

The Reproductive Endocrinology and Infertility Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education
The American Board of Obstetrics and Gynecology and
and
The American College of Obstetricians and Gynecologists



September 2016

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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.

Reproductive Endocrinology and Infertility 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 the Next Accreditation System and Milestones are posted on the Next Accreditation System section of the ACGME website.

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.

PC3: Surgery for Reproductive Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies diagnostic and operative procedures available for common reproductive disorders	Selects appropriate diagnostic and operative procedures, both minimally invasive (hysteroscopy, laparoscopy, robotic-assisted) and open approaches (laparotomy) for common reproductive and developmental disorders	Independently performs basic operative procedures, with both minimally invasive and open approaches	Independently performs complex operative procedures with both minimally invasive and open approaches	Performs surgical management of complex reproductive disorders and reconstructive surgery
Identifies patients that require diagnostic operative procedures		Effectively performs complex operative procedures, with supervision	Manages intra- and post-operative surgical complications	
Proficiently performs diagnostic laparoscopy and diagnostic hysteroscopy	Effectively assists during operative procedures for common reproductive disorders	Recognizes and develops management strategies for intra-operative complications	Independently performs intraoperative consultation	Develops an innovative surgical technique or surgical approach for reproductive disorders
	Identifies risk factors for surgical complications and selects strategies to minimize risk		Collaborates with a multi-disciplinary team for complex operative procedures	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <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).

PC1: General Infertility Evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Elicits basic medical, obstetric, gynecologic, surgical, family, and social history</p> <p>Performs a basic physical and pelvic examination as indicated for the female partner</p>	<p>Elicits a comprehensive history which incorporates a directed history that identifies potential etiologies of infertility</p> <p>Identifies factors that may predispose a patient to pregnancy-related complications</p> <p>Independently performs and interprets imaging (e.g., hysterosalpingogram [HSG], ultrasound) in the evaluation of infertility</p>	<p>Integrates diagnostic, laboratory and imaging studies to identify potential etiologies of infertility, including male factor</p> <p>Develops an evidence-based treatment plan based on patient's specific history and diagnosis (e.g., age, financial resources, presence of male factor)</p> <p>Addresses psychosocial aspects of infertility for the patient and her partner, if applicable</p>	<p>Provides subspecialty evaluation and treatment for complex infertility in collaboration with other members of the health care team (e.g., male factor, pituitary disorders)</p> <p>Uses infertility outcomes to improve individual and group practice patterns</p>	<p>Evaluates the cost effectiveness of diagnostic testing and management options</p> <p>Uses infertility research to improve national and global practice patterns, develop novel techniques, and improve access to care</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

PC2: Ovulation Induction (OI) and Assisted Reproductive Technologies (ART)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies basic treatment options utilizing ovulation induction agents (e.g., oral medications, gonadotropins)</p> <p>Identifies broad indications for treatment of patients with infertility</p>	<p>Discusses therapies involved in the management of assisted reproduction</p> <p>Counsels patients about infertility treatment options using ovulation induction agents</p> <p>Effectively communicates the mechanism of action and side effects of ovulation inducing agents</p> <p>Performs basic ultrasound monitoring in patients undergoing OI and ART</p>	<p>Develops an appropriate treatment plan for patients undergoing OI and ART based on indications (e.g., age, ovulatory status, male factor)</p> <p>Interprets and manages cycle monitoring results for patients undergoing fertility therapy</p> <p>Proficiently performs procedures associated with OI and ART (e.g., intrauterine insemination [IUI], oocyte retrieval, embryo transfer)</p> <p>Counsels patients to maximize outcomes while minimizing complications from treatment (e.g., number of embryos to transfer for patients undergoing ART)</p>	<p>Manages complications associated with OI and ART (e.g., ovarian hyperstimulation syndrome [OHSS], ovarian torsion)</p> <p>Manages complex cycles, including dose adjustment and cycle counseling</p> <p>Proficiently performs difficult intrauterine inseminations and embryo transfers</p>	<p>Applies an evidence-based approach to innovative and complex treatment plans for fertility treatment</p> <p>Considers novel endocrine interventions to enhance fertility and implantation</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"/>

