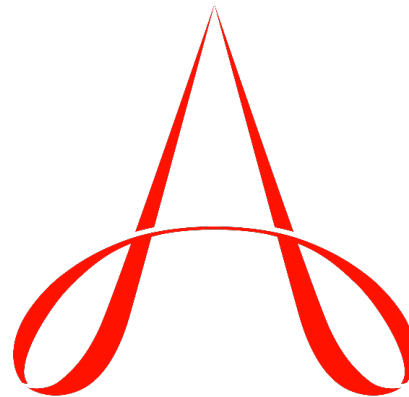




Reproductive Endocrinology and Infertility Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 1, 2022
Second Revision: April 2022
First Revision: September 2016

Reproductive Endocrinology and Infertility 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.

Reproductive Endocrinology and Infertility Milestones

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American Board of Obstetrics and Gynecology
Review Committee for Obstetrics and Gynecology
Society for Reproductive Endocrinology and Infertility

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 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. 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.

Patient Care 3: Surgery for Reproductive Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patient specific diagnostic and operative procedures available for common reproductive disorders	Selects appropriate diagnostic and operative procedures, both minimally invasive (hysteroscopy, laparoscopy, robotic-assisted) and open (laparotomy) approaches and assists for common reproductive and developmental disorders	Independently performs basic operative procedures, with both minimally invasive and open approaches, demonstrating proficiency	Independently and skillfully performs complex operative procedures, demonstrating proficiency with both minimally invasive and open approaches	Performs surgical management of complex reproductive disorders and reconstructive surgery
Discusses surgical complications	Identifies patient specific risk factors for surgical complications and selects strategies to minimize risk	Recognizes and develops management strategies for intra- and post-operative complications	Comprehensively manages intra- and post-operative surgical complications	Develops and implements an innovative surgical technique or safer surgical approach for reproductive disorders
<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"/> Not Yet Assessable <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: General Infertility Evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
Elicits basic medical, obstetric, gynecologic, surgical, family, and social history	Elicits a comprehensive history, incorporating a directed history that identifies potential etiologies of infertility	Develops an evidence-based treatment plan based on a patient's specific history and diagnosis (e.g., age, financial resources, presence of male factor)	Provides subspecialty evaluation and treatment for complex infertility in collaboration with other members of the health care team (e.g., male factor, pituitary disorders)	Evaluates the cost effectiveness of diagnostic testing and management options
Performs a basic physical and pelvic examination as indicated for the female partner	Independently performs and interprets imaging (e.g., hysterosalpingogram [HSG], ultrasound) in the evaluation of infertility	Integrates diagnostic, laboratory and imaging studies to identify potential etiologies of infertility, including male factor	Uses infertility outcomes to improve individual and group practice patterns	Develops novel strategies for data evaluation to improve patient care and patient outcomes
Discusses factors that may affect treatment-related outcomes and complications	Identifies patient-specific factors that may affect treatment-related outcomes and complications	Treats patient-specific factors that may affect treatment-related outcomes and complications	Incorporates cultural and sex preferences into collaborative advanced treatment planning	Uses infertility research to improve national and global practice patterns, develop novel techniques, and improve access to 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 2: Ovulation Induction (OI) and Assisted Reproductive Technologies (ART)				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies basic treatment options utilizing ovulation induction agents (e.g., oral medications)	Formulates ovulation induction treatment plan and effectively communicates the mechanism of action and side effects of ovulation-inducing agents	Develops and manages an appropriate treatment plan for patients undergoing OI and ART, including adjuncts based on indications (e.g., age, ovulatory status, male factor)	Manages complex cycles, including dose adjustment, cycle counseling, and complications	Develops and disseminates an evidence-based approach to innovative and complex treatment plans for fertility treatment
Performs basic gynecologic ultrasounds	Performs basic ultrasound monitoring in patients undergoing OI and ART	Proficiently performs procedures associated with OI and ART (e.g., intrauterine insemination (IUI), oocyte retrieval, embryo transfer)	Proficiently performs difficult IUIs and embryo transfers	Develops and implements novel procedural interventions to enhance fertility and implantation
Identifies broad indications and counsels patients about treatment options	Discusses therapies involved in the management of assisted reproduction	Counsels patients to maximize outcomes while minimizing complications from treatment (e.g., number of embryos to transfer for patients undergoing ART)	Counsels patients about the outcomes of treatment and discusses other options for treatment and future family planning	Develops patient educational tools implemented at a national 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"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 3: Surgery for Reproductive Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies patient-specific diagnostic and operative procedures available for common reproductive disorders	Selects appropriate diagnostic and operative procedures, both minimally invasive (hysteroscopy, laparoscopy, robotic-assisted) and open (laparotomy) approaches, and assists for common reproductive and developmental disorders	Independently performs basic operative procedures, with both minimally invasive and open approaches, demonstrating proficiency	Independently and skillfully performs complex operative procedures, demonstrating proficiency with both minimally invasive and open approaches	Performs surgical management of complex reproductive disorders and reconstructive surgery
