

The Complex Family Planning Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

The American Board of Obstetrics and Gynecology



Implementation: July 2022
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Complex Family Planning Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the fellow in key dimensions of the elements of physician competence in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Complex Family Planning Milestones Work Group

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American Board of Obstetrics and Gynecology

Review Committee for Obstetrics and Gynecology

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident/fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in the educational program just as a senior fellow may be at a lower level later in the educational program. There is no predetermined timing for a resident to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

Selection of a level implies the fellow substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page 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, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee and is not meant to demonstrate any required element or outcome.

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 subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

| Systems-Based Practice 3: 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 team members | Coordinates care of patients in complex clinical situations effectively utilizing the roles of the interprofessional team members | Identifies concerns with current systems and identifies opportunities for improvement | Analyzes the process of care coordination and leads in the design and implementation of improvements |
| Identifies key elements for safe and effective transitions of care and hand-offs | Performs safe and effective transitions of care/hand-offs in routine clinical situations | Performs safe and effective transitions of care/hand-offs in complex clinical situations | Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems | Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

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: Complex Procedural Management: Uterine Evacuation | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs uncomplicated procedural uterine evacuations | Independently performs uncomplicated procedural uterine evacuations | Performs complex procedural uterine evacuations | Independently performs complex procedural uterine evacuations | Serves as an intra-operative consultant for an obstetric generalist |
| Identifies common procedural complications | Manages common complications | Takes steps to prevent complications, including using ultrasound guidance, in patients with complex conditions | Manages complex complications | Leads an interdisciplinary team to manage complex complications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 2: Peri-Procedural Care | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies the indications and options for cervical preparation | Plans and performs routine cervical preparation | Plans and performs complex cervical preparation | Independently plans and performs complex cervical preparation | Develops a protocol for peri-procedural care |
| Identifies the options for pain management | Provides routine pain management | Takes steps to prevent and manage complications from pain management | Manages complex complications from pain management | |
| Identifies the options for the procedural setting | Identifies the setting based on the complexity of the procedure | Independently selects the setting for the procedure | Identifies when to transfer a patient to a higher level of care | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> |

| Patient Care 3: Complex Medication Management of Uterine Evacuation | | | | |
|--|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Provides routine evaluation and management | Evaluates and manages patients with complex comorbidities, with supervision | Evaluates and manages patients with complex comorbidities, with guidance | Independently evaluates and manages patients with complex comorbidities | Develops or designs protocols for complex medication management |
| Identifies risk factors for complications | Recognizes complications, with supervision | Anticipates and takes steps to prevent complications, with guidance | Independently identifies and manages complications; anticipates and takes steps to prevent complications | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 4: Complex Contraception Provision | | | | |
|---|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Provides contraceptive counseling and initiation for patients without comorbidities | Provides contraceptive counseling and initiation for patients with complex comorbidities, with supervision | Provides contraceptive counseling and initiation for patients with complex comorbidities, with guidance | Independently provides contraceptive counseling and initiation for patients with complex comorbidities | Provides expert consultation regarding initiation and management of contraception in patients with complex comorbidities |
| Provides contraceptive surveillance and management of complications in patients without comorbidities | Provides contraceptive surveillance and management of complications in patients with complex comorbidities, with supervision | Provides contraceptive surveillance and management of complications in patients with complex comorbidities, with guidance | Independently provides contraceptive surveillance and management of complications in patients with complex comorbidities | Contributes to the literature regarding contraception initiation and management in patients with complex comorbidities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |
| | | | | Not Yet Assessable <input type="checkbox"/> |

| Patient Care 5: Management of Complex Abnormal Pregnancy | | | | |
|--|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Obtains clinical information pertaining to complex abnormal pregnancy | Interprets tests and imaging to accurately diagnose complex abnormal pregnancy, with supervision | Manages complex abnormal pregnancy and complications, with guidance | Independently manages complex abnormal pregnancy and complications | Develops or designs protocols for management of complex abnormal pregnancy |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 6: Serving as a Consultant | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Triages consult requests | Provides consultations (to include coordination of care) requiring intervention, including complex procedural options, with supervision | Provides consultations (to include coordination of care) requiring intervention, including complex procedural options, with guidance | Independently provides consultations (to include coordination of care) requiring intervention, including complex procedural options | Oversees the consultation process and manages interdisciplinary systems issues affecting patient care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> |

