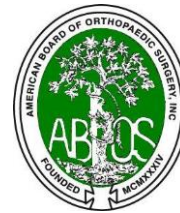


The Orthopaedic Sports Medicine Milestone Project

A Joint Initiative of
The Accreditation Council for Graduate Medical Education
and
The American Board of Orthopaedic Surgery



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.

Orthopaedic Sports Medicine 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 to 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.

Medical Issues: cardiopulmonary, skin, heat/cold intolerance, concussions, gastrointestinal (GI)/GU, and gender related — Medical Knowledge				
Level1	Level2	Level3	Level4	Level5
<ul style="list-style-type: none"> • Demonstrates limited knowledge in all aspects of medical issues for sports medicine 	<ul style="list-style-type: none"> • Demonstrates knowledge in common medical conditions in athletes (e.g., concussions, dehydration, methicillin-resistant Staphylococcus aureus [MRSA]) • Demonstrates knowledge of proper testing to obtain for common studies in medical conditions (e.g., electrocardiogram [EKG], Chemistry panel, complete blood count [CBC]) 	<ul style="list-style-type: none"> • Demonstrates knowledge of less common medical conditions in sports medicine (e.g., hematuria, decompression sickness) • Demonstrates knowledge with interpreting common studies in medical conditions (e.g., urinalysis, cardiac echo) • Demonstrates knowledge in pathophysiology of common medical conditions (e.g., heat intolerance, concussion) 	<ul style="list-style-type: none"> • Demonstrate full knowledge and preventive measures of medical conditions in sports medicine (e.g., nutrition/supplements) • Demonstrates knowledge in controversies and complications of medical conditions in sports medicine • Demonstrates full knowledge in return to play guidelines for common medical conditions in sports medicine (e.g., <i>H. gladiatorium</i>, mono, concussions) 	<ul style="list-style-type: none"> • Publishes research on medical issues in sports medicine • Is a recognized expert in medical issues in sports medicine
<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 between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Non-operative: history and physical examination, imaging interpretation, common medical issues treatment and referral — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates basic skills for routine patient care • Performs regional physical examination of the musculoskeletal system 	<ul style="list-style-type: none"> • Provides patient care in routine sports medicine conditions without supervision • Orders appropriate radiographic images 	<ul style="list-style-type: none"> • Provides patient care in complex sports medicine conditions with supervision • Performs examination of the central nervous system, eye, mouth, throat, skin, genitourinary (GU) system • Manages non-operative acute musculoskeletal injuries (e.g., Grade 1 knee medial collateral ligament (MCL) tear, grade 1 ankle sprain) and overuse/chronic conditions in sports medicine (e.g., Achilles tendinopathy, stress fractures) • Interprets advanced imaging studies (e.g., pillar view of c-spine, magnetic resonance imaging [MRI]) 	<ul style="list-style-type: none"> • Independently provides patient care in all aspects of sports medicine conditions • Manages all musculoskeletal aspects and acute sports medicine injuries • Refers medical sports medicine conditions to specialists (e.g., recurrent concussions, hyphema, cardiomegaly, eating disorders) appropriately • Correlates imaging studies with clinical findings 	<ul style="list-style-type: none"> • Acts as a referral to manage complex conditions in sports medicine • Develops novel imaging techniques for sports medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Operative Skills — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Performs diagnostic arthroscopy of common joints (e.g., knee, shoulder) with direct supervision • Performs open surgical approaches with direct supervision 	<ul style="list-style-type: none"> • Performs complete diagnostic arthroscopy of the knee with meniscectomy and of the shoulder with debridement • Performs anterior approach to shoulder, anterior approach to knee, and lateral approach to ankle • Recognizes common complications of surgery 	<ul style="list-style-type: none"> • Performs most of the operative steps for reconstructive procedures (e.g., anterior cruciate ligament [ACL] reconstruction, anterior shoulder stabilization, microfracture of articular cartilage in the knee, lateral ankle) • Performs diagnostic arthroscopy and debridement techniques for the elbow, hip, and ankle • Treats and manages post-operative complications of surgery 	<ul style="list-style-type: none"> • Performs all steps for primary reconstruction of the knee, shoulder, and ankle (e.g., ACL and posterior cruciate ligament [PCL] reconstruction, anterior and posterior shoulder reconstruction, knee and ankle osteochondral transplantation) • Performs