Discusses surgical complications	Identifies patient-specific risk factors for surgical complications and selects strategies to minimize risk	Recognizes and develops management strategies for intra- and post-operative complications	Comprehensively manages intra- and post-operative surgical complications	Develops and implements an innovative surgical technique or safer surgical approach for reproductive disorders
<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 1: Diagnostic Techniques and Treatment Planning for Reproductive Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic imaging modalities used to evaluate patients (e.g., abdominal and vaginal ultrasound)	Demonstrates knowledge of advanced imaging modalities used to evaluate patients (e.g., magnetic resonance imaging [MRI], sonohysterogram, HSG)	Applies knowledge of imaging modalities and diagnostic techniques to understand reproductive disorders	Integrates knowledge of imaging modalities and diagnostic techniques to diagnose disorders across the lifespan	Develops and investigates innovative and evidence-based diagnostic techniques to develop treatment plans for patients with reproductive disorders
Demonstrates knowledge of basic diagnostic techniques used to evaluate patients (e.g., laboratory studies, endometrial biopsy, Tanner staging)	Demonstrates knowledge of advanced diagnostic techniques used to evaluate patients (e.g., hormonal studies, bone age, tumor markers)	Develops treatment plans by applying comprehensive knowledge of reproductive disorders, including provocative tests of the reproductive endocrine axis (e.g., cosyntropin stimulation)	Develops comprehensive treatment plans, working with the multidisciplinary team, to optimize patient outcomes for patients with reproductive disorders	Develops and implements educational tools for diagnostic techniques for reproductive disorders at a national 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"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Genetic Principles of Parent				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic genetic principles, recognizes heritable disorders associated with specific patient populations, and takes a basic genetic family history	Applies knowledge of basic genetics to patient counseling (e.g., meiotic and mitotic errors, FMR1, Turner syndrome, advanced maternal age)	Applies knowledge of reproductive genetic principles to provide counselling, optimize patient outcomes, and recognize non-reproductive manifestations of genetic and epigenetic syndromes (e.g., common gynecologic cancer syndromes, Triploidy, inversions, balanced translocations autosomal versus Robertsonian and uniparental disomy [UPD])	Applies knowledge of advanced reproductive genetics to interpret and provide comprehensive counselling and treatment planning to optimize outcomes for patients, partners, and families (including basic risk counseling)	Develops and implements innovative concepts and theories regarding genetic principles and testing
Demonstrates knowledge of basic genetic screening and diagnostic tests (genotyping versus sequencing)	Selects appropriate genetic testing for patients with reproductive disorders, infertility, and pregnancy loss	Demonstrates knowledge of advanced genetic testing, including preimplantation genetic testing and diagnosis and appropriate use (e.g., whole exome sequencing [WES], whole genome sequencing [WGS], sequencing panels, microarray, karyotype)	Demonstrates knowledge of technology and techniques for advanced genetic testing of genomic samples from the parent or products of conception	Develops and implements new genetic screening protocols
<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: Genetic Principles of Gamete/Embryo				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the normal processes of meiosis and mitosis</p> <p>Demonstrates basic knowledge of normal epigenetic changes</p>	<p>Demonstrates knowledge of the pathophysiology of meiotic and mitotic errors that lead to abnormalities (e.g., non-dysjunction, premature separation of sister chromatids)</p> <p>Demonstrates knowledge of how mosaic and segmental errors may develop</p>	<p>Demonstrates knowledge of the analytical techniques used to evaluate genetic samples, as well as their limitations</p> <p>Demonstrates knowledge of the process of embryo testing from biopsy to final results (e.g., preimplantation genetic testing for aneuploidy [PGT-A], preimplantation genetic testing for monogenic disorders [PGT-M], preimplantation genetic testing for structural chromosomal rearrangements [PGT-SR], and methylation studies)</p>	<p>Demonstrates knowledge of recurrence risks for various genetic abnormalities of the embryo and their impact on future clinical prognosis (e.g., recurrence risk for aneuploidy, mosaicism, segmental abnormalities, de novo mutations, tri codon expansion)</p>	<p>Performs research on new techniques to diagnose genetic abnormalities or to define their role in understanding or treating clinical pathology</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>				

