

The Female Pelvic Medicine and Reconstructive Surgery Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education,

The American Board of Obstetrics and Gynecology,

and

The American Board of Urology



July 2015

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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 assessment of the development of the fellow in key dimensions of the elements of physician competency in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Female Pelvic and Reconstructive Surgery Milestones

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Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of fellow performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for fellow performance as a fellow moves from entry into fellowship through graduation. In the initial years of implementation, the Review Committee will examine milestone performance data for each program's fellows as one element in the Next Accreditation System (NAS) to determine whether fellows overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe a fellow's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert in the subspecialty.

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

- Level 1:** The fellow demonstrates milestones expected of an incoming fellow.
- Level 2:** The fellow is advancing and demonstrates additional milestones, but is not yet performing at a mid-fellowship level.
- Level 3:** The fellow continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for fellowship.
- Level 4:** The fellow has advanced so that he or she now substantially demonstrates the milestones targeted for fellowship. This level is designed as the graduation target.
- Level 5:** The fellow has advanced beyond performance targets set for fellowship and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional fellows will reach this level.

Additional Notes

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

Examples are provided with some milestones. Please note that the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to the ACGME supervision guidelines, as well as institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

The completion of the Female Pelvic and Reconstructive Surgery (FPMRS) Milestones does not ensure that all of the eligibility requirements for American Board of Obstetrics and Gynecology (ABOG) or American Board of Urology (ABU) certification have been met. Candidates for FPMRS certification must be familiar with the requirements published by the Boards. The final decision regarding eligibility for Board certification is made by ABOG and ABU.

Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:

<http://www.acgme.org/acqmeweb/Portals/0/MilestonesFAQ.pdf>.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to the milestones.

Painful Bladder Syndrome Treatment — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a targeted history and physical exam for pelvic pain	Diagnoses painful bladder syndrome using standard definitions and urinary diaries	Prescribes medications and behavior modification for the treatment of painful bladder syndrome	Treats painful bladder syndrome with multi-modal therapy, including physical therapy and neuromodulation	Develops patient-centered care protocols
Evaluates impact of pain on quality of life	Initiates diagnostic work-up for complicated painful bladder syndrome	Reassesses therapy for efficacy and staged treatment approach	Coordinates the multi-disciplinary approach for patients with painful bladder syndrome	Participates in local, regional, or national advocacy groups
Utilizes accepted terminology for the description of painful bladder syndrome				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