common revision reconstruction for the ACL, anterior shoulder, and lateral ankle • Performs surgical repair and reconstructive techniques for the elbow, hip, and ankle (ulnar collateral ligament [UCL] reconstruction, hip labral and femoroacetabular impingement [FAI] treatment) • Recognizes, corrects, and avoids potential intra-operative complications 	<ul style="list-style-type: none"> • Acts as a primary referral to treat complex revision reconstruction procedures (e.g., double bundle ACL, PCL, shoulder with bone loss)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Team Coverage and Athletic Care: coverage of sporting events, preseason physical examinations, training room coverage — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Manages team/event coverage only with continuous direct supervision (e.g., minimal experience in taking care of athletes) 	<ul style="list-style-type: none"> • Manages team coverage with minimal direct supervision • Manages common sports medicine problems in athletes in the office setting 	<ul style="list-style-type: none"> • Manages team coverage and organizes team coverage with remote/indirect supervision • Manages and develops treatment plan for athlete in regards to situation (e.g., posterior subluxation in an in-season offensive lineman) 	<ul style="list-style-type: none"> • Independently manages and organizes team coverage • Treats and manages acute injuries of the athlete on the sidelines 	<ul style="list-style-type: none"> • Teaches courses on team/event coverage • Teaches course on the treatment of athletic care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Basic Science: gross anatomy, microanatomy, rehabilitation and kinesiology, pathophysiology, tissue healing, inflammation, and cartilage — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Has limited knowledge in basic science aspects of sports medicine 	<ul style="list-style-type: none"> • Demonstrates knowledge of regional gross anatomy • Understands the importance of rehabilitation • Demonstrates knowledge of the phases of inflammation and healing 	<ul style="list-style-type: none"> • Demonstrates knowledge of microanatomy and cellular anatomy • Demonstrates knowledge of the biomechanics of injury and rehabilitation (e.g., etiology of PCL tears or elbow UCL tears, closed vs. open kinetic chain exercises) • Demonstrates knowledge of the phases of soft tissue healing and cellular mechanisms 	<ul style="list-style-type: none"> • Demonstrates knowledge of applied and functional anatomy (e.g., meniscopopliteal ligaments, Buford complex, zona obliquaris) • Demonstrates knowledge of the details of rehabilitation protocols and preventive techniques (e.g., ACL reconstruction, concussion, ankle sprains) • Demonstrates knowledge of the details of tissue healing and cellular physiology of treatment modalities (e.g., cartilage microfracture, platelet rich plasma [PRP], corticosteroid injections) 	<ul style="list-style-type: none"> • Publishes research on basic science topics in sports medicine • Is a recognized expert in basic science topics in sports medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Medical Issues: cardiopulmonary, skin, heat/cold intolerance, concussions, gastrointestinal (GI)/GU, and gender-related — Medical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates limited knowledge in all aspects of medical issues for sports medicine 	<ul style="list-style-type: none"> • Demonstrates knowledge in common medical conditions in athletes (e.g., concussions, dehydration, methicillin-resistant <i>Staphylococcus aureus</i> [MRSA]) • Demonstrates knowledge of proper testing to obtain for common studies in medical conditions (e.g., electrocardiogram [EKG], chemistry panel, complete blood count [CBC]) 	<ul style="list-style-type: none"> • Demonstrates knowledge of less common medical conditions in sports medicine (e.g., hematuria, decompression sickness) • Demonstrates knowledge with interpreting common studies in medical conditions (e.g., urinalysis, cardiac echo) • Demonstrates knowledge in pathophysiology of common medical conditions (e.g., heat intolerance, concussion) 	<ul style="list-style-type: none"> • Demonstrate full knowledge and preventive measures of medical conditions in sports medicine (e.g., nutrition/supplements) • Demonstrates knowledge in controversies and complications of medical conditions in sports medicine • Demonstrates full knowledge in return to play guidelines for common medical conditions in sports medicine (e.g., <i>H. gladiatorium</i>, mono, concussions) 	<ul style="list-style-type: none"> • Publishes research on medical issues in sports medicine • Is a recognized expert in medical issues in sports medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Musculoskeletal: acute and chronic orthopaedic disorders, acute non-orthopaedic disorders, acute non-orthopaedic traumatic injuries (eye and ear) — Medical Knowledge

