

# The Obstetric Anesthesiology Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education

The American Board of Anesthesiology



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

## **Obstetric Anesthesiology 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.

*Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:*  
<http://www.acgme.org/acgmeweb/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 those milestones

Patient Care: Triage and Coordination of Obstetric Anesthesia Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Coordinates other members of the obstetric anesthesia care team</p> <p>Defines clinically appropriate priorities when caring for multiple obstetric patients</p> <p>Identifies risk factors that may predispose patients to medical or obstetric complications (e.g. risk factors for PPH)</p>	<p>Advocates for appropriate care setting and disposition</p> <p>Identifies limited resources that may impact the delivery of care to one or more patients</p> <p>Consults obstetric, neonatal, and nursing colleagues to define priorities when resources are limited</p>	<p>Manages the anesthesia care team in the labor suite to insure that cases are prioritized appropriately</p> <p>Serves as a consultant to the multidisciplinary care team regarding evaluation, management, and disposition of the critically-ill obstetric patient with direct supervision</p>	<p>Formulates and tailors anesthetic plans that include consideration of medical, obstetric, and anesthetic risk factors, as well as patient preference and available resources for patients requiring complex care</p> <p>Serves as a consultant to the multidisciplinary care team regarding evaluation, management, and disposition of the critically-ill obstetric patient with conditional independence</p> <p>Directs resources to optimize care for multiple patients simultaneously</p>	<p>Designs and implements multidisciplinary institutional protocols for efficient diagnosis and coordination of care for pregnant patients with a specific high risk condition (e.g., hemorrhage risk, emergent cesarean delivery)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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: Technical Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs spinal, epidural, and combined spinal/epidural blocks in obstetric patients, with conditional independence</p> <p>Demonstrates advanced airway management techniques in the obstetric patient (e.g., awake intubation, video laryngoscopy)</p> <p>Recognizes and appropriately troubleshoots malfunctions of advanced monitoring equipment</p>	<p>Consistently performs neuraxial anesthesia efficiently and safely with minimal complications</p> <p>Identifies and manages a poorly functioning neuraxial block</p> <p>Uses various modalities to assist with the performance of neuraxial anesthesia in complex patients (e.g., those with spinal instrumentation or with morbid obesity)</p> <p>Obtains vascular access in complex or difficult obstetric situations with conditional independence</p> <p>Supervises junior residents in performing routine spinal, epidural, and combined spinal/epidural blocks in obstetric patients</p>	<p>With minimal assistance, manages problems or complications associated with neuraxial anesthesia</p> <p>Applies alternatives to neuraxial analgesia for labor</p> <p>Teaches spinal, epidural, and combined spinal/epidural blocks to residents and other members of the care team</p>	<p>With conditional independence, manages problems or complications associated with neuraxial anesthesia</p> <p>Supervises and provides consultation to other members of the anesthesia care team when providing general anesthesia to the obstetric patient</p>	<p>Serves as a consultant for initiation and management of technically challenging neuraxial anesthesia</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Patient Care: Triage and Coordination of Obstetric Anesthesia Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Coordinates other members of the obstetric anesthesia care team</p> <p>Defines clinically-appropriate priorities when caring for multiple obstetric patients</p> <p>Identifies risk factors that may predispose patients to medical or obstetric complications (e.g., risk factors for post-partum hemorrhage [PPH])</p>	<p>Advocates for appropriate care setting and disposition</p> <p>Identifies limited resources that may impact the delivery of care to one or more patients</p> <p>Consults obstetric, neonatal, and nursing colleagues to define priorities when resources are limited</p>	<p>Manages the anesthesia care team in the labor suite to ensure that cases are prioritized appropriately</p> <p>With direct supervision, serves as a consultant to the multidisciplinary care team regarding evaluation, management, and disposition of the critically-ill obstetric patient</p>	<p>Formulates and tailors anesthetic plans that include consideration of medical, obstetric, and anesthetic risk factors, as well as patient preference and available resources, for patients requiring complex care</p> <p>With conditional independence, serves as a consultant to the multidisciplinary care team regarding evaluation, management, and disposition of the critically-ill obstetric patient</p> <p>Directs resources to optimize care for multiple patients simultaneously</p>	<p>Designs and implements multidisciplinary institutional protocols for efficient diagnosis and coordination of care for pregnant patients with a specific high-risk conditions (e.g., hemorrhage, emergent cesarean delivery)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				