General Pelvic Floor Evaluation — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Elicits basic medical, surgical, obstetric, and gynecologic history</p> <p>Performs a basic pelvic examination</p>	<p>Elicits a comprehensive history which incorporates a directed history that identifies all pelvic floor disorders</p> <p>Integrates the use of standardized quality of life, symptom severity and sexual health measures in the evaluation of pelvic floor disorders</p> <p>Performs a focused pelvic floor physical examination</p> <p>Understand indications for diagnostic testing and imaging to evaluate pelvic floor disorders</p> <p>Utilizes appropriate terminology for the description of pelvic floor dysfunction</p>	<p>Evaluates for co-existing environmental factors or diseases which may impact patient selection or response to treatment</p> <p>Interprets and reports standardized quality of life, symptom severity, and sexual health measures</p> <p>Performs and interprets diagnostic tests and imaging to evaluate pelvic floor disorders</p> <p>Performs a detailed pelvic floor examination, including: neurological status; pelvic floor muscle and anal sphincter strength; pelvic floor support defects; urethral hypermobility; structural anatomic and congenital malformations; and signs of urinary and anal incontinence</p>	<p>Elicits and interprets a history of a complex patient utilizing appropriate terminology</p> <p>Creates a differential diagnosis and establishes a care plan based on quality of life, symptom severity, ancillary testing, physical examination, and patient goals</p> <p>Demonstrates parsimonious use of diagnostic testing and imaging modalities for evaluation of pelvic floor disorders</p>	<p>Evaluates the cost utility of diagnostic testing</p> <p>Develops novel techniques for evaluating pelvic floor disorders</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Urinary Incontinence and Overactive Bladder Treatment — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Counsels patients on use of anti-incontinence devices and behavioral and physical therapy</p> <p>Assesses functional contributions to urinary incontinence</p> <p>Assesses patients for use of medications for the treatment of urinary continence</p> <p>Assists in first-line surgical treatments</p> <p>Performs cystoscopy on uncomplicated patients</p>	<p>Fits and manages anti-incontinence devices</p> <p>Identifies appropriate functional interventions</p> <p>Initiates anti-incontinence medications</p> <p>Performs anti-incontinence procedures on uncomplicated patients</p> <p>Performs cystoscopy to evaluate for iatrogenic injury</p>	<p>Recognizes and manages anti-incontinence device complications</p> <p>Integrates non-surgical and surgical options into therapeutic plans for complex patients</p> <p>Integrates anti-incontinence and hormonal therapies</p> <p>Performs a variety of anti-incontinence procedures on complex patients</p> <p>Performs neuromodulation procedures</p> <p>Anticipates intra- and post-operative complications</p>	<p>Integrates combined therapies for complex patients</p> <p>Initiates behavioral and physical treatments and functional interventions</p> <p>Manages pharmacotherapy in complex patients</p> <p>Manages complications and failures following anti-incontinence procedures</p> <p>Recognizes and manages intra- and post-operative complications</p> <p>Performs placement of ureteral catheter</p> <p>Demonstrates the ability to initiate complex therapeutic interventions independently</p>	<p>Teaches and supervises combined therapies</p> <p>Teaches advanced surgical techniques to residents and junior fellows</p> <p>Incorporates cost awareness and risk-benefit principles into all clinical scenarios</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Anal Incontinence and Defecatory Dysfunction Treatment — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and evaluates stool consistency, frequency, and type Assesses impact of diet and current medications on bowel function	Counsels patients on use of behavioral and physical therapy for anal incontinence Assesses impact of diet and current medications and functional contributions to anal incontinence Assesses patients for use of medications for the treatment of anal incontinence Assists in surgical treatments for anal incontinence	Integrates non-surgical and surgical options into therapeutic plans for complex patients Identifies appropriate functional interventions Initiates anti-incontinence medications Performs neuromodulation procedures Anticipates intra- and post-operative complications	Initiates and integrates combined therapies for complex patients Manages pharmacotherapy in complex patients Manages complications and failures following anti-incontinence procedures Recognizes and manages intra- and post-operative complications Performs sphincteroplasty on uncomplicated patients	Performs and manages repair and treatment of complex and/or recurrent obstetric sphincter injury following vaginal delivery Teaches and supervises a combination of therapies Teaches surgical techniques Incorporates cost awareness and risk-benefit principles into all clinical scenarios
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Pelvic Organ Prolapse Treatment — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Counsels patients on use of pessaries, and behavioral and physical therapy</p> <p>Assesses functional contributions to pelvic organ prolapse</p> <p>Assesses patients for treatment of urogenital atrophy</p> <p>Assists in surgical treatments</p>	<p>Fits and manages pessaries</p> <p>Identifies appropriate functional interventions</p> <p>Initiates hormonal therapy for urogenital atrophy</p> <p>Performs primary prolapse procedures on uncomplicated patients</p>	<p>Recognizes and manages pessary complications</p> <p>Integrates non-surgical and surgical options into therapeutic plans for complex patients</p> <p>Assesses complications of hormonal therapy</p> <p>Performs a variety of prolapse procedures on complex patients</p> <p>Anticipates intra- and post-operative complications</p>	<p>Integrates combined therapies for complex patients</p> <p>Initiates behavioral and physical treatments, and functional interventions</p> <p>Manages pharmacotherapy in complex patients</p> <p>Performs a variety of surgical approaches tailored to individual patients, including vaginal, open abdominal, minimally invasive approaches, and the use of grafts</p> <p>Demonstrates the ability to perform complex therapeutic interventions independently</p> <p>Recognizes and manages intra- and post-operative complications</p>	<p>Teaches and supervises combined therapies</p> <p>Teaches advanced surgical techniques</p> <p>Incorporates cost awareness and risk-benefit principles into all clinical scenarios</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not yet rotated <input type="checkbox"/></p>

