills of oneself and/or team members, with assistance | Independently recognizes limits in the knowledge/skills of oneself and/or team members; demonstrates appropriate help-seeking behaviors for oneself or others | With assistance, proposes a plan to improve knowledge/skills of oneself and/or team members | Independently develops a plan to improve the knowledge/skills of oneself and/or team members | |
| <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, 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-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 barriers to effective communication (e.g., health literacy, language, disability, cultural differences) while accurately communicating one's own role in the health care system</p> | <p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Addresses barriers to effective communication</p> | <p>Establishes a therapeutic relationship in challenging patient encounters (e.g., breaking bad news)</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> | <p>Easily establishes therapeutic relationships, with attention to the patient's/patient's family's concerns and context, regardless of complexity</p> <p>Role models self-awareness to minimize communication barriers</p> | <p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</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> | | | | |

| 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 effectively and uses active listening with all health care team members | Communicates concerns to the team and other learners | Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed | |
| Accepts feedback on performance from all members of the health care team (e.g., nurses, staff members, peers) | Solicits feedback on performance as a member of the health care team | Provides feedback and constructive criticism to peers and other learners | Provides 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: | | | | |
| Not Yet Completed 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 |
| <p>Accurately records information in the electronic health record (EHR)</p> <p>Is aware of the role of communication in patient safety and privacy; safeguards patient personal health information</p> <p>Is aware of one's responsibility to report system deficiencies</p> | <p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the EHR</p> <p>Appropriately selects forms of communication (e.g., telephone versus text) to promote patient safety and privacy</p> <p>Identifies appropriate channels to communicate system deficiencies</p> | <p>Communicates clearly and concisely, including anticipatory guidance, in the EHR</p> <p>Avoids creating or propagating errors in the EHR through accurate use of documentation tools</p> <p>Uses appropriate channels to communicate system deficiencies</p> | <p>Provides feedback to improve others' written communication</p> <p>Provides feedback and constructive criticism regarding compliance with patient privacy and safety requirements</p> <p>Offers clear and constructive suggestions to address system deficiencies</p> | <p>Facilitates dialogue regarding systems issues among larger community stakeholders (institution, health care system, field)</p> <p>Guides departmental or institutional communication around policies and procedures</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> | | | | |