


Internal Medicine and Anesthesiology (combined) programs must annually report on **each** set of Milestones.




**Internal Medicine Milestones**  
The Accreditation Council for Graduate Medical Education



**ACGME**  
Implementation Date: July 1, 2021  
Second Revision: November 2020  
First Revision: July 2013



**Anesthesiology Milestones**  
The Accreditation Council for Graduate Medical Education

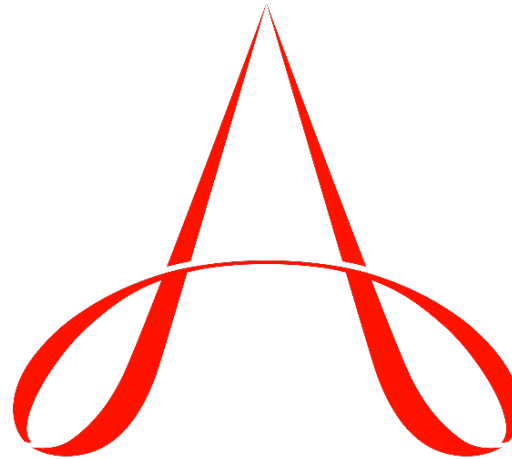


**ACGME**  
Implementation Date: July 1, 2021  
Second Revision: November 2020  
First Revision: December 2013



# Internal Medicine Milestones

The Accreditation Council for Graduate Medical Education



**A C G M E**

Implementation Date: July 1, 2021  
Second Revision: November 2020  
First Revision: July 2013

# Internal Medicine Milestones

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident 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.

## **Internal Medicine Milestones Work Group**

Eva Aagaard, MD, FACP  
Cinnamon Bradley, MD  
Fred Buckhold, MD  
Alfred Burger, MD, MS, FACP, SFHM  
Stephanie Call, MD, MSPH  
Shobhina Chheda, MD, MPH  
Davoren Chick, MD, FACP  
Jack DePriest, MD, MACM  
Benjamin Doolittle, MD, MDiv  
Laura Edgar, EdD, CAE  
Christin Giordano McAuliffe, MD  
Neil Kothari, MD  
Heather Laird-Fick, MD, MPH, FACP

Jonathan Lim, MD  
Monica Lypson, MD, MHPE  
Allan Markus, MD, MS, MBA, FACP  
Bernadette Miller, MD  
Attila Nemeth, MD  
Jacob Perrin, MD  
Raul Ramirez Velazquez, DO  
Rachel Robbins, MD  
Jacqueline Stocking, PhD, MBA, RN  
Jane Trinh, MD  
Mark Tschanz, DO, MACM  
Asher Tulskey, MD  
Eric Warm, MD

## **Advisory Group**

Mobola Campbell-Yesufu, MD, MPH  
Gretchen Diemer, MD  
Jodi Friedman, MD  
Janae Heath, MD  
Benjamin Kinnear, MD

Subha Ramani, MBBS, MMed, MPH  
Brijen Shah, MD  
C. Christopher Smith, MD  
Abby Spencer, MD, MS  
Nicole Swallow, MD, FACP

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Alliance for Academic Internal Medicine

American Board of Internal Medicine

American College of Physicians

Association of Medical Colleges

Review Committee for Internal Medicine

Society of Hospital Medicine

Society of General Internal Medicine

## Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert resident in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior resident may achieve higher levels early in his/her educational program just as a senior resident may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Residents may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the resident.

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

## Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert resident whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Examples are provided for some milestones within this document. Please note: 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 ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a resident who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On [www.acgme.org](http://www.acgme.org), choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.