Urogenital Fistulas and Urethral Diverticula Treatment — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Elicits history relevant to fistulas and diverticula</p> <p>Performs physical examination relevant to fistulas and diverticula</p>	<p>Performs in-office evaluation of integrity of lower urinary tract</p> <p>Initiates conservative management of fistulas and diverticula</p> <p>Assists in surgical treatments</p>	<p>Performs and/or interprets appropriate ancillary testing to distinguish type and location of fistulas</p> <p>Evaluates patients for other etiologies of fistulas</p> <p>Evaluates timing and route of repair</p> <p>Performs fistula repair and diverticulectomies on uncomplicated patients</p> <p>Anticipates intra- and post-operative complications</p>	<p>Manages complications following fistula repair and diverticulectomy</p> <p>Performs fistula repair and diverticulectomies on complex patients</p> <p>Recognizes and manages intra- and post-operative complications</p> <p>Recognizes the need for a multi-disciplinary approach for complex patients</p>	<p>Teaches surgical techniques</p> <p>Incorporates cost awareness and risk-benefit principles into all clinical scenarios</p> <p>Participates in programs for advocacy or treatment of genital urinary fistulas</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Painful Bladder Syndrome Treatment — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a targeted history and physical exam for pelvic pain Evaluates impact of pain on quality of life Utilizes accepted terminology for the description of painful bladder syndrome	Diagnoses painful bladder syndrome using standard definitions and urinary diaries Initiates diagnostic work-up for complicated painful bladder syndrome	Prescribes medications and behavior modification for the treatment of painful bladder syndrome Reassesses therapy for efficacy and staged treatment approach	Treats painful bladder syndrome with multi-modal therapy, including physical therapy and neuromodulation Coordinates the multi-disciplinary approach for patients with painful bladder syndrome	Develops patient-centered care protocols Participates in local, regional, or national advocacy groups
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Urinary Tract Infection (UTI)— Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Evaluates impact of recurrent UTIs on quality of life Treats uncomplicated UTIs	Initiates diagnostic work-up for complicated UTIs Treats complicated UTI	Prescribes prophylactic treatment for UTI	Coordinates treatment of multi-drug resistant organism infections	Develops patient-centered care protocols
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Pelvic Floor Anatomy and Physiology — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pelvic anatomy, including genital, urinary, colorectal, and musculoskeletal elements	<p>Describes the vascular and nerve supply to each of the pelvic organs and structures, including the external genitalia, uterus, kidney, ureter, bladder, and recto-sigmoid colon</p> <p>Explains the normal anatomic supports of the vagina, rectum, bladder, urethra, and uterus, including the bony pelvis, pelvic floor nerves and musculature, and connective tissue</p> <p>Describes the normal function of the lower urinary tract during storage and micturition, and the mechanisms responsible for urinary continence</p> <p>Describes normal utero-vaginal physiology and function across the lifespan</p>	<p>Describes the inter-relationships and function of the pelvic organs and support mechanisms</p> <p>Describes the physiology of colorectal function, including neurologic and anatomic factors</p> <p>Understands the neurophysiology of normal and abnormal lower urinary tract and colorectal function</p>	<p>Understands and interprets the pathophysiology of pelvic floor disorders</p> <p>Demonstrates proficiency in teaching residents and junior fellows anatomy, physiology, and pathophysiology of pelvic floor disorders</p>	<p>Discusses current controversies involving the anatomy and pathophysiology of pelvic floor disorders</p> <p>Designs and executes innovative teaching and assessment tools for the understanding of pelvic anatomy and pathophysiology</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Urinary Incontinence and Overactive Bladder Treatment — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes behavioral treatments for urinary incontinence</p> <p>Knows the drugs and class of drugs used to treat urinary incontinence</p> <p>Knows the indications, contraindications, and safe and effective doses</p> <p>Demonstrates knowledge of anti-incontinence surgical procedures</p>	<p>Describes how bladder training and time voiding are used to treat urinary incontinence</p> <p>Describes lower urinary tract receptors and mediators (detrusor, bladder neck, urethra), and potential sites for pharmacologic manipulation to treat various types of urinary incontinence</p> <p>Understands risks and benefits of common anti-incontinence surgery</p>	<p>Knows indications, contraindications, effectiveness, and compliance with behavioral interventions</p> <p>Describes effectiveness, side effects (including prevalence), rates of long-term continuation, and compliance with pharmacologic therapy</p> <p>Understands risks and benefits of complex anti-incontinence surgery</p> <p>Discusses alternatives, advantages, disadvantages, and evidence for anti-incontinence procedures at the time of vaginal and abdominal prolapse surgery</p>	<p>Evaluates quality of studies establishing comparative effectiveness, complication rates, and costs of behavioral therapy</p> <p>Evaluates quality of studies establishing comparative effectiveness, complication rates, and costs of pharmacologic therapy</p> <p>Describes the indications and complications of anti-incontinence procedures</p> <p>Evaluates quality of studies establishing comparative effectiveness, complication rates, and costs of surgical therapy</p>	<p>Teaches and supervises complex anti-incontinence procedures</p> <p>Conducts comparative effectiveness studies</p> <p>Performs systematic review of pharmacologic therapies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Anal Incontinence and Defecatory Dysfunction Treatment — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes behavioral treatments for anal incontinence</p> <p>Knows prescription and non-prescription pharmaceuticals to treat constipation and diarrhea</p> <p>Demonstrates knowledge of surgical procedures for anal sphincter laceration following vaginal delivery</p>	<p>Describes how management of stool type and frequency impacts therapeutic options</p> <p>Knows the drugs and class of drugs used to treat anal incontinence, including the indications, contraindications, and safe and effective doses</p> <p>Demonstrates knowledge of common anti-incontinence surgical treatments</p> <p>Understands risks and benefits of common anti-incontinence surgery</p>	<p>Knows indications and contraindications, effectiveness, and compliance with behavioral interventions</p> <p>Describes effectiveness, side effects, rates of long-term continuation, and compliance with pharmacologic therapy</p> <p>Understands risks and benefits of complex continence surgery</p> <p>Understands the role of a multi-disciplinary approach to patient care</p>	<p>Describes how patient characteristics and history impact treatment choices and outcomes</p> <p>Evaluates complication rates and costs of pharmacologic therapy</p> <p>Describes the indications for, intra- and post-operative complications of, and controversies surrounding complex anti-incontinence procedures</p>	<p>Teaches non-surgical management of anal incontinence and defecatory dysfunction</p> <p>Performs systematic review of pharmacologic therapies</p> <p>Conducts comparative effectiveness studies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not yet rotated <input type="checkbox"/></p>