Patient Care: Crisis Management and Management of Complications				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Constructs appropriately-prioritized differential diagnoses that include the most likely etiologies for acute clinical deterioration, and initiates appropriate therapy in the obstetric patient (e.g., hypotension, bronchospasm)</p> <p>Recognizes and initiates treatment of common complications and adverse events attributed to neuraxial anesthesia</p>	<p>With direct supervision, participates as a member of the crisis response team for the obstetric patient</p> <p>With supervision, recognizes major anesthetic or obstetric complications, and participates in the multi-disciplinary management team</p>	<p>With minimal supervision, identifies and manages uncommon clinical crises appropriately for the obstetric patient</p> <p>With minimal supervision, directs the management of major anesthetic complications</p> <p>With minimal supervision, participates in the multi-disciplinary management of obstetric complications</p>	<p>With conditional independence, assumes leadership of crisis response team for the obstetric patient</p> <p>With conditional independence, organizes resources for interdisciplinary and interprofessional management of patient complications</p>	<p>Serves as a consultant in critical situations, and is a resource to others in the care team</p> <p>Designs and implements institutional policies and protocols for the management of obstetric crises and the management of complications</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Patient Care: Pre-operative Assessment and Peri-anesthetic Care Planning				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs assessment of pregnant patients, including of common issues that impact obstetric anesthesia care</p> <p>Obtains appropriate informed consent specific to the pregnant patient</p> <p>Formulates anesthetic plans that include consideration of common underlying clinical conditions, past medical history, fetal status, and medical or surgical risk</p>	<p>Performs assessment of complex or critically-ill pregnant patients, including ordering laboratory and diagnostic studies</p> <p>Obtains appropriate informed consent in patients with medical complications and challenging social situations, including the emancipated minor</p> <p>Formulates anesthetic plan that includes post-delivery pain management for medically-complex obstetric patients</p>	<p>Obtains appropriate multidisciplinary consultation for management of the medically-complex pregnant patient</p> <p>Writes concise and clear summaries of formal anesthesia consultations for complicated obstetric patients</p>	<p>Advises the multidisciplinary team involved in the care of the medically-complex obstetric patients on anesthetic issues</p> <p>Appropriately addresses conflicting goals of management in medically-complex obstetric patients</p>	<p>Coordinates the multidisciplinary team involved in the care of the medically-complex obstetric patients</p> <p>Uses pre-operative processes to optimize subject accrual into clinical investigations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