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

Systems-based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates skills required to identify, develop, implement, and analyze a quality improvement project	Designs, implements, and assesses quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <span style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></span>				

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

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



Patient Care 1: History				
Level 1	Level 2	Level 3	Level 4	Level 5
Elicits and reports a comprehensive history for common patient presentations, with guidance	Elicits and concisely reports a hypothesis-driven patient history for common patient presentations	Elicits and concisely reports a hypothesis-driven patient history for complex patient presentations	Efficiently elicits and concisely reports a patient history, incorporating pertinent psychosocial and other determinants of health	Efficiently and effectively tailors the history taking, including relevant historical subtleties, based on patient, family, and system needs
Seeks data from secondary sources, with guidance	Independently obtains data from secondary sources	Reconciles current data with secondary sources	Uses history and secondary data to guide the need for further diagnostic testing	Models effective use of history to guide the need for further diagnostic testing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 2: Physical Examination				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a general physical examination while attending to patient comfort and safety</p> <p>Identifies common abnormal findings</p>	<p>Performs a hypothesis-driven physical examination for a common patient presentation</p> <p>Interprets common abnormal findings</p>	<p>Performs a hypothesis-driven physical examination for a complex patient presentation</p> <p>Identifies and interprets uncommon and complex abnormal findings</p>	<p>Uses advanced maneuvers to elicit subtle findings</p> <p>Integrates subtle physical examination findings to guide diagnosis and management</p>	<p>Models effective evidence-based physical examination technique</p> <p>Teaches the predictive values of the examination findings to guide diagnosis and management</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Organizes and accurately summarizes information obtained from the patient evaluation to develop a clinical impression	Integrates information from all sources to develop a basic differential diagnosis for common patient presentations  Identifies clinical reasoning errors within patient care, with guidance	Develops a thorough and prioritized differential diagnosis for common patient presentations  Retrospectively applies clinical reasoning principles to identify errors	Develops prioritized differential diagnoses in complex patient presentations and incorporates subtle, unusual, or conflicting findings  Continually re-appraises one's own clinical reasoning to improve patient care in real time	Coaches others to develop prioritized differential diagnoses in complex patient presentations  Models how to recognize errors and reflect upon one's own clinical reasoning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Patient Management – Inpatient				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Formulates management plans for common conditions, with guidance</p> <p>Identifies opportunities to maintain and promote health</p>	<p>Develops and implements management plans for common conditions, recognizing acuity, and modifies based on the clinical course</p> <p>Develops and implements management plans to maintain and promote health, with guidance</p>	<p>Develops and implements value-based (high value) management plans for patients with multisystem disease and comorbid conditions; modifies based on the clinical course</p> <p>Independently develops and implements plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health</p>	<p>Uses shared decision making to develop and implement value-based (high value) comprehensive management plans for patients with comorbid and multisystem disease, including those patients requiring critical care</p> <p>Independently develops and implements comprehensive plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health</p>	<p>Develops and implements comprehensive management plans for patients with rare or ambiguous presentations or unusual comorbid conditions</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 5: Patient Management – Outpatient				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies opportunities to maintain and promote health	Develops and implements management plans to maintain and promote health	Develops and implements plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health	Develops and implements value-based (high-value) comprehensive plans to maintain and promote health	
Formulates management plans for a common chronic condition, with guidance	Develops and implements management plans for common chronic conditions	Develops and implements management plans for multiple chronic conditions	Develops and implements value-based (high value) comprehensive management plans for multiple chronic conditions, incorporating pertinent psychosocial and other determinants of health	Creates and leads a comprehensive patient-centered management plan for the patient with highly complex chronic conditions, integrating recommendations from multiple disciplines
Formulates management plans for acute common conditions, with guidance	Develops and implements management plans for common acute conditions	Develops and implements an initial management plan for patients with urgent or emergent conditions in the setting of chronic comorbidities	Develops and implements value-based (high value) management plans for patients with acute conditions	Develops and implements management plans for patients with subtle presentations, including rare or ambiguous conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 6: Digital Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses electronic health record (EHR) for routine patient care activities  Identifies the required components for a telehealth visit	Expands use of EHR to include and reconcile secondary data sources in patient care activities  Performs assigned telehealth visits using approved technology	Effectively uses EHR capabilities in managing acute and chronic care of patients  Identifies clinical situations that can be managed through a telehealth visit	Uses EHR to facilitate achievement of quality targets for patient panels  Integrates telehealth effectively into clinical practice for the management of acute and chronic illness	Leads improvements to the EHR  Develops and innovates new ways to use emerging technologies to augment telehealth visits
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                         Not Yet Completed Level 1 <input type="checkbox"/>                          Not Yet Assessable <input type="checkbox"/> </div>				