PC3: Surgery for Reproductive Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies diagnostic and operative procedures available for common reproductive disorders</p> <p>Identifies patients that that may benefit from diagnostic operative procedures</p> <p>Proficiently performs diagnostic laparoscopy and diagnostic hysteroscopy</p>	<p>Selects appropriate diagnostic and operative procedures, both minimally invasive (hysteroscopy, laparoscopy, robotic-assisted) and open (laparotomy) approaches for common reproductive and developmental disorders</p> <p>Effectively assists during operative procedures for common reproductive disorders</p> <p>Identifies risk factors for surgical complications and selects strategies to minimize risk</p>	<p>Independently performs basic operative procedures, with both minimally invasive and open approaches, demonstrating proficiency</p> <p>Proficiently and skillfully performs complex operative procedures, with supervision</p> <p>Recognizes and develops management strategies for intra-operative complications</p>	<p>Independently and skillfully performs complex operative procedures, demonstrating proficiency with both minimally invasive and open approaches</p> <p>Manages intra- and post-operative surgical complications</p> <p>Independently performs intra-operative consultation</p> <p>Collaborates with a multi-disciplinary team for complex operative procedures</p>	<p>Performs surgical management of complex reproductive disorders and reconstructive surgery</p> <p>Develops an innovative surgical technique or safer surgical approach for reproductive disorders</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"/>

MK1: Diagnostic Techniques and Treatment Planning for Reproductive Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic imaging modalities used to evaluate patients (e.g., abdominal and vaginal ultrasound)</p> <p>Demonstrates knowledge of basic diagnostic techniques used to evaluate patients (e.g., laboratory studies, endometrial biopsy, Tanner staging)</p>	<p>Demonstrates knowledge of advanced imaging modalities used to evaluate patients (e.g., magnetic resonance imaging [MRI], sonohysterogram, HSG)</p> <p>Demonstrates knowledge of advanced diagnostic techniques used to evaluate patients (e.g., hormonal studies, bone age, tumor markers)</p>	<p>Applies knowledge of imaging modalities and diagnostic techniques to understand reproductive disorders, including provocative tests of the reproductive endocrine axis (e.g., cortrosyn stimulation)</p> <p>Develops basic treatment plans by applying comprehensive knowledge of reproductive disorders</p>	<p>Integrates knowledge of imaging modalities and diagnostic techniques to diagnose disorders across the lifespan</p> <p>Develops comprehensive treatment plans, working with medical or pediatric endocrinologists, for patients with reproductive disorders, to optimize patient outcomes</p>	<p>Conceives of, investigates, or applies innovative and evidence-based diagnostic techniques to develop treatment plans for patients with reproductive disorders</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"/>

MK2: Genetic Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic genetic principles and common hereditary conditions</p> <p>Demonstrates knowledge of basic genetic screening and diagnostic tests</p>	<p>Relates and recognizes heritable disorders with ethnicity and race</p> <p>Demonstrates knowledge of genetic history, as applied to reproductive disorders</p> <p>Demonstrates understanding of pedigree analysis for Mendelian and complex disorders</p> <p>Selects appropriate genetic testing for patients with reproductive disorders and infertility</p>	<p>Applies knowledge of basic genetics to patient counseling (e.g., advanced maternal age [AMA], cystic fibrosis, FMR1)</p> <p>Demonstrates knowledge of advanced genetic principles and uncommon hereditary syndromes (e.g., Kallmann syndrome, McCune-Albright syndrome)</p> <p>Demonstrates knowledge of advanced genetic testing, including preimplantation genetic screening (PGS) and preimplantation genetic diagnosis (PGD)</p>	<p>Applies knowledge of advanced genetic principles to provide comprehensive counselling and to optimize reproductive outcomes to patients, partners, and families, and to recognize non-reproductive manifestations of genetic syndromes</p> <p>Demonstrates knowledge of technology and techniques for advanced genetic testing (e.g., whole exome sequencing)</p> <p>Interprets pedigree data for patients with inherited and sporadic genetic, somatic, and epigenetic disorders affecting the male and female reproductive systems</p>	<p>Develops innovative concepts and theories regarding genetic principles and testing</p> <p>Investigates evidence-based principles of genetics to optimize patient outcomes</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"/>