Medical Knowledge 4: Reproductive Medicine and Neuroendocrinology				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes the embryology and anatomical relationships and function of the hypothalamus, neurovascular bundles, and target cells of the anterior and posterior pituitary</p> <p>Demonstrates knowledge of basic testing used to assess reproductive axis</p>	<p>Describes the normal and abnormal physiology of hypothalamic pituitary reproductive axis, including feedback mechanisms, and hormone and receptor function</p> <p>Interprets results of basic endocrine testing for evaluation of the hypothalamus, pituitary, thyroid, adrenal, and gonadal systems</p>	<p>Demonstrates comprehensive knowledge of common conditions that impact endocrine homeostasis (e.g., polycystic ovary syndrome, puberty, adolescence, pregnancy, climacteric, thyroid disease) and develops a treatment plan as appropriate</p> <p>Demonstrates knowledge of advanced and dynamic testing used to assess reproductive axis (e.g., adrenocorticotropin hormone stimulation)</p>	<p>Demonstrates comprehensive knowledge of complex conditions that impact endocrine homeostasis (e.g., congenital adrenal hyperplasia [CAH], panhypopituitary) and develops a treatment plan as appropriate</p> <p>Applies knowledge of endocrine testing to provide management options for complex endocrine disorders (e.g., Cushing syndrome)</p>	<p>Applies and disseminates innovative approaches to complex and atypical endocrine disorders and implements a treatment plan based on emerging evidence</p>
<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 5: Andrology and Embryology				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the basic physiology and pathophysiology of oocytes	Identifies the developmental stages and milestones of oocytes and embryos during in vitro culture	Grades embryos (American Society for Reproductive Medicine (ASRM); Gardner) at the various stages of development (pronuclear through hatched blastocyst)	Identifies abnormalities encountered in vitro at all stages from retrieved oocytes to the hatched blastocyst stages of development	Proficiently relates data on in vitro embryo development to clinical prognosis in current and future treatment cycles
Discusses the basic components of a semen analysis	Identifies the developmental stages of spermatogenesis	Demonstrates knowledge of routine andrology procedures (e.g., preparation of specimens for IUI or ART, evaluation of azoospermic specimens, antibody testing)	Identifies abnormal findings encountered during andrology testing in all specimen types (ejaculates, epididymal or testicular aspirations)	Proficiently relates data from andrology testing to clinical prognosis in current and future treatment cycles
Describes the basic process of in vitro fertilization	Identifies lab (andrology and in vitro) procedures, protocols, and equipment used during all stages from retrieved oocytes to the hatched blastocyst stages of development	Demonstrates knowledge of principles of andrology and in vitro culture (e.g., media composition, buffers to assure pH stability, factors that influence the stability of specimen preparation, culture system, and cryobiology)	Demonstrates knowledge of quality assurance data to determine if lab preparation, procedure, and culture conditions are acceptable	Demonstrates advanced knowledge of lab procedures, protocols, and equipment and identifies/troubleshoots problems that may arise in the laboratory
<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 and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common potential 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)	Designs and implements scalable process improvements to prevent patient safety events
Demonstrates awareness of institutionally based patient safety reporting tools	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and patient families (simulated or actual)	Mentors others in disclosure of patient safety events	Designs and implements scalable process improvements for institutionally based (or beyond) patient safety event reporting tools
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., in vitro fertilization [IVF] outcomes, smoking cessation)	Participates in local quality improvement initiatives	Leads current local quality improvement initiatives and implements improvements through outcome analysis	Designs and implements scalable quality improvement initiatives, fosters protocol changes based on analysis and 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 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 interprofessional team members	Coordinates care of patients in complex clinical situations, effectively using the roles of interprofessional team members	Identifies concerns with current systems and identifies opportunities for improvement with specific recommendations	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 and with multiple levels of the care team	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings and at-risk populations	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs	Identifies specific population and community health needs for their local population	Uses local resources effectively to meet the needs of the entire patient population and community	Participates in changing and adapting practice to transform the health education, care, and outcomes of specific populations	Leads innovations and advocates for populations and communities with specific health care needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system (e.g., hospital, finance, personnel, technology)	Demonstrates understanding of the complex interactions within major parts of a health care system and their impact (individually and wholly) on patient care	Demonstrates understanding of the role individual care components (e.g., nursing, same-day surgery, emergency department) have on the broader health care system (e.g., length of stay, readmission rates, clinical efficiency)	Successfully manages multidisciplinary teams/plans to provide efficient and effective patient care	Identifies and leads systemic changes that enhance the efficiency and effectiveness of patient 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 4: Regulatory				
Level 1	Level 2	Level 3	Level 4	Level 5
Knows that embryology laboratories must be accredited and inspected	Identifies the differences between accreditation and regulatory compliance; discusses the process for achieving accreditation and maintaining regulatory compliance	Demonstrates knowledge of the components of laboratory accreditation and regulatory compliance	Understands the elements of an internal or external laboratory inspection	Formulates a response for laboratory inspection deficiencies
Discusses the need for quality control and proficiency testing within embryology laboratories	Interprets Society for Assisted Reproductive Technology (SART) data and outcomes and evaluates institution outcomes and identify areas for improvement	Demonstrates knowledge of the components of a laboratory quality management plan	Reviews the quality management plan to identify areas for improvement	Creates and follows a comprehensive quality management plan
<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>				