| Medical Knowledge 1: Anatomy and Physiology | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates fundamental knowledge of normal reproductive physiology | Demonstrates comprehensive knowledge of reproductive physiologic variations | Integrates comprehensive knowledge of reproductive physiology variations in patients with complex comorbidities | Applies comprehensive knowledge of reproductive physiology variations to manage patients with complex comorbidities | Teaches emerging concepts and develops innovative curricula for reproductive physiology and anatomy |
| Demonstrates fundamental knowledge of normal reproductive anatomy | Demonstrates comprehensive knowledge of reproductive anatomic variations | Integrates comprehensive knowledge of reproductive anatomic variations in patients with complex comorbidities | Applies comprehensive knowledge of reproductive anatomic variations to manage patients with complex comorbidities | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 2: Pharmacology | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of mechanism of action and medication interactions of commonly used reproductive hormonal therapies | Demonstrates comprehensive knowledge of pharmacokinetics and medication interactions of reproductive hormonal therapies in patients with complex comorbidities | Integrates comprehensive knowledge of pharmacokinetics and medication interactions of reproductive hormonal therapies in patients with complex comorbidities | Applies comprehensive knowledge of pharmacokinetics and medication interactions of reproductive hormonal therapies to manage patients with complex comorbidities | Contributes to the literature in pharmacokinetics, mechanism of action, and medication interactions of reproductive hormonal therapies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 3: Complex Contraception | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates awareness of evidence-based guidelines for contraception use | Demonstrates comprehensive knowledge of evidence-based guidelines for contraception use | Integrates comprehensive knowledge of evidence-based guidelines for contraception use | Applies comprehensive knowledge of evidence-based guidelines for contraception to manage patients with complex comorbidities | Contributes to evidence-based guidelines for complex contraception |
| Demonstrates awareness of non-contraceptive uses of commonly used contraceptive methods | Demonstrates comprehensive knowledge of non-contraceptive uses of contraceptive methods | Integrates comprehensive knowledge of non-contraceptive uses of contraceptive methods | Applies comprehensive knowledge of non-contraceptive uses of contraceptive methods to manage patients with complex comorbidities | |
| Demonstrates awareness of biopsychosocial aspects of contraceptive use | Demonstrates comprehensive knowledge of biopsychosocial aspects of contraceptive use | Integrates comprehensive knowledge of biopsychosocial aspects of contraceptive use | Applies comprehensive knowledge of biopsychosocial aspects of contraceptive use to manage patients with complex comorbidities | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Systems-Based Practice 1: Patient Safety | | | | |
|---|---|--|---|---|
| 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 |
| <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: Quality Improvement | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of basic quality improvement methodologies and metrics | Describes local quality improvement initiatives | Participates in an established local quality improvement initiative | Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project | Creates, implements, and assesses quality improvement initiatives at the institutional or community level |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 3: 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 team members | Coordinates care of patients in complex clinical situations effectively utilizing the roles of the interprofessional team members | Identifies concerns with current systems and identifies opportunities for improvement | Analyzes the process of care coordination and leads in the design and implementation of improvements |
| Identifies key elements for safe and effective transitions of care and hand-offs | Performs safe and effective transitions of care/hand-offs in routine clinical situations | Performs safe and effective transitions of care/hand-offs in complex clinical situations | Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems | Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 4: Community and Population Health | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of population and community health needs and disparities | Identifies individual, community, and population health needs and inequities | 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 |
| Demonstrates an awareness of reproductive health care advocacy as a professional responsibility | Identifies individual, community, and population health needs for reproductive health care advocacy | Demonstrates knowledge of how national, state, and local policies impact reproductive health care | Participates in advocacy or health policy for reproductive health care | Leads advocacy efforts for reproductive health care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 5: Physician Role in Health Care Systems | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies key components of the complex reproductive health care system (e.g., hospital, clinic, finance, personnel, technology) | Describes how components of a complex reproductive health care system are inter-related, and how this impacts patient care | Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency) | Manages various components of the complex reproductive health care system to provide efficient and effective patient care | Advocates for or leads systems change that enhances high-value, efficient, and effective patient care |
| Describes the role of reimbursement in reproductive health care access, including types of payors | Identifies how reimbursement restrictions create barriers to providing reproductive health care | Describes the technical and professional components of billing and identifies relative costs of treatment | Describes the revenue cycle and productivity measurements (e.g., relative value units) | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice | | | | |
|---|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates how to access and use available evidence, and incorporate patient preferences and values to the care of routine patients | Articulates clinical questions and elicits patient preferences and values to guide evidence-based care | Identifies and applies evidence-based best practices, integrated with patient preferences, to the care of complex patients | Independently appraises conflicting and uncertain evidence and applies it to guide the care of complex patients | Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies gap(s) between expectations and performance | Analyzes and reflects on the factors that contribute to gap(s) between expectations and performance | Institutes behavioral change(s) to narrow the gap(s) between expectations and performance | Continuously reflects on remaining gaps and institutes behavioral adjustments to narrow them | Coaches others on reflective practice |
| Establishes goals for personal and professional development | Identifies opportunities for performance improvement; designs a learning plan | Integrates practice data and feedback with humility to implement a learning plan | Uses performance data to measure the effectiveness of the learning plan and adapts when necessary | Coaches others in the design and implementation of learning plans |
| <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 3: Scholarly Activity | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies areas worthy of scholarly investigation | Designs a hypothesis-driven or hypothesis-generating scholarly thesis, under the direction of a research mentor | Presents products of scholarly activity at local, regional, or national meetings, and/or submits an abstract to regional, state, or national meetings | Completes and defends a comprehensive written scholarly thesis that demonstrates advanced research methodology, design, and statistical analysis | Publishes independent research that has generated new medical knowledge, educational programs, or process improvement |
| <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"/> |