<b>Medical Knowledge: Obstetric Anesthesiology</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>Describes the implications of altered maternal anatomy and physiology to the anesthetic care of healthy patients</p> <p>Describes the implications of altered maternal anatomy and physiology to the anesthetic care of patients with common maternal and fetal comorbidities (e.g., preeclampsia, diabetes, preterm labor, postdates, multiple gestation)</p>	<p>Demonstrates knowledge of the anesthetic implications of altered maternal anatomy and physiology to the care of patients with coexisting medical conditions (e.g., HIV, cardiac disease, pulmonary hypertension)</p> <p>Describes the rationale for prioritizing the simultaneous care of multiple patients with various comorbidities</p> <p>Describes the implications of anesthetic interventions at various stages of pregnancy for non-obstetric surgery</p>	<p>Describes the complex interactions of maternal coexisting disease and obstetric comorbidities</p> <p>Demonstrates knowledge of current controversies in anesthetic management (e.g., comparison of combined spinal-epidural compared and epidural labor analgesia, effect of neuraxial labor analgesia on the progress of labor, neurotoxic effects of anesthetic agents on the developing brain)</p> <p>Demonstrates knowledge of regulatory implications of managing a labor and delivery unit</p>	<p>Synthesizes detailed and up-to-date knowledge of current research and controversies in obstetric anesthesiology</p> <p>Demonstrates a working knowledge of the institutional review board and statistical analysis as applies to research in obstetric anesthesia</p> <p>Demonstrates the knowledge necessary to educate residents, obstetricians, and generalist anesthesiologists on high-risk obstetric anesthesiology</p>	<p>Functions as a consultant in obstetric anesthesiology</p> <p>Demonstrates knowledge for obtaining grant support and conducting quality research</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Medical Knowledge: Obstetrics and Neonatology Knowledge Applied to Obstetric Anesthesiology				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic fetal heart rate patterns and categories</p> <p>Demonstrates knowledge of the effects of routine anesthesia care on the fetus and neonate</p> <p>Demonstrates knowledge of routine neonatal assessment (e.g., Apgar scores)</p> <p>Demonstrates basic knowledge of normal newborn physiology</p>	<p>Demonstrates knowledge of the obstetric and fetal implications of Category 2 and 3 fetal heart rate tracings</p> <p>Describes Biophysical Profile assessment of the fetus</p> <p>Achieves Neonatal Resuscitation Provider (NRP) certification</p> <p>Demonstrates basic knowledge of obstetric diseases and conditions (e.g., preeclampsia, gestational diabetes, management of preterm labor, postdates pregnancy, multiple gestation)</p> <p>Demonstrates basic knowledge of abnormal newborn physiology</p>	<p>Demonstrates knowledge of American College of Obstetricians and Gynecologists (ACOG) Committee Opinions and Practice Bulletins, Society of Maternal-Fetal Medicine and Association of Women’s Health, Obstetric, and Neonatal Nurses Guidelines that pertain to obstetric anesthesia care</p> <p>Exhibits advanced knowledge of the pathophysiology of obstetric diseases (e.g., preeclampsia, preterm labor)</p> <p>Demonstrates comprehensive knowledge of normal and abnormal newborn physiology</p> <p>Demonstrates in-depth knowledge of the fetal and neonatal implications of anesthesia</p>	<p>Demonstrates knowledge of current controversies in obstetric management (e.g., magnesium therapy for cerebral palsy prophylaxis, comparison of induction of labor and expectant management at term, use of fetal pulse oximetry)</p> <p>Demonstrates knowledge of current controversies in neonatal resuscitation (e.g., FIO<sub>2</sub> used for resuscitation)</p>	<p>Exhibits detailed and up-to-date knowledge of current research in obstetrics and neonatology</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Systems-based Practice: Interprofessional and Transitions of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>With direct supervision, effectively collaborates as a member of the interprofessional team within the health care system</p> <p>With direct supervision, effectively transitions care of patients within the health care system</p>	<p>With indirect supervision, effectively collaborates as a member of an interprofessional care team during routine care within the health care system</p> <p>With direct supervision, effectively collaborates in complex clinical situations (e.g., emergencies) within the health care system</p> <p>With indirect supervision, manages transitions of care within the health care system</p>	<p>With indirect supervision, manages the interprofessional care team for all clinical situations within and