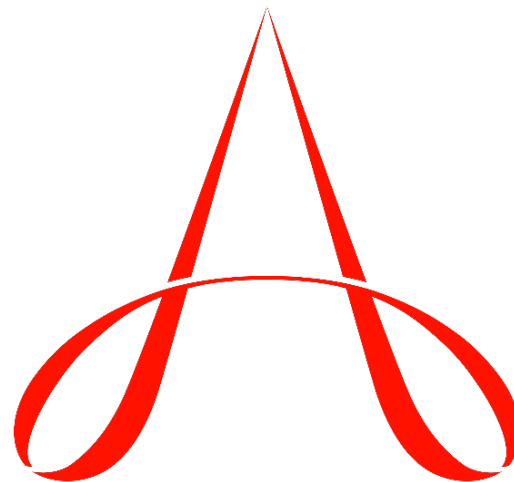




Interventional Cardiology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: December 2020

First Revision: October 2014

Interventional Cardiology 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.

Interventional Cardiology Milestones Work Group

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American Board of Internal Medicine

Review Committee for Internal Medicine

Society for Cardiovascular Angiography and Interventions

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 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 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.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On www.acgme.org, choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.

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 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 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 quality improvement initiatives at the institutional or departmental level	Participates in quality improvement initiatives at the institutional or departmental level	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="float: 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: Pre-Procedural Care and Procedural Selection				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists indications, risks, and benefits for straightforward procedures	With direct supervision, identifies the indications, risks, and benefits to individualized patient care	With guidance, selects procedures based on indications, risks, and benefits to individualized patient care	Independently selects procedures based on indications, risks, and benefits to individualized patient care	Demonstrates advanced decision making in complex clinical scenarios and procedural selection
Lists prerequisite diagnostic testing and optimal medical management strategies	With direct supervision, evaluates diagnostic testing and optimizes medical management	With guidance, evaluates diagnostic testing and optimizes medical management	Independently evaluates diagnostic testing and optimizes medical management	Demonstrates advanced decision making in managing complex clinical scenarios
<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: Technical Skills for Percutaneous Intervention				
Level 1	Level 2	Level 3	Level 4	Level 5
With direct supervision, performs straightforward procedures (e.g., angioplasty, stenting)	With guidance, performs straightforward procedures (e.g., invasive imaging, mechanical support)	Independently performs straightforward procedures (e.g., invasive imaging, mechanical support)	Independently performs complex procedures (e.g., atherectomy, bifurcation left main intervention)	Demonstrates superior technical skill in the most complex, high-risk procedures
With direct supervision, performs basic clinical management in straightforward situations	With guidance, demonstrates intra-procedural decision making, composure, and clinical and complication management in straightforward situations	Independently demonstrates intra-procedural decision making, composure, and clinical and complication management in straightforward situations	Independently demonstrates intra-procedural decision making, composure, and clinical and complication management in complex situations	Demonstrates advanced leadership in the complex catheterization laboratory environment
<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: Post-Procedural Management (Inpatient and Outpatient)				
Level 1	Level 2	Level 3	Level 4	Level 5
Evaluates for post-procedural issues	Manages straightforward care and issues	Manages complex care and issues	Anticipates issues and manages complex post-procedural care	Develops a clinical pathway or guideline for management of complex post-procedural issues
With direct supervision, optimizes patient care in the outpatient setting	With guidance, optimizes straightforward care of patients in the outpatient setting	With guidance, optimizes complex care of patients in the outpatient setting	Independently optimizes patient care in the outpatient setting	Implements strategies for advancing multidisciplinary 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"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The fellow is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Medical Knowledge 1: Anatomy and Physiology				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies normal anatomy during procedures	Identifies anatomic variants during procedures	Identifies the implications of varying anatomy for procedural planning	Identifies therapeutic options targeted to complex anatomy	Demonstrates a command of medical knowledge regarding rare anatomic variants
Demonstrates knowledge of pathophysiology of straightforward conditions	Demonstrates knowledge of pathophysiology of complex conditions	Demonstrates knowledge of pathophysiology and treatment of patients with straightforward conditions	Demonstrates knowledge of pathophysiology and treatment of patients with complex conditions	Contributes to peer-reviewed literature on pathophysiology and/or treatment
<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 2: Pharmacology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of pharmacologic agents	Demonstrates knowledge of selection and dosing of commonly used pharmacologic agents	Demonstrates knowledge of the indications, contraindications, side effects, and complications of pharmacologic agents	Integrates knowledge of pharmacology into procedures and peri-procedural care	Develops pharmacologic protocols or departmental guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 3: Devices, Techniques, and Outcomes				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies commonly used devices	Demonstrates knowledge of commonly used devices, techniques, and outcomes	Demonstrates knowledge of the indications, contraindications, side effects, and complications of commonly used devices, techniques, and outcomes	Integrates knowledge of devices, techniques, and outcomes into procedures and peri-procedural care	Achieves a superior level of knowledge to effectively teach others about devices, techniques, and outcomes
<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

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The fellow is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