Pelvic Organ Prolapse Treatment — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes behavioral treatments for pelvic organ prolapse</p> <p>Discusses therapies in management of urogenital atrophy</p> <p>Demonstrates knowledge of primary surgical procedures</p>	<p>Compares non-surgical and surgical treatment options for symptomatic anterior, apical, and posterior prolapse</p> <p>Knows factors which impact successful pessary fitting for prolapse, including: stage, genital hiatus, type of pessary, presence of uterus, and sexual activity</p> <p>Discusses the role of pelvic floor physical therapy in management of prolapse</p> <p>Understands risks and benefits of common prolapse surgery</p>	<p>Understands how to fit and manage pessaries</p> <p>Knows indications and contraindications for, effectiveness of, and compliance with pessary use</p> <p>Describes effectiveness, side effects, rates of long-term continuation, and compliance with hormone replacement therapy</p> <p>Understands risks and benefits of complex prolapse surgery</p> <p>Discusses evidence-based advantages and disadvantages for approaches to prolapse surgery, including vaginal vs. abdominal, minimally invasive vs. open, grafts vs. no graft</p>	<p>Describes management of pessary complications</p> <p>Describes the indications, intra- and post-operative complications of, and controversies surrounding complex prolapse procedures</p> <p>Evaluates quality of studies establishing comparative effectiveness, complication rates, and costs of surgical therapy</p>	<p>Conducts comparative effectiveness studies</p> <p>Performs systematic review of prolapse therapies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Urogenital Fistulas and Urethral Diverticula Treatment — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes risk factors for genitourinary fistulas and urethral diverticula	Describes tests to diagnose genitourinary fistulas and diverticula Demonstrates knowledge of surgical procedures used to treat genitourinary fistulas and diverticula	Describes evidence-based alternatives, risks, benefits, complications, and success rates for surgical management Understands the role of the multi-disciplinary approach to patient care	Describes how the timing of surgical repair and post-operative management influence outcomes Describes the indications, and intra- and post-operative complications of procedures	Understands epidemiology of fistula Conducts research into mechanisms of fistula development and repair
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Painful Bladder Syndrome Treatment — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes differential diagnosis for pelvic pain	Understands signs, symptoms, and diagnostic evaluation of painful bladder syndrome	Describes evidence-based alternatives, risks, benefits, complications, and success rates for pharmacologic and non-pharmacologic management Understands role of behavioral therapy, physical therapy, pharmacologic therapy, and neuromodulation in the management of painful bladder syndrome	Understands the role of the multi-disciplinary approach to patient care for complex urinary tract infection and painful bladder syndrome	Conducts research in painful bladder syndrome Leads a multi-disciplinary approach to patient care for painful bladder syndrome
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Urinary Tract Infection — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the pathophysiology and role of host factors for lower and upper UTIs</p> <p>Describes diagnostic methods and diagnostic criteria for the various types of UTIs</p> <p>Describes techniques, accuracy, sensitivity, specificity, and interpretation of diagnostic urine tests for primary and recurrent UTIs</p>	<p>Describes the indications for cystourethroscopy and upper tract imaging for both UTIs and painful bladder syndrome</p> <p>Describes treatment options for an uncomplicated UTI</p>	<p>Describes alternatives, risks, benefits, complications, success rates, and levels of evidence for pharmacologic and non-pharmacologic management</p> <p>Describes treatment options for complicated UTIs</p>	<p>Describes prophylactic treatment of UTIs</p> <p>Demonstrates knowledge of the treatment and management of infection with multi-drug resistant organisms</p> <p>Understands the role of the multi-disciplinary approach to patient care for complex UTI and painful bladder syndrome</p>	<p>Conducts research in the area of UTI</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Neuro-Urology — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes the pathophysiology of neurologic conditions which affect the bladder and lower urinary tract</p> <p>Describes the pathophysiology of the risks associated with neurogenic lower urinary tract dysfunction</p>	<p>Demonstrates knowledge of a complete neuro-urologic history elucidating relevant neurologic conditions and gross motor and sensory deficits</p> <p>Understands assessment of: lower limb reflexes and sensory and motor function; perineal sensation and reflexes; and pelvic floor and anal sphincter muscle strength</p>	<p>Describes