**Patient Care**

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Conditional on Improvement

Medical Knowledge 1: Applied Foundational Sciences				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific knowledge (e.g., physiology, social sciences, mechanism of disease) for normal function and common medical conditions	Explains the scientific knowledge for complex medical conditions	Integrates scientific knowledge to address comorbid conditions within the context of multisystem disease	Integrates scientific knowledge to address uncommon, atypical, or complex comorbid conditions within the context of multisystem disease	Demonstrates a nuanced understanding of the scientific knowledge related to uncommon, atypical, or complex conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 2: Therapeutic Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific basis for common therapies	Explains the indications, contraindications, risks, and benefits of common therapies	Integrates knowledge of therapeutic options in patients with comorbid conditions, multisystem disease, or uncertain diagnosis	Integrates knowledge of therapeutic options within the clinical and psychosocial context of the patient to formulate treatment options	Demonstrates a nuanced understanding of emerging, atypical, or complex therapeutic options
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				



Medical Knowledge 3: Knowledge of Diagnostic Testing				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the rationale, risks, and benefits for common diagnostic testing	Explains the rationale, risks, and benefits for complex diagnostic testing	Integrates value and test characteristics of various diagnostic strategies in patients with common diseases	Integrates value and test characteristics of various diagnostic strategies in patients with comorbid conditions or multisystem disease	Demonstrates a nuanced understanding of emerging diagnostic tests and procedures
Interprets results of common diagnostic tests	Interprets complex diagnostic data	Integrates complex diagnostic data accurately to reach high-probability diagnoses	Anticipates and accounts for limitations when interpreting diagnostic data	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

**Medical Knowledge**

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Conditional on Improvement

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Contributes to the analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Leads teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (actual or simulated)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Models the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Contributes to local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses sustainable quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients by effectively engaging interprofessional teams in routine clinical situations	Coordinates care of patients by effectively engaging interprofessional teams in complex clinical situations	Models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for the local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the health care system	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the regional and national health care system	Manages various components of the complex health care system to provide efficient and effective patient care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
Describes basic health payment systems	Delivers care with consideration of each patient's payment model	Engages with patients in shared decision making, informed by each patient's payment models	Advocates for patient care needs with consideration of the limitations of each patient's payment model	Actively engaged in influencing health policy through advocacy activities at the local, regional, or national level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

**Systems-Based Practice**

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Conditional on Improvement

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access, categorize, and analyze clinical evidence, with guidance	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Critically appraises and applies the best available evidence, integrated with patient preference, to the care of complex patients	Applies evidence, even in the face of uncertainty and conflicting evidence, to guide care, tailored to the individual patient	Coaches others to critically appraise and apply evidence to patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the factors that contribute to gap(s) between ideal and actual performance, with guidance</p>	<p>Demonstrates openness to performance data (feedback and other input) to inform goals</p> <p>Analyzes and reflects on the factors which contribute to gap(s) between ideal and actual performance, with guidance</p> <p>Actively seeks opportunities to improve</p>	<p>Seeks performance data episodically, with adaptability, and humility</p> <p>Institutes behavioral change(s) to narrow the gap(s) between ideal and actual performance</p> <p>Designs and implements an individualized learning plan, with prompting</p>	<p>Seeks performance data consistently with adaptability, and humility</p> <p>Challenges one's own assumptions and considers alternatives in narrowing the gap(s) between ideal and actual performance</p> <p>Independently creates and implements an individualized learning plan</p>	<p>Models consistently seeking performance data with adaptability and humility</p> <p>Coaches others on reflective practice</p> <p>Uses performance data to measure the effectiveness of the individualized learning plan and when necessary, improves it</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

**Practice-Based Learning and Improvement**

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Conditional on Improvement

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations	Identifies potential triggers for professionalism lapses and accepts responsibility for one's own professionalism lapses	Demonstrates a pattern of professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 2: Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic ethical principles	Applies basic principles to address straightforward ethical situations	Analyzes complex situations using ethical principles and identifies the need to seek help in addressing complex ethical situations	Analyzes complex situations and engages with appropriate resources for managing and addressing ethical dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				