between health care systems</p> <p>With direct supervision, coordinates transitions of care for all clinical situations within and between health care delivery systems</p>	<p>With conditional independence, leads the interprofessional care team for all clinical situations</p> <p>With conditional independence, coordinates transitions of care for all clinical situations</p> <p>Exhibits knowledge of the advantages and disadvantages of different types of transitions of care (e.g., face-to-face, verbal, written, electronic-supported)</p>	<p>Develops methods to optimize and coordinate care throughout the continuum</p> <p>Serves as a role model and teacher in demonstrating effective methods for coordination of care during transitions across health care systems</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Systems-based Practice: Incorporation of Patient Safety and Quality Improvement into Clinical Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>With prompting, incorporates patient safety principles into clinical practice</p> <p>With prompting, incorporates principles of continuous quality improvement into clinical practice</p>	<p>Identifies common causes of clinical errors and medical device-related hazards and complications, and communicates them to faculty and staff members</p> <p>Reports near misses and complications associated with clinical care using incident reporting system</p>	<p>Identifies opportunities and activities to optimize patient safety and quality of care, and initiates quality improvement processes to address them</p> <p>Collaborates with colleagues to identify ways to reduce the occurrence of near misses and complications</p> <p>Participates in root cause analyses and sentinel event reviews</p>	<p>Substantially participates in a patient safety or quality improvement project</p> <p>Identifies opportunities to improve practice to optimize patient care</p> <p>Utilizes data about clinical practice to define opportunities to improve patient care</p>	<p>Leads a patient safety or quality improvement initiative</p> <p>Ensures appropriate follow-up or implementation of safety and quality initiatives</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Systems-based Practice: Understanding of Health Care Economics: Cost-awareness and Cost-benefit Analysis				
Level 1	Level 2	Level 3	Level 4	Level 5
With prompting, considers costs of medications, devices, tests, and procedures when making clinical decisions	Understands general concepts related to the economics of clinical practice, including the costs of care, cost vs. charge relationships, and cost-benefit implications, when selecting medications, devices, tests, and procedures	Consistently integrates cost-awareness and cost-benefit analysis into clinical practice  Distinguishes between billing for obstetric analgesia services and operating room anesthesia services	Substantially contributes to programs to reduce costs and improve efficiency of clinical care  Identifies opportunities to reduce total costs of care without compromising patient outcomes	Leads a team or teams to determine the most cost-effective strategies for all aspects of a procedure  Substantially contributes to structured improvement processes (e.g., LEAN, Define, Measure, Analyze, Improve and Control [DMAIC], Six Sigma) to improve clinical care and reduce costs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Practice-based Learning and Improvement: Self-directed Learning and Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Completes assigned/recommended readings, and reviews literature related to specific patient problems</p> <p>Participates in journal clubs, morbidity and mortality conferences, and other educational activities</p>	<p>Critically evaluates the scientific literature and understands limitations in addressing clinical issues</p> <p>Uses self-directed literature review to modify patient care</p>	<p>Independently integrates evidence-based practices into clinical care</p> <p>Participates in clinical research projects within the subspecialty</p> <p>Identifies resources to facilitate critical appraisal of the literature (e.g., data analysis, statistics, and research design)</p>	<p>Participates in development of evidence-based clinical protocols and guidelines</p> <p>Identifies opportunities to improve personal clinical practices and learning from multiple sources</p> <p>Designs and implements a clinical research study based on appropriate research design with the intent to present and publish</p>	<p>Participates in editorial reviews and other scholarly activity for peer-reviewed medical journals</p> <p>Participates in professional society and other activities to advance scholarship</p> <p>Presents an abstract at a peer-reviewed forum</p> <p>Submits a manuscript to a peer-reviewed journal</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				