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates limited knowledge of all aspects of musculoskeletal aspects as they relate to sports medicine 	<ul style="list-style-type: none"> • Demonstrates knowledge of common musculoskeletal conditions in athletes (e.g., isolated knee ligament injuries, unidirectional shoulder instability, stress fractures) • Demonstrates knowledge of mechanisms of injury for common acute musculoskeletal injuries • Demonstrates knowledge of surgical indications for common injuries • Demonstrates knowledge of common complications of surgery • Demonstrates knowledge of proper imaging studies for musculoskeletal conditions • Demonstrates knowledge in routine portal placements for knee and shoulder 	<ul style="list-style-type: none"> • Demonstrates knowledge of less common musculoskeletal conditions in sports medicine (e.g., eye blow out fractures, Sternal fracture) • Demonstrates knowledge of biomechanics and breakdown of chronic/overuse disorders of the musculoskeletal system (e.g., pitching throw, running mechanics) • Demonstrates knowledge of both operative and non-operative options for musculoskeletal injuries in sports medicine • Demonstrates knowledge of complications and natural history of common sports medicine injuries (e.g., patella instability, femoral neck fractures) • Demonstrates knowledge of complications and natural history of common sports medicine injuries (e.g., patella instability, femoral neck fractures) • Demonstrates knowledge of routine portal placements for other joints (e.g., elbow, wrist, hip, ankle) 	<ul style="list-style-type: none"> • Demonstrates full knowledge and preventive measures of musculoskeletal conditions in sports medicine (e.g., training biomechanics, braces, taping) • Demonstrates knowledge of intervention techniques to prevent reinjures (e.g., equipment changes, biomechanics, braces) • Demonstrates knowledge of surgical indications and variables associated with surgical timing in athletes and non-operative management of the in-season athlete • Demonstrates complete knowledge of etiology, pathophysiology, treatment, and prevention of complications • Demonstrates knowledge of more advanced imaging studies for musculoskeletal conditions (e.g., Zanca view) • Demonstrates full knowledge of routine and accessory portal placements and associated complications 	<ul style="list-style-type: none"> • Publishes research on musculoskeletal conditions in sports medicine • Is a recognized expert in musculoskeletal conditions in sports medicine