evaluation of bladder storage and voiding function using urodynamic testing and standard terminology</p> <p>Understands the risks of bladder dysfunction to upper urinary tract function</p> <p>Describes options for bladder emptying</p> <p>Describes the use of pharmacological management of the neurogenic bladder</p>	<p>Describes the management plan to protect the upper urinary tract from neurogenic bladder dysfunction</p> <p>Understands the pathophysiology and management of autonomic dysreflexia</p> <p>Describes the use of surgical management of the neurogenic bladder</p> <p>Understands the need for a multi-disciplinary approach for the patient with neurogenic bladder</p>	<p>Performs research in neuro-urology</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Computer Systems — Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Retrieves basic patient information from the electronic medical record (EMR)	Retrieves complex patient information from the EMR	Generates orders, communicates with referring physicians, documents communication with patients	Uses EMR to its full potential, and facilitates integration of computer-based communication with team	Recommends changes to computer systems/records to provide additional useful functionality
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Health Care Economics — Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Has a basic understanding of the advantages and disadvantages of different payment systems	Has a basic understanding of the economics of inpatient vs. outpatient care and the impact of quality improvement incentives Develops understanding of cost utility	Has a basic practical understanding of the pre-certification process, benefits managers, structured computer-based order entry systems, and Medicare/Medicaid procedure and report requirements	Has an advanced practical understanding of the pre-certification process, benefits managers, structured computer-based order entry systems, and Medicare/Medicaid procedure and report requirements	Has a basic understanding of current state and national health care policies and their implications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Works and coordinates patient care effectively in various health care delivery settings and systems — Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Knows unique roles of and services provided by local health care delivery systems, and how to access these resources for patient care</p> <p>Knows and appreciates the roles of a variety of health care providers, including consultants, therapists, nurses, home care workers, pharmacists, and social workers</p> <p>Advocates for quality patient care</p>	<p>Manages and coordinates care and care transitions across multiple delivery systems, including ambulatory, sub-acute, acute, rehabilitation, and skilled nursing</p> <p>Advocates for quality patient care and optimal patient care systems</p>	<p>Discusses non-pharmacologic and non-procedural patient resources (such as physical therapy, social work, alternative medicine providers, chaplains, etc.) with patients and families</p> <p>Demonstrates how to lead a health care team by utilizing the skills and coordinating the activities of inter-professional team members (physician extenders/mid-levels, nurses, medical students, allied health workers, etc.)</p> <p>Negotiates patient-centered care among multiple care providers</p>	<p>Is adept at systems thinking</p> <p>Capably leads the health care team, understanding personal role as leader</p> <p>Contributes meaningfully to inter-professional teams</p>	<p>Creates a process for screening patients at risk (e.g., long-term care)</p> <p>Incorporates cost awareness and risk-benefit principles into all clinical scenarios</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Scholarly Activity — Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Critically reviews and interprets publications with the ability to identify study aims, hypotheses, design, and biases</p> <p>Explains validity, bias, confounding, and effect modification; describes commonly used study designs (e.g., RCT, cohort, case-control, cross-sectional); distinguishes between association and causation; and knows criteria for causal inference</p> <p>Demonstrates knowledge of basic principles underlying the ethical conduct of research and the protection of human subjects</p>	<p>Identifies research mentor(s)</p> <p>Designs a hypothesis-driven or hypothesis-generating study, including:</p> <ul style="list-style-type: none"> ▪ Defining the knowledge gap in the literature ▪ Developing specific aims ▪ Defining exposures and outcomes using standardized measures ▪ Determining the sample size ▪ Determining appropriate statistical analysis ▪ Identifying strengths and limitations of study design <p>Applies the principles of ethics and good clinical practice to the protection of human subjects recruited to participate in research</p>	<p>Demonstrates expertise in statistical analyses and epidemiology</p> <p>Conducts research ensuring data quality and safety</p> <p>Complies with local, regional, and national