Professionalism 3: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs administrative tasks and patient care responsibilities, with prompting	Performs administrative tasks and patient care responsibilities in a timely manner in routine situations	Performs administrative tasks and patient care responsibilities in a timely manner in complex or stressful situations	Proactively implements strategies to ensure that the needs of patients, teams, and systems are met	Creates strategies to enhance other's ability to efficiently complete administrative tasks and patient care responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 4: Knowledge of Systemic and Individual Factors of Well-Being*				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of getting help when needed to address personal and professional well-being	Lists resources to support personal and professional well-being  Recognizes that institutional factors affect well-being	With prompting, reflects on how personal and professional well-being may impact one's clinical practice  Describes institutional factors that affect well-being	Reflects on actions in real time to proactively respond to the inherent emotional challenges of physician work  Suggests potential solutions to institutional factors that affect well-being	Participates in institutional changes to promote personal and professional well-being
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

\*This subcompetency is not intended to evaluate a resident's well-being. Rather, the intent is to ensure that each resident has the fundamental knowledge of factors that impact well-being, the mechanism by which those factors impact well-being, and available resources and tools to improve well-being.

**Professionalism**

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Conditional on Improvement

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and non-verbal behavior to demonstrate respect and establish rapport	Establishes and maintains a therapeutic relationship using effective communication behaviors in straightforward encounters  Identifies common barriers to effective communication	Establishes and maintains a therapeutic relationship using effective communication behaviors in challenging patient encounters  Identifies complex barriers to effective communication, including personal bias	Establishes and maintains therapeutic relationships using shared decision making, regardless of complexity  Mitigates communication barriers	Coaches others in developing and maintaining therapeutic relationships and mitigating communication barriers  Models the mitigation of communication barriers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                         Not Yet Completed Level 1 <input type="checkbox"/> </div>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests and responds to a consultation	Clearly and concisely requests and responds to a consultation	Checks own and others' understanding of recommendations when providing or receiving consultation	Coordinates recommendations from different consultants to optimize patient care	Facilitates conflict resolution between and amongst consultants when disagreement exists
Uses verbal and non-verbal communication that values all members of the interprofessional team	Communicates information, including basic feedback with all interprofessional team members	Facilitates interprofessional team communication to reconcile conflict and provides difficult feedback	Adapts communication style to fit interprofessional team needs and maximizes impact of feedback to the team	Models flexible communication strategies that facilitate excellence in interprofessional teamwork
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accurately documents comprehensive and current information</p> <p>Communicates using formats specified by institutional policy to safeguard patient personal health information</p>	<p>Documents clinical encounter, including reasoning, through organized notes</p> <p>Selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context, with assistance</p>	<p>Documents clinical encounter through concise and thorough notes</p> <p>Appropriately selects direct and indirect forms of communication based on context</p>	<p>Documents clinical encounter clearly, concisely, timely, and in an organized form, including anticipatory guidance</p> <p>Models effective written and verbal communication</p>	<p>Guides departmental or institutional communication policies and procedures</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

**Interpersonal and Communication Skills**

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Conditional on Improvement

## Overall Clinical Competence

This rating represents the assessment of the resident's development of overall clinical competence during this year of training:

\_\_\_\_ Superior: Far exceeds the expected level of development for this year of training

\_\_\_\_ Satisfactory: Always meets and occasionally exceeds the expected level of development for this year of training

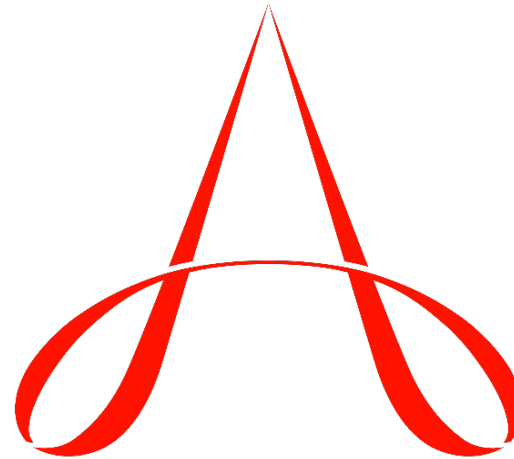
\_\_\_\_ Conditional on Improvement: Meets some developmental milestones but occasionally falls short of the expected level of development for this year of training. An improvement plan is in place to facilitate achievement of competence appropriate to the level of training.