| Professionalism 1: Professional Behavior | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies and describes potential triggers for professionalism lapses and how to appropriately report them | Demonstrates insight into professional behavior in routine situations and takes responsibility for one's own professionalism lapses | Demonstrates professional behavior in complex or stressful situations | Recognizes situations that may trigger professionalism lapses and intervenes to prevent these in oneself and others | Coaches others when their behavior fails to meet professional expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Professionalism 2: Ethical Principles | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of ethical principles | Analyzes straightforward situations using ethical principles | Manages ethical conflicts and seeks guidance when appropriate | Utilizes appropriate resources for managing and resolving ethical dilemmas and identifies systems issues that contribute to ethical conflicts | Addresses systems issues that contribute to ethical conflicts 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 3: Accountability/Conscientiousness | | | | |
|--|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Takes responsibility for completion of tasks and responsibilities and describes barriers and strategies for timely task completion | Completes tasks and responsibilities in a timely manner with attention to detail in routine situations | Completes tasks and responsibilities in a timely manner with attention to detail in complex or stressful situations | Works with an interdisciplinary team to complete tasks and responsibilities in a timely manner | Coaches team members to ensure optimal patient care, including prioritizing tasks |
| <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 4: Self-Awareness and Help-Seeking | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes status of personal and professional well-being and resilience, with assistance | Independently recognizes status of personal and professional well-being and resilience | Develops a plan to optimize personal and professional well-being and resilience, with assistance | Independently develops and implements a plan to optimize personal and professional well-being and resilience | Develops local or institutional initiatives to optimize personal and professional well-being and resilience |
| <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 impact well-being, the mechanism 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 |
| Demonstrates respect and establishes rapport with patients and their families | Establishes therapeutic relationships in straightforward encounters | Establishes therapeutic relationships in complex encounters | Facilitates complex discussions specific to patient and family conferences | Mentors others in situational awareness and critical self-reflection |
| Communicates with patients and their families in an understandable and respectful manner | Identifies barriers to effective communication | When prompted, reflects on personal biases while attempting to minimize communication barriers | Independently recognizes personal biases while attempting to proactively minimize communication barriers | Coaches others in the facilitation of complex conversations |
| <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: Patient Counseling and Shared Decision Making | | | | |
|---|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates basic understanding of informed consent process | Answers questions about a treatment plan, including contraceptive options, with supervision | Counsels a patient through shared decision-making, including responding to questions about contraceptive options, for non-complex family planning, with guidance | Independently counsels a patient through shared decision-making, including responding to questions, for complex family planning | Provides education to interdisciplinary learners about shared decision-making for contraceptive counseling |
| Demonstrates basic understanding of pregnancy options counseling | Answers questions about pregnancy options, including types of abortion, with supervision | Counsels a patient through shared decision-making, including responding to questions about abortion options, for non-complex pregnancies, with guidance | Independently counsels a patient through shared decision-making, including responding to questions about abortion options, for complex pregnancies | Provides education to interdisciplinary learners about shared decision-making for pregnancy options counseling |
| <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: Interprofessional and Team Communication | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Understands and respects the roles of interprofessional and multidisciplinary team members | Solicits insights from and uses language that values all interprofessional and multidisciplinary team members | Integrates contributions from the interprofessional and multidisciplinary team members into the care plan | Prevents and mediates conflict among the interprofessional and multidisciplinary team members | Fosters a culture of open communication and effective teamwork within the interprofessional and multidisciplinary team |
| <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 4: 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 | Reports diagnostic and therapeutic reasoning concisely and efficiently in the patient record | Communicates clearly, concisely, timely, and in an organized written form, including anticipatory guidance | Models feedback to improve others' written communication |
| Safeguards patients' personal health information | Documents required data in formats specified by institutional, state, or national policy | Selects direct and indirect forms of communication based on context | Demonstrates written or verbal communication that serves as an example for others to follow | Guides local or institutional communication 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> | | | | |