MK3: Reproductive Medicine and Neuroendocrinology				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes the embryology and anatomical relationships of the hypothalamus, neurovascular, and target cells of the anterior and posterior pituitary</p> <p>Describes the sites of production and mechanisms of secretion of pituitary hormone producing cells, such as gonadotropes, somatotropes, corticotropes, and lactotropes</p>	<p>Describes normal hypothalamic-pituitary control of reproductive function, including feedback mechanisms, and hormone and receptor function</p> <p>Describes the pathophysiology of hypothalamic pituitary reproductive axis (e.g., hypothalamic-pituitary-adrenal [HPO], hypothalamic-pituitary-adrenal [HPA])</p> <p>Demonstrates knowledge of basic testing used to assess reproductive axis (e.g., estradiol, follicle-stimulating hormone [FSH], dehydroepiandrosterone sulfate [DHEAS])</p>	<p>Interprets results of endocrine testing for evaluation of the hypothalamus, pituitary, parathyroid, thyroid, adrenal, and gonadal systems</p> <p>Demonstrates knowledge of common conditions that impact endocrine homeostasis (e.g., polycystic ovary syndrome [PCOS], pregnancy, thyroid disease) and develops a treatment plan as appropriate</p> <p>Demonstrates knowledge of hormonal changes across the lifespan, such as puberty, adolescence, diminished ovarian reserve, and climacteric, and develops a treatment plan as appropriate</p>	<p>Demonstrates knowledge of advanced and dynamic testing used to assess reproductive axis (e.g., adrenocorticotropin hormone [ACTH] stimulation)</p> <p>Applies knowledge of endocrine testing to provide management options for complex endocrine disorders (e.g., Cushing syndrome)</p> <p>Collaborates with other health care providers, such as medical or pediatric endocrinologists or surgeons, to optimize patient outcomes for patients with reproductive disorders (e.g., pubertal disorders, hormone secreting neoplastic conditions)</p>	<p>Applies innovative approaches to complex and atypical endocrine disorders and implements a treatment plan based on emerging evidence</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

SBP1: Computer Systems				
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, and 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"/>

SBP2: Value-based Patient Care (Quality/Cost)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of general obstetrics and gynecology guideline-based care (e.g., American College of Obstetricians and Gynecologists [ACOG] publications)</p> <p>Demonstrates knowledge of the importance of providing cost-effective care</p> <p>Understands the diversity and roles of all members of the health care team</p>	<p>Demonstrates knowledge of reproductive medicine guideline-based care (e.g., American Society for Reproductive Medicine [ASRM] practice guidelines and American Institute of Ultrasound in Medicine [AIUM] practice guidelines)</p> <p>Demonstrates knowledge of regulatory oversight (e.g., Clinical Laboratory Improvement Amendments of 1988 [CLIA], Food and Drug Administration [FDA], Society for Assisted Reproductive Technology [SART]) of gametes and assisted reproductive technologies</p> <p>Demonstrates knowledge of costs related to diagnostic and treatment plans</p>	<p>Applies knowledge of reproductive medicine guideline-based care (e.g., number of embryos transferred)</p> <p>Incorporates cost awareness into the development of diagnostic and treatment plans with supervision (e.g., formulary drugs, generic drugs, tailoring of diagnostic tests)</p> <p>Demonstrates knowledge of personnel and resources needed to facilitate value-based (high quality, cost-effective) care</p>	<p>Independently incorporates cost-awareness into the development of diagnostic and treatment plans</p> <p>Coordinates personnel and resources to facilitate value-based care</p>	<p>Devise strategies to improve cost-effective quality care</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"/>

PBL1: Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of commonly used study designs (e.g., randomized controlled trial [RCT], cohort, case-control)</p> <p>Demonstrates knowledge of basic principles underlying the ethical conduct of research and the protection of human subjects</p>	<p>Demonstrates knowledge of advanced study designs, statistical methodology, and experimental approaches</p> <p>Critically reviews and interprets publications with the ability to identify hypotheses, study aims, design, results, and limitations</p> <p>Designs a hypothesis-driven or hypothesis-generating scholarly thesis under the direction of a research mentor</p> <p>Applies the principles of ethics and good clinical practice to the protection of human subjects recruited to participate in research as indicated</p>	<p>Executes a hypothesis-driven or hypothesis-generating scholarly thesis under the direction of a research mentor</p> <p>Applies knowledge of advanced study design and statistical methodology to research, including developing a scholarly thesis</p> <p>Demonstrates knowledge of laboratory methods used in the study of reproductive endocrinology (e.g., quantitative reverse transcription polymerase chain reaction [RT-PCR])</p> <p>Complies with research oversight regulations, including data entry and responding to queries</p>	<p>Completes and defends a comprehensive written scholarly thesis that demonstrates:</p> <ul style="list-style-type: none"> • appropriate research methodology and study design • a clear, testable hypothesis • statistical analysis, including relevant controls or referent groups • descriptions of finding(s) and interpretation of results • appropriate synthesis of scientific literature, hypothesis testing • knowledge and depth of the study matter 	<p>Obtains external funding for research study</p> <p>Publishes original research in peer-reviewed journal</p> <p>Contributes to influential textbooks or other enduring teaching materials</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"/>

PBLI2: Quality Improvement (QI)				
Level 1	Level 2	Level 3	Level 4	Level 5
Is familiar with the concept of QI Identifies problems in health care delivery	Begins working on a QI project, either as an individual or as a team member	Continues to develop a QI project, employing methods to measure and analyze the data	Completes a QI project, either as an individual or team member Displays effective teamwork skills	Develops and leads complex QI 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"/>