\_\_\_\_ Unsatisfactory: Consistently falls short of the expected level of development for this year of training.



# Anesthesiology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021  
Second Revision: November 2020  
First Revision: December 2013

# Anesthesiology Milestones

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician competence in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.



## **Anesthesiology Milestones**

### **Work Group**

Aditee Ambardekar, MD, MEd

Kaitlyn Brennan, DO, MPH

Rupa Dainer, MD

Crys Draconi

Laura Edgar, EdD, CAE

Herodotos Ellinas, MD, MHPE

Martin Laskey, DO

Timothy Long, MD

Anne Marie McKenzie-Brown, MD

John Mitchell, MD

Carlos Trombetta, MD, MEd

Chelsia Varner Jackson, MD

Kathryn Walker, MD, MEd

Bradley Wargo, DO

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American Board of Anesthesiology

American Osteopathic Association

American Osteopathic College of Anesthesiologists

Review Committee for Anesthesiology

Society for Education in Anesthesia

## Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert resident in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior resident may achieve higher levels early in his/her educational program just as a senior resident may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Residents may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the resident.

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

## Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert resident whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Examples are provided for some milestones within this document. Please note: 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 ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a resident who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On [www.acgme.org](http://www.acgme.org), choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.

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

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input) in order to form goals	Seeks performance data episodically, with adaptability and humility	Intentionally seeks performance data consistently with adaptability and humility	Role models consistently seeking performance data with adaptability and humility
Identifies the factors which contribute to performance deficits	Analyzes and acknowledges the factors which contribute to performance deficits	Institutes behavioral change(s) to improve performance	Considers alternatives to improve performance	Models reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Integrates performance data to adapt the learning plan	Facilitates the design and implementation of learning plans for others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <span style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></span>				

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

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

Patient Care 1: Pre-Anesthetic Evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs basic chart review	Performs focused chart review, with indirect supervision	Interprets chart review information to assess need for further work-up	Evaluates diagnostic data and provides risk stratification based on comorbidities and anesthetic implications	
Conducts patient interview, with direct supervision	Interviews the patient and gathers pertinent information, with indirect supervision	Interprets information collected during patient interview, with assistance	Independently identifies the need for additional evaluation and suggests therapeutic interventions	
Conducts and interprets a physical examination, with direct supervision	Conducts a focused physical examination, with indirect supervision	Identifies comorbidities on physical examination that may require further evaluation, with indirect supervision	Independently identifies concerning physical exam findings that require further evaluation	Independently identifies a previously undiagnosed condition
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 2: Peri-Operative Care and Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the components of an anesthetic plan	Develops an anesthetic plan for a healthy patient undergoing uncomplicated procedures	Develops an anesthetic plan for patients with well-controlled comorbidities or undergoing complicated procedures	Develops an anesthetic plan for patients with multiple, uncontrolled comorbidities, and undergoing complicated procedures	
Identifies the components of a pain management plan	Implements simple peri-operative pain management plan	Identifies patients with a history of chronic pain who require a modified peri-operative pain management plan	Implements the anesthetic plan for patients with complex pain history and polypharmacy	In collaboration with other specialists, develops protocols for multimodal analgesia plan for patients with a complex pain history and substance use disorder
Identifies potential impact of anesthesia beyond intra-operative period	Identifies patient specific risks factors for long-term anesthetic effects	Develops the anesthetic plan based on risk factors to mitigate the long-term impact of anesthesia	Implements the anesthetic plan to mitigate the long-term impact of anesthesia	Develops departmental or institutional protocols for reduction of the long-term impact of anesthesia
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Patient Care 3: Application and Interpretation of Monitors				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies standard monitors	Independently selects central and arterial catheters based on patient comorbidities and procedure	Selects advanced monitors based on patient comorbidities and procedure, with supervision	Independently selects advanced monitors based on patient comorbidities and procedure	
Applies standard monitors to patients	Inserts central and arterial catheters, with supervision	Inserts or applies advanced monitors, with supervision	Independently inserts or applies advanced invasive monitors	Functions as a consultant for difficult advanced monitor placement
Interprets standard monitoring data	Addresses malfunctions in standard monitors and interprets data from central and arterial lines, with supervision	Recognizes and addresses malfunctions in advanced monitors and interprets data, with supervision	Independently interprets data, recognizes, and addresses malfunctions in monitors and other anesthesia equipment	Participates in the research and/or development of protocols for monitoring technology
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 4: Intra-Operative Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Assists in the initiation of the anesthetic	Plans and initiates the anesthetic for healthy patients undergoing uncomplicated procedures	Plans and initiates the anesthetic in a patient with well-controlled comorbidities, or undergoing complicated procedures	Independently plans and initiates the anesthetic in a patient with multiple, uncontrolled comorbidities undergoing complicated procedures	
Assists in maintenance of anesthetic care	Manages expected events during anesthetic care, with supervision	Independently manages expected events during anesthetic care	Independently manages unexpected events during anesthetic care	Manages rare events during anesthetic care
Assists with emergence from anesthesia	Anticipates and manages expected events during emergence, with supervision	Anticipates and manages unexpected events during emergence, with supervision	Independently anticipates and manages unexpected events during emergence	Manages rare events during emergence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>