Practice-based Learning and Improvement: Education of Team Members and Other Health Care Providers				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the value of disseminating educational information to medical students, residents, and other health care team members</p> <p>With prompting, communicates plans for care, and their rationale, to other health care providers</p>	<p>With indirect supervision, effectively explains clinical decision making and its rationale to other members of the health care team</p> <p>Effectively presents relevant information at educational conferences</p>	<p>Seeks opportunities to provide thoughtful and relevant communication to other members of the health care team in the clinical setting and in presentations at educational conferences</p> <p>Coordinates conferences and case discussions</p>	<p>Actively promotes education of all team members and other providers regarding clinical practice and optimizing patient care</p> <p>Disseminates educational research through presentations and/or publications</p>	<p>Develops patient-oriented educational materials to optimize communication with patients and families</p> <p>Develops an educational curriculum for members of the health care team to optimize understanding of clinical issues and quality of care</p> <p>Serves as a role model for teaching and mentoring</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Professionalism: Commitment to Institution, Department, and Colleagues				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Complies with institutional policies and regulations, including those pertaining to duty hours</p> <p>Acts as a reliable and trustworthy team member (e.g., honest in all communications, volunteers to assist colleagues, when appropriate, to cover illnesses/absences)</p> <p>Completes requested evaluations (e.g., faculty member, program, peers, ACGME Resident Survey) in a timely manner</p> <p>Consistently attends and participates in divisional and departmental activities</p>	<p>Serves as a role model to other learners on the importance of professionalism in clinical practice</p>	<p>Serves as a role model and responsible representative of the division/program/department</p> <p>Demonstrates an appreciation of the importance of effective communication at all levels</p> <p>Understands the importance of and practices respectful and culturally-sensitive interactions with colleagues</p>	<p>Participates in divisional, departmental, and institutional committees</p> <p>Serves as a resource to medical students and residents in addressing professional practice and its impact on well-being</p> <p>Supports colleagues after adverse clinical outcomes</p>	<p>Participates in regional or national committees; chairs institutional, regional, or national committees</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Professionalism: Receiving and Giving of Feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
Seeks constructive feedback from faculty members and colleagues	Provides constructive feedback in a tactful and supportive way to residents and medical students  Accepts feedback from faculty members, and incorporates suggestions into practice	Consistently seeks feedback from patients, family members, and other members of the care team (i.e., multisource feedback)  Correlates feedback with self-reflection, and incorporates it into lifelong learning to enhance patient care	Provides constructive feedback in a tactful and supportive way to physician and non-physician members of the care team to enhance patient care	Effectively seeks and provides constructive feedback in challenging situations (e.g., when there is resistance, there are adverse outcomes, or an experienced practitioner is involved)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Professionalism: Responsibility to Maintain Personal, Emotional, Physical, and Mental Health				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic professional responsibilities, such as reporting for work rested and prepared with appropriate professional attire and grooming</p> <p>Demonstrates knowledge of basic requirements related to fatigue management, sleep deprivation, and principles of physician well-being</p> <p>Recognizes the need to balance patient, personal, institutional, and societal needs when providing health care</p>	<p>Demonstrates the ability to balance personal, institutional, and societal goals with professional responsibilities</p> <p>Identifies departmental and institutional resources available to address issues related to personal well-being in self and others</p>	<p>Reports concerns about the health or well-being of colleagues to a more experienced individual</p> <p>Reinforces to residents the importance of compliance with systems to prevent physician impairment</p> <p>Recognizes the impact of adverse patient outcomes on one’s personal well-being, and seeks assistance in addressing it</p>	<p>Teaches residents and medical students the need to balance patient, personal, institutional, and societal needs when providing health care</p> <p>Serves as a resource to medical students and residents in addressing professional practice and its impact on well-being</p>	<p>Serves as a resource for the development of organizational policies and procedures regarding professional responsibilities</p> <p>Assists with or leads intervention for suspected impaired colleagues</p> <p>Serves as resource for colleagues returning from treatment for impairment</p> <p>Serves on institutional physician wellness committee</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Interpersonal and Communications Skills: Communication with Patients and Families				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Effectively communicates routine information to both mother and her support individuals in a respectful and culturally-sensitive manner</p> <p>Obtains informed consent/assent for routine procedures using language appropriate to the patient's and family's level of understanding</p> <p>Recognizes situations where communication of information requires the assistance of another individual and asks for help</p> <p>Recognizes that institutional resources are available to assist with disclosure of medical errors</p>	<p>Effectively uses appropriate resources (e.g., translator, patient representative) to optimize communication</p> <p>Identifies situations where patient and family conflicts exist, and appropriately seeks assistance with resolution</p> <p>Manages simple patient and family conflicts</p>	<p>With minimal supervision, manages patient and family conflicts in complex situations (e.g., maternal/fetal conflict, cultural factors, end-of-life issues, custodial issues), including in communication with persons of different socioeconomic and cultural backgrounds</p> <p>Understands the importance of disclosing medical errors or complications to patients and/or families</p> <p>Effectively participates in multidisciplinary communication</p> <p>Consults appropriate institutional resources (e.g., Risk Management, Bioethics Committee)</p>	<p>With conditional independence, manages patient and family conflicts in complex situations</p> <p>With indirect supervision, discloses medical errors or complications to patients and/or families</p>	<p>Consistently ensures that effective communication and resolution of concerns occurs with patients and/or families</p> <p>Independently manages patient and family conflicts in all situations</p> <p>Independently, or with other members of the health care team, discloses medical errors or medical complications to patients and/or families</p> <p>Models cross-cultural communication and establishes therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				