PBLI3: Education of Team Members				
Level 1	Level 2	Level 3	Level 4	Level 5
Fully participates in required didactic activities	Teaches medical students and/or residents in a clinical setting Presents a well-organized, literature-based conference presentation	Teaches residents, medical students, and/or other health care professionals in a formal didactic setting incorporating evidence-based material Organizes didactic educational activities, including determination of educational content	Advises and provides guidance to junior colleagues and other team members Provides advanced clinical teaching of residents and/or junior fellows Identifies deficiencies in educational curriculum and develops modifications	Creates formal educational materials Participates in national activities geared towards education Contributes to influential textbooks or other enduring teaching materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PROF1: Professional Ethics and Accountability				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates integrity, respect, honesty, and compassion</p> <p>Understands HIPAA policies and appropriate use concepts</p> <p>Demonstrates timeliness in completion of assigned rotations, reports and dictations, application for state licensure, and duties</p>	<p>Is accountable in completion of duties, records, and patient care</p> <p>Is sensitive and responsive to diverse patient population and needs, regardless of gender, age, race, sexual orientation (LGBTQIA), religion, or disabilities</p> <p>Demonstrates knowledge of regulations for billing and coding</p>	<p>Acknowledges errors with program director, faculty members, and/or patients</p> <p>Incorporates constructive criticism</p> <p>Takes on responsibility related to learning, coordination of care, patient care, Continuous Quality Improvement (CQI), and compliance issues</p>	<p>Serves as a role model for honesty, integrity, professionalism, and compassionate patient care</p> <p>Demonstrates commitment to self-improvement, including seeking out constructive criticism</p> <p>Prioritizes and advocates for patient needs over self-interest</p> <p>Operates professionally and independently in various educational and patient care environments</p>	<p>Demonstrates leadership in the institution and/or in medical professional organizations locally or nationally</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"/>

PROF2: Compassion, Integrity, and Respect for Others				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of compassion, integrity, and respect for others</p> <p>Demonstrates sensitivity and responsiveness to patients</p>	<p>Consistently shows compassion, integrity, and respect in typical situations with patients, peers, and members of the health care team</p> <p>Consistently demonstrates sensitivity and responsiveness to diversity of patient's age, culture, races, religion, abilities, or sexual orientation or identity (LGBTQIA)</p> <p>Accepts constructive feedback to improve his or her ability to demonstrate compassion, integrity, and respect for others</p>	<p>Consistently shows compassion, integrity, and respect for patients who decline medical advice, request un-indicated tests or treatments, or have psychiatric comorbidities, and for team members experiencing conflict or high stress</p> <p>Modifies his or her own behavior based on feedback to improve his or her ability to demonstrate compassion, integrity, and respect for others</p>	<p>Consistently models compassion, integrity, and respect for others</p> <p>Coaches others to improve compassion, integrity, and respect for patients</p>	<p>Assumes long-term or leadership role in community outreach activities to improve the health of vulnerable populations</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"/>

ICS1: Teamwork and Communication with Physicians and Other Health Professionals				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of relationship development, information gathering and sharing, and teamwork	Demonstrates an understanding of the roles of health care team members, and communicates effectively within the team Demonstrates an understanding of transitions of care and team debriefing	Works effectively in interprofessional and interdisciplinary health care teams Participates in effective transitions of care and team debriefing Communicates effectively with physicians and other health care professionals regarding patient care	Leads interprofessional and interdisciplinary health care teams to achieve optimal outcomes Leads effective transitions of care and team debriefing Responds to requests for consultation in a timely manner, and communicates recommendations to the requesting team	Provides formal education to other health care professionals regarding reproductive endocrinology and infertility Participates in national activities geared toward improving teamwork and communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

ICS2: Communication with Patients and Partner (if applicable)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates adequate listening skills Communicates effectively in routine clinical situations	Checks for understanding of condition and management plan Allows for opportunities for patient questions Maintains communication with patient and family regarding plan of care	Communicates effectively with patients and partner (if applicable) across a broad range of backgrounds, including socio-economic, age, culture, race, religion, abilities, or sexual orientation or identity (LGBTQIA) Communicates effectively when counseling patients and partners (if applicable) in stressful, emergent, and complex situations (e.g., complications, poor prognosis, pregnancy loss)	Role models effective communication Is capable of informing patients and families about a medical error that caused harm	Provides effective communication in the most challenging situations, and invites participation from all stakeholders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>