Patient Care 5: Airway Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs basic airway assessment	Uses the airway exam and identifiable risk factors to formulate a patient-specific plan	Devises airway management plans that address contingencies, with supervision	Independently devises airway management plans that address contingencies	
Performs bag-mask ventilation in uncomplicated airway	Prepares basic equipment and manages an uncomplicated airway	Prepares and incorporates advanced equipment in the management of a complicated airway, with supervision	Independently prepares and incorporates advanced equipment in the management of a complicated airway	Functions as an expert in an airway crisis for complicated airways
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
Not Yet Completed Level 1 <input type="checkbox"/>				
Not Yet Assessable <input type="checkbox"/>				

Patient Care 6: Point-of-Care Ultrasound				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists and explains the basic science and terminology of ultrasound	Selects ultrasound equipment for procedures, with supervision	Selects ultrasound equipment for a patient with difficult anatomy, with supervision	Independently selects proper ultrasound equipment and settings for indicated scenarios	Participates in research of emerging ultrasound procedures
Identifies relevant anatomy using ultrasound	Conducts point-of-care ultrasound, with supervision	Interprets point-of-care ultrasound, with supervision	Independently conducts and interprets point-of-care ultrasound	Participates in the development of institutional protocols for point-of-care ultrasound
Uses ultrasound for vascular access in routine situations, with supervision	Uses ultrasound for vascular access in routine situations	Uses ultrasound for vascular access in complex situations, with supervision	Independently uses ultrasound for vascular access in complex situations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 7: Situational Awareness and Crisis Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates vigilance during clinical care	Demonstrates awareness of case flow and developments throughout a procedure	Demonstrates awareness of case flow and developments throughout a procedure, including those outside of one's own immediate control, with supervision	Independently demonstrates awareness of case flow and developments throughout a procedure, including those outside of one's own immediate control	
Articulates causes of common peri-operative crisis situations	Recognizes crisis situations; calls for help	Anticipates impending crisis and identifies possible etiologies with supervision	Independently anticipates impending crisis and identifies possible etiologies	
Responds to crisis situations as a reliable team member	Participates in management during crisis situations	Initiates management and resolves crisis situations, with supervision	Independently initiates management and resolves crisis situations	Leads the health care team in the management of crisis situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 8: Post-Operative Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Outlines post-operative disposition options for patients</p> <p>Lists complications commonly encountered post-operatively</p>	<p>Plans disposition for uncomplicated procedures</p> <p>Diagnoses, manages, and documents commonly encountered complications arising from anesthetic care, with supervision</p>	<p>Identifies unexpected changes in patient status meriting change in disposition, with supervision</p> <p>Diagnoses, manages, and documents uncommon complications arising from anesthetic care, with supervision</p>	<p>Independently identifies unexpected changes in patient status meriting change in disposition</p> <p>Independently diagnoses, manages, and documents uncommon complications arising from anesthetic care</p>	<p>Develops protocols for disposition based on procedure and patient comorbidities</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 9: Critical Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires data for the care of the critically-ill patient	Interprets routine diagnostic data in the care of critically-ill patients	Interprets advanced diagnostic data in the care of critically-ill patients, with supervision	Independently interprets advanced diagnostic data in the care of critically-ill patients	
Recognizes when a patient is critically ill	Prioritizes the care of the critically-ill patient	Prioritizes the care of multiple critically-ill patients, with supervision	Independently prioritizes the care of multiple critically-ill patients	Leads and deploys resources in the care of the critically-ill patient