Comments:

Working with inter-professional teams (consultants, certified athletic trainer [ATCs], physical therapist [PTs], occupational therapist [OTs], chiropractors, etc.) to enhance athletic care and safety — System-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Has limited experience in taking care of athletes or team coverage • Recognizes importance of complete and timely documentation 	<ul style="list-style-type: none"> • Uses checklist and briefings to prevent adverse events in athletic care • Demonstrates the ability to use electronic medical records (EMR) in patient care 	<ul style="list-style-type: none"> • Participates in quality improvement and uses inter-professional colleagues to improve care for the patient/athlete 	<ul style="list-style-type: none"> • Maintains a team approach and has situational awareness to the care of the athlete • Incorporates clinical quality improvement and athletic safety into clinical care • Contributes to the reduction of risks of errors and promotes "speaking up" with concerns by members of the inter-professional team 	<ul style="list-style-type: none"> • Publishes on quality improvement projects • Teaches or organizes quality improvement projects • Develops protocols for electronic management for sports medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Systems thinking — Systems-based Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Describes basic levels of systems of care for the athlete 	<ul style="list-style-type: none"> Demonstrates an ability to give examples of cost containment and value implications of care Understands the economic challenges of patient care within the health system 	<ul style="list-style-type: none"> Orders and schedules tests in an appropriate way for individual athletes, balancing quality and safety Navigates the economic differences between different health care systems for athletes 	<ul style="list-style-type: none"> Manages an office setting and training room/athletic team with workflow efficiency Manages an operating room and/or team with efficiency 	<ul style="list-style-type: none"> Leads a health care system team to change in health care delivery Publishes on health care maintenance and improvement in delivery of sports medicine care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Self-directed learning — Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Acknowledges gaps in personal knowledge and expertise and asks for feedback Demonstrates computer literacy and basic computer skills in clinical practice of sports medicine 	<ul style="list-style-type: none"> Continually assesses performance by evaluating feedback Develops a learning plan based on feedback; uses athletic care experiences to direct learning Demonstrates use of published review articles to review common topics in sports medicine 	<ul style="list-style-type: none"> Accurately assesses areas of competence and deficiencies, and modifies learning plan Demonstrates the ability to select appropriate evidence-based information to direct care 	<ul style="list-style-type: none"> Performs self-directed learning without external guidance Critically evaluates and uses patient outcomes to improve care 	<ul style="list-style-type: none"> Teaches and mentors colleagues on incorporating practice change based on new evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Locate, appraise, and contribute to evidence to improve patient care — Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates basic concepts in clinical epidemiology and clinical reasoning • Has the ability to categorize design of a research study 	<ul style="list-style-type: none"> • Formulates a searchable question from a clinical question • Ranks study designs by their level of evidence and identifies bias of a study 	<ul style="list-style-type: none"> • Applies a set of critical appraisal criteria to different types of research • Critically evaluates information from other colleagues, teachers, industry, and experts 	<ul style="list-style-type: none"> • Demonstrates an understanding in study design, power analysis, bias, and limitations of conclusions of a study • Cites evidence supporting several common conditions in sports medicine care • Demonstrates an ability to review and present a sports medicine topic to an audience 	<ul style="list-style-type: none"> • Teaches and publishes on evidence-based medicine • Actively obtains extramural grants
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Compassion, integrity, respect for others, and sensitivity to the diversity of the athlete — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates behavior that conveys caring, honesty, and interest in patients and families • Recognizes diversity of patient populations with respect to gender, age, culture, race, religion, sexual orientation, and socioeconomic status • Recognizes importance and priority of patient care, and the wants and needs of athletes 	<ul style="list-style-type: none"> • Demonstrates an understanding of compassion, integrity, respect, sensitivity, and responsiveness while exhibiting these attitudes in common and uncomplicated conditions or situations • Discusses, analyzes, and manages in common and frequent clinical situations in the variances in patient and athlete care • Demonstrates ethical treatments for athletes 	<ul style="list-style-type: none"> • Recognizes how own personal beliefs and values impact medical care • Consistently recognizes ethical issues and violations in the practice of sports medicine • Knowledgeable about the beliefs, values, and practices of diverse patient populations and the impact of these on medical care • Demonstrates the ability to manage athletes and to satisfy athletes in terms of athletic health and safety 	<ul style="list-style-type: none"> • Develops and uses an integrated and coherent approach to understanding and effectively working with others that provides a standard of medical care • Consistently considers and manages ethical issues in the practice of sports medicine • Consistently practices sports medicine in a manner that upholds values and beliefs of self and of medicine 	<ul style="list-style-type: none"> • Develops leadership and mentoring courses in ethics • Publishes on bioethics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Accountability to patients, society, and the profession; personal responsibility to maintain emotional, physical, and mental health — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Understands when in need of assistance, and asks for help • Exhibits basic professional responsibilities (e.g., timely reporting for duties, rested and ready for work, appropriate attire) • Aware of the basic principles of general maintenance of emotional, physical, and mental health, and issues of sleep deprivation and fatigue 	<ul style="list-style-type: none"> • Recognizes personal limits in knowledge and common clinical situations • Recognizes value of humility and respect towards athletes and associated staff members • Demonstrates adequate management of personal, emotional, physical, and mental health, and fatigue 	<ul style="list-style-type: none"> • Consistently recognizes limits in both common and complicated clinical situations • Develops and implements plans for the best possible care for the patient and athlete • Assesses application of principles of physician wellness, alertness, delegation, teamwork, and optimization of personal performance 	<ul style="list-style-type: none"> • Mentors colleagues on personal and professional responsibility • Recognizes signs of physician impairment and demonstrates appropriate steps to address impairment in colleagues • Actively seeks out assistance when necessary to promote and maintain personal health 	<ul style="list-style-type: none"> • Develops organizational policies and educational courses in professionalism • Publishes on medical professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Communication — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Communicates with patients in the office about routine care (i.e., has no experience communicating with athletes or athletic trainers) 	<ul style="list-style-type: none"> Communicates competently with the office or operating room health care system Provides accurate information about the treatment plan and disposition (e.g., engages patient in treatment plan, follows through with treatment plan, avoids being a source of conflict) 	<ul style="list-style-type: none"> Communicates competently in the training room and on the sidelines Provides an accurate and safe treatment plan and disposition (e.g., engages athletes in treatment plan, communicates return to play [RTP] strategies) 	<ul style="list-style-type: none"> Communicates competently in all settings within the health care system and in complex/adversarial situations 	<ul style="list-style-type: none"> Actively seeks leadership opportunities within professional organizations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Teamwork — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Recognizes and communicates role as a team member to athletes and staff members • Recognizes and communicates information in a timely and accurate manner to other members of the treatment team 	<ul style="list-style-type: none"> • Supports and respects decisions made by the members of the health team • Actively participates in team-based care 	<ul style="list-style-type: none"> • Facilitates athletic care to members of the health team • Understands the operating room, office, and training room team members, and the roles and obligations to the members of the health team 	<ul style="list-style-type: none"> • Leads and delegates health care teams roles and activities, and communicates care effectively • Identifies and rectifies problems among members of the health team 	<ul style="list-style-type: none"> • Actively seeks leadership opportunities within professional organizations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				