research oversight regulations</p> <p>Analyzes data</p> <p>Explores local, regional, and national funding mechanisms</p> <p>Maintains data safety and patient monitoring to ensure continued protection of human subjects</p>	<p>Writes publishable scientific thesis, including:</p> <ul style="list-style-type: none"> ▪ Abstract ▪ Introduction ▪ Methods ▪ Results ▪ Discussion ▪ Summary ▪ References <p>Presents study findings to peers for review and critique</p>	<p>Obtains extramural funding for research study</p> <p>Publishes thesis in peer-reviewed journal</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Implements Quality Improvement Project — Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies problems in health care delivery	Begins working on a quality improvement project, either as an individual or team member	Continues to develop a quality improvement project, employing methods to measure and analyze the data	Completes a quality improvement project Displays effective teamwork skills	Develops and leads complex quality improvement projects and is able to lead a root-cause analysis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Professional Ethics and Accountability — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates integrity, respect, honesty, and compassion	Accountable in completion of duties, records, and patient care	Acknowledges errors with program director, faculty members, and/or patients	Serves as a role model for honesty, integrity, professionalism, and compassionate patient care	Demonstrates leadership in the department and professional organizations
Honest and truthful in all circumstances; reliably ethical	Sensitive and responsive to diverse patient population and needs, regardless of gender, age, race, sexual orientation, religion, or disabilities	Takes on responsibility related to learning, coordination of care, patient care, Continuous Quality Improvement (CQI), and compliance issues	Demonstrates commitment to self-improvement	
Understands HIPAA policies and appropriate use concepts	Demonstrates knowledge of local, regional, and national regulations for billing and coding		Responds well to constructive criticism	
Demonstrates timeliness in completion of assigned rotations, reports, state licensure, and duties			Prioritizes patient needs over self-interest	
			Advocates for quality patient care	
			Operates professionally and independently in various educational and patient care environments	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Health Care Teamwork — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Communicates clearly and effectively, and works well with all members of the health care team	Communicates results of routinely performed procedures in a clear and concise fashion, verbally, in written procedure reports, and in electronic records	Discusses and advises referring health care providers about the appropriateness of procedures in routine clinical situations Communicates results of complex, less common procedures in a clear and concise fashion, verbally, in written procedure reports, and electronically	Discusses and advises referring health care providers about the appropriateness of procedures in complex, uncommon situations	Independently acts as a consultant during interdisciplinary conferences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Effective Communication — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates adequate skills of listening without interrupting, ensuring that his or her message is understood, and allowing opportunity for questions</p> <p>Exhibits basic communication skills during medical interviews, counseling and education, and hospitalization updates where the patient condition is non-acute or life-threatening</p> <p>Consistently checks for patient understanding and invites questions</p> <p>Demonstrates sensitivity to patients' cultures</p>	<p>Exhibits basic communication skills in non-stressful situations and in some stressful, challenging situations</p> <p>Able to deliver bad news to the patient or family related to condition severity</p> <p>Demonstrates patient-centered skills while counseling and obtaining informed consent across a diverse set of situations involving serious illness</p> <p>Condition-specific information related to risks, benefits, and treatment options is mostly complete and accurate</p>	<p>Delivers bad news to the family about complications and death, and is capable of informing the family of a medical error that caused harm</p> <p>Provides patient-centered counseling in cases of acute and probable terminal illness</p>	<p>Role models effective communication to residents and junior fellows</p> <p>Capable of effective communication in the most challenging and emotionally charged situations, and effectively invites participation from all stakeholders</p>	<p>Demonstrates highly proficient counseling behaviors that are personalized and participatory, allowing predictive recommendations with high resolution of the anticipated benefits and possible risks and complications</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>