	Implements the care team's plan for a critically-ill patient	Develops and implements a comprehensive plan of care for the critically-ill patient, with supervision	Develops and implements a comprehensive plan of care for the critically-ill patient	Functions in a supervisory role managing all patients in a unit and the unit's resources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 10: Regional (Peripheral and Neuraxial) Anesthesia				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes anatomy relevant to regional anesthesia	Describes indications and contraindications for regional anesthesia	Develops a patient- and procedure-specific regional anesthesia plan, with supervision	Independently develops a patient- and procedure-specific regional anesthesia plan	
Prepares the patient and the equipment for common regional anesthesia techniques	Performs regional anesthesia techniques, with direct supervision	Performs regional anesthesia techniques, with indirect supervision	Independently performs regional anesthesia techniques	Serves as a consultant on advanced or difficult regional techniques
Describes potential complications of regional anesthesia	Recognizes and manages complications of regional anesthesia, with direct supervision	Recognizes and manages complications of regional anesthesia, with indirect supervision	Independently recognizes and manages complications of regional anesthesia	Develops institutional protocol for using regional anesthesia and managing complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 1: Foundational Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pathophysiology and treatment of medical and surgical conditions	Demonstrates knowledge of common medical and surgical disease, treatments, and populations as it relates to anesthetic care	Demonstrates knowledge of complex medical and surgical disease, treatments, and populations as it relates to anesthetic care	Demonstrates comprehensive knowledge of medical and surgical disease as it relates to the full spectrum of the patient's peri-operative care	Demonstrates scientific knowledge of uncommon, atypical, or complex conditions as it relates to the full spectrum of the patient's peri-operative care
Identifies medications used to treat common comorbidities	Demonstrates knowledge of pharmacology of medications routinely used in anesthetic care	Demonstrates knowledge of medications used in subspecialty areas (e.g., cardiac, obstetrics)	Demonstrates comprehensive knowledge of pharmacology in the setting of complex comorbidities	Participates in research related to pharmacology
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 2: Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Organizes and accurately summarizes information obtained from the patient evaluation to develop a clinical impression	Integrates information from all sources to develop a basic differential diagnosis for common patient presentations	Develops a thorough and prioritized differential diagnosis for common patient presentations	Develops prioritized differential diagnoses in complex patient presentations and incorporates subtle, unusual, or conflicting findings	Coaches others to develop prioritized differential diagnoses in complex patient presentations
Lists types of clinical reasoning errors	Identifies clinical reasoning errors within patient care, with guidance	Retrospectively applies clinical reasoning principles to identify errors	Continually re-appraises one's clinical reasoning to improve patient care in real time	Models how to recognize errors and reflect upon one's own clinical reasoning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">           Not Yet Completed Level 1 <input type="checkbox"/>            Not Yet Assessable <input type="checkbox"/> </div>				



Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common events that impact patient safety	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes departmental quality improvement initiatives	Participates in department quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional level or above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional team members	Coordinates care of patients in complex clinical situations effectively using the roles of the interprofessional team members	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and participates in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	Uses institutional resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Advocates for populations and communities with health care inequities in the peri-operative setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
Not Yet Completed Level 1 <input type="checkbox"/>				