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 take care of a routine patient	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care, with guidance from other health care team members	Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients, with minimal guidance	Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence to guide care tailored to the individual patient	Mentors 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 actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Continuously reflects on remaining gaps and institutes behavioral adjustments to narrow them	Mentors 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	Mentors 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 and completes the institution's Institutional Review Board (IRB) training	Designs an ethical 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 an ethical, advanced research methodology, design, and analysis	Publishes independent research that generates new medical knowledge, educational programs, or process improvement
<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>				

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates insight into professional behavior in routine situations and takes responsibility for one's own professional behavior	Identifies and describes potential triggers for professionalism lapses and how to appropriately report professionalism lapses	Demonstrates professional behavior in complex or stressful situations	Anticipates situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
Demonstrates knowledge of ethical principles	Analyzes straightforward situations using ethical principles	Recognizes the need to seek help in managing and resolving complex ethical situations	Uses appropriate resources for managing and resolving ethical dilemmas and identifies system-level issues that induce or exacerbate ethical problems	Addresses 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
Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations	Anticipates and proactively implements strategies for ensuring timely completion of complex tasks in the future	Recognizes situations that may impact others' ability to complete tasks and assists them in implementing strategies for timely task completion	Establishes systems for the patient care team, prioritization of tasks, and coaching of team members in task completion
<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: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of personal and professional fulfillment	Demonstrates self-awareness of personal and professional fulfillment	Proposes and implement a plan to optimize personal and professional fulfillment	Coaches other team members to optimize personal and professional fulfillment	Implements system-based resources for optimizing personal and professional fulfillment
Recognizes the importance of health and well-being	Recognizes resources available for health and well-being	Utilizes resources for improving health and well-being as needed	Promotes health and well-being resource use by team members as needed	
<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 the patient and patient's family (e.g., situational awareness of language, disability, health literacy level, cultural differences)	Establishes a therapeutic relationship in straightforward encounters	Establishes a therapeutic relationship in challenging encounters (e.g., shared decision making)	Facilitates difficult discussions specific to patient and patient family conferences, (e.g., poor prognosis, pregnancy loss, therapeutic uncertainty)	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 (e.g., health literacy, cultural differences)	When prompted, reflects on biases while attempting to minimize communication barriers	Independently recognizes biases while attempting to proactively minimize communication barriers	Coaches others in the facilitation of crucial 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
Answers questions about the treatment plan and seeks guidance when appropriate	Counsels the patient through the decision-making process, including answering questions, for simple clinical problems	Counsels the patient through the decision-making process, including answering questions, for complex clinical problems	Counsels the patient through the decision-making process, including answering questions, for uncommon clinical problems	Develops resources for patient counseling and 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 3: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands and respects the role and function of interprofessional/ intradisciplinary team members	Solicits insights from and uses language that values all interprofessional/ intradisciplinary team members	Integrates contributions from interprofessional/ intradisciplinary team members into the care plan	Prevents and mediates conflict and distress among the interprofessional/ intradisciplinary team members	Fosters a culture of open communication and effective teamwork within the interprofessional/ intradisciplinary team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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	Concisely reports diagnostic and therapeutic reasoning in the patient record in an efficient manner	Communicates clearly, concisely, and in an organized written form and timely manner, including anticipatory guidance	Models feedback to improve others' written communication
Safeguards patient personal health information	Documents required data in formats specified by institutional policy and suitable for interpretation by other clinicians and patients	Appropriately selects direct (e.g., telephone, telemedicine, patient portal, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Produces written or verbal communication (patient notes, email, etc.) that serves as an example for others to follow	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>				