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 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 quality improvement initiatives at the institutional or departmental level	Participates in quality improvement initiatives at the institutional or departmental level	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations, effectively using the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations, effectively using the roles of the 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 effective transitions of care	Performs effective transitions of care in routine clinical situations	Performs effective transitions of care in complex clinical situations	Role models and advocates for effective transitions of care 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 general knowledge of financial, cultural, and social barriers to adherence of care	Identifies financial, cultural, and social barriers to adherence of care to specific populations	Adapts practice to address the financial, cultural, and social barriers to adherence of care	Leads innovations and advocates for populations with health care inequities
<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 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies key components of the health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)</p> <p>Describes basic health payment systems, (e.g., government, private, public, uninsured care) and practice models</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>Delivers care with consideration of each patient's payment model (e.g., insurance type)</p> <p>Demonstrates essential skills for documentation required for independent practice (e.g., electronic health record, documentation required for billing and coding)</p>	<p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Engages with patients in shared decision making, informed by each patient's payment models</p> <p>Seeks knowledge in non-clinical topics needed for independent practice (e.g., malpractice insurance, government regulation, compliance)</p>	<p>Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</p> <p>Advocates for patient care needs (e.g., community resources, patient assistance resources) with consideration of the limitations of each patient's payment model</p> <p>Applies knowledge in non-clinical topics needed for independent practice</p>	<p>Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care</p> <p>Participates in health policy advocacy activities</p> <p>Educates others in non-clinical topics to prepare them for independent 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>				

Systems-Based Practice

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The fellow is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

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 to manage a patient with cardiovascular disease	Articulates clinical questions and elicits patient preferences to guide evidence-based care	Locates and applies the best available evidence to the care of patients with cardiovascular disease while integrating patient preference	Critically appraises and applies available, potentially conflicting evidence to guide care of an individual patient	Develops initiatives to educate others to critically appraise and apply evidence for complex patients and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to feedback and performance data in order to form goals	Occasionally seeks feedback and performance data with adaptability and humility	Systematically seeks feedback and performance data with adaptability and humility	Coaches others to seek feedback and performance data
Acknowledges limits and gaps between expectations and performance; demonstrates self-awareness	Analyzes the factors which contribute to limits and gaps; demonstrates appropriate help-seeking behaviors	Creates and implements a learning plan	Uses performance data to assess learning plan and improves it when necessary	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: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The fellow is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

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
Demonstrates knowledge of ethical principles (e.g., informed consent, advance directives, confidentiality, patient autonomy)	Applies knowledge of ethical principles to routine situations	Recognizes need to seek help in managing and resolving complex ethical situations	Uses appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, risk management)	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Recognizes the principles of conflict of interest in relationships with industry and other entities</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes personal potential conflicts with industry</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Seeks assistance in managing personal relationships with industry and other entities to minimize bias and undue influence in practice</p>	<p>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p> <p>Identifies, discloses, and manages relationships with industry and other entities to minimize bias and undue influence in practice</p>	<p>Engages with the system to improve outcomes</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 3: Self-Awareness and Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of personal and professional well-being	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Participates in a system change to improve well-being in self and others
<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

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The fellow is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

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 in patient encounters	Establishes a therapeutic relationship in routine patient encounters	Establishes a therapeutic relationship in challenging patient encounters, with guidance	Independently establishes a therapeutic relationship in challenging patient encounters	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships
Knows barriers to effective communication (e.g., language, disability, health literacy, cultural, personal bias)	Identifies barriers to effective communication in patient encounters	Attempts to minimize communication barriers, including reflection on any personal biases	Proactively minimizes communication barriers and independently manages personal biases	Role models self-awareness to minimize communication barriers
Identifies the need to adjust communication strategies to achieve shared decision making	Organizes and initiates communication with patient/family to facilitate shared decision making	Uses shared decision making to implement a personalized care plan, under guidance	Independently, uses shared decision making to implement a personalized care plan	Role models shared decision making
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully receives a consultation request	Respectfully and thoroughly completes consultations with effective documentation and communication in common cases, with direct supervision	Completes consultations with effective documentation and communication in common cases, with indirect supervision	Completes consultations with effective documentation and communication in complex cases	
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Adapts communication style to fit team needs	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
	Participates in team-based discussions to optimize team performance	Initiates team-based discussions to optimize team performance	Facilitates team-based discussions to optimize team performance	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
Accurately records information in the patient record and safeguards patient personal health information	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record Identifies appropriate communication channels (e.g., cell phone/ pager usage, medical record, email) as required by institutional policy	Concisely reports diagnostic and therapeutic reasoning in the patient record Respectfully communicates concerns about the system	Independently communicates timely information in a written format and verbally when appropriate Uses appropriate channels to offer clear and constructive suggestions to improve the system	Models written communication to improve others' performance Guides departmental or institutional communication around policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The fellow is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Overall Clinical Competence

This rating represents the assessment of the fellow's development of overall clinical competence during this year of training:

____ Superior: Far exceeds the expected level of development for this year of training

____ Satisfactory: Always meets and occasionally exceeds the expected level of development for this year of training

____ Conditional on Improvement: Meets some developmental milestones but occasionally falls short of the expected level of development for this year of training. An improvement plan is in place to facilitate achievement of competence appropriate to the level of training.

____ Unsatisfactory: Consistently falls short of the expected level of development for this year of training.