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)	Manages various components of the complex health care system to provide efficient and effective patient care and transition of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
States factors impacting the costs of anesthetic care	Documents anesthetic detail to facilitate accurate billing and reimbursement	Explains the impact of documentation on billing and reimbursement	Practices and advocates for cost-effective patient care	Engages in external activities related to advocacy for cost-effective care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Accesses and uses evidence in routine patient care	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients	Appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide individualized care	Coaches others to appraise and apply evidence for complex patients and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input) to form goals	Seeks performance data episodically, with adaptability and humility	Intentionally seeks performance data consistently, with adaptability and humility	Role models consistently seeking performance data, with adaptability and humility
Identifies the factors that contribute to performance deficits	Analyzes and acknowledges the factors that contribute to performance deficits	Institutes behavioral change(s) to improve performance	Considers alternatives to improve performance	Models reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Integrates performance data to adapt the learning plan	Facilitates the design and implementation of learning plans for others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
Not Yet Completed Level 1 <input type="checkbox"/>				

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies potential triggers for professionalism lapses	Demonstrates insight into professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself	Coaches others when their behavior fails to meet professional expectations
Describes when and how to report lapses in professionalism	Takes responsibility for one's own professionalism lapses	Recognizes need to seek help in managing and resolving complex interpersonal situations	Actively solicits help and acts on recommendations to resolve complex interpersonal situations	
Demonstrates knowledge of the ethical principles underlying patient care	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles	Recognizes and utilizes resources for managing and resolving ethical dilemmas	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Responds promptly to requests or reminders to complete tasks</p> <p>Takes responsibility for failure to complete tasks</p>	<p>Performs tasks and responsibilities in a timely manner</p> <p>Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner</p>	<p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Takes responsibility for tasks not completed in a timely manner and identifies strategies to prevent recurrence</p>	<p>Prioritizes tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p>	<p>Designs and implements an institutional systems approach to ensure timely task completion and shared responsibility</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Professionalism 3: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being	Lists available resources for personal and professional well-being  Describes institutional resources that are meant to promote well-being	With assistance, proposes a plan to promote personal and professional well-being  Recognizes which institutional factors affect well-being	Independently develops a plan to promote personal and professional well-being  Describes institutional factors that positively and/or negatively affect well-being	Creates institutional-level interventions that promote colleagues' well-being  Describes institutional programs designed to examine systemic contributors to burnout
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

This subcompetency is not intended to evaluate a resident's well-being. Rather, the intent is to ensure that each resident has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect well-being, and available resources and tools to improve well-being.



Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Communicates with patients and their families in an understandable and respectful manner	Customizes communication in the setting of personal biases and barriers with patients and patients' families	Explains complex and difficult information to patients and patients' families	Facilitates difficult discussions with patients and patients' families	Mentors others in the facilitation of crucial conversations
Provides timely updates to patients and patients' families	Actively listens to patients and patients' families to elicit patient preferences and expectations	Uses shared decision making to make a personalized care plan	Effectively negotiates and manages conflict among patients, patients' families, and the health care team	Mentors others in conflict resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests or receives consultations	Clearly, concisely and promptly requests or responds to a consultation	Uses closed-loop communication to verify understanding	Coordinates recommendations from different members of the health care team to optimize patient care	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Adapts communication style to fit team needs	Maintains effective communication in crisis situations	Leads an after-event debrief of the health care team
Respectfully receives feedback from the health care team	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners	Communicates constructive feedback to superiors	Facilitates regular health care team-based feedback in complex situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record; demonstrates judicious use of documentation shortcuts	Accurately records information in the anesthetic record for basic cases	Accurately records information in the anesthetic record and communicates complex care decisions for complex cases	Uses medical record functionality to highlight challenges in anesthetic care to facilitate future peri-operative management	Explores innovative uses of the medical record to facilitate peri-operative management
Safeguards patient personal health information	Documents required data in formats specified by institutional policy	Appropriately selects direct and indirect forms of communication based on context	Models exemplary written or verbal communication	Guides departmental or institutional policies and procedures around communication
Communicates through appropriate channels as required by institutional policy	Respectfully communicates concerns about the system	Respectfully communicates concerns about the system and contributes to solutions	Uses appropriate channels to offer clear and constructive suggestions to improve the system	Initiates difficult conversations with appropriate stakeholders to improve the system
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>