



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




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




**ACGME**

Implementation Date: July 1, 2021  
Second Revision: March 2021  
First Revision: December 2012



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



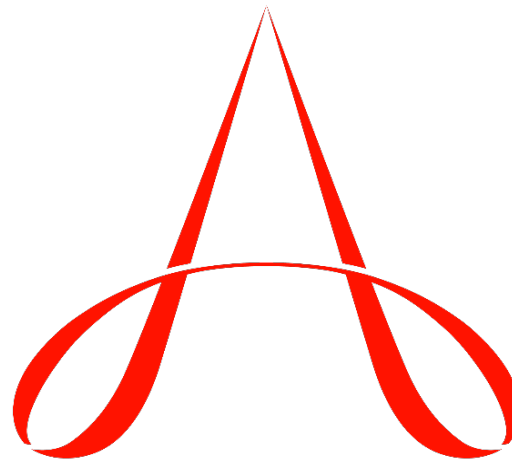
**ACGME**

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



# Pediatrics Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021

Second Revision: March 2021

First Revision: December 2012

# Pediatrics 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.

## **Pediatrics Milestones**

### **Work Group**

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American Board of Pediatrics

Association of American Medical Colleges

Association of Osteopathic Directors and Medical Educators

Association of Pediatric Program Directors

Council of Pediatric Subspecialties

Review Committee for Pediatrics

## 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.

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                                                             |                                                                                             |                                                                                                    |                                                                                                         |                                                                                         |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 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 (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)                          | Role models or mentors others in the disclosure of patient safety events                |
| <input type="checkbox"/>                                                                             | <input type="checkbox"/>                                                                    | <input type="checkbox"/>                                                                           | <input type="checkbox"/>                                                                                | <input type="checkbox"/>                                                                |
| <b>Comments:</b> <div style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> |                                                                                             |                                                                                                    |                                                                                                         |                                                                                         |

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                                                                                                                                                 |
| Gathers information strictly following a template | Adapts template to filter and prioritize pertinent positives and negatives based on broad diagnostic categories or possible diagnoses | Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real-time for uncomplicated or typical presentations | Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real time for complicated or atypical presentations | Recognizes and probes subtle clues from patients and families; distinguishes nuances among diagnoses to efficiently drive further information gathering |
| <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"/><br>Not Yet Assessable <input type="checkbox"/>                                                       |

| Patient Care 2: Physical Exam                                                                                                                                                                                      |                                                                                            |                                                                                                                       |                                                                                                                                  |                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                                                                                                                            | Level 2                                                                                    | Level 3                                                                                                               | Level 4                                                                                                                          | Level 5                                                                                                                            |
| Performs fundamental physical examination                                                                                                                                                                          | Performs complete physical examination and identifies variants and abnormal findings       | Performs complete or focused physical examination, as indicated, and interprets normal variants and abnormal findings | Performs complete or focused physical examination, as indicated, and selects advanced maneuvers to distinguish between diagnoses | Detects, pursues, and integrates key physical examination findings to distinguish nuances among competing, often similar diagnoses |
| Performs a rote physical examination using a strict head-to-toe approach                                                                                                                                           | Performs a physical examination considering appropriate adaptation for age and development | Performs a physical examination with consistent use of a developmentally appropriate approach                         | Performs a physical examination using strategies to maximize patient cooperation and comfort                                     | Performs a physical examination that consistently and positively engages the patient                                               |
| <input type="checkbox"/>                                                                                                                                                                                           | <input type="checkbox"/>                                                                   | <input type="checkbox"/>                                                                                              | <input type="checkbox"/>                                                                                                         | <input type="checkbox"/>                                                                                                           |
| <b>Comments:</b> <div style="float: right; text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/><br/>                     Not Yet Assessable <input type="checkbox"/> </div> |                                                                                            |                                                                                                                       |                                                                                                                                  |                                                                                                                                    |

| Patient Care 3: Organize and Prioritize Patient Care                                                                                                                                                 |                                                                                                   |                                                                             |                                                                                                                                                                                                        |                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Level 1                                                                                                                                                                                              | Level 2                                                                                           | Level 3                                                                     | Level 4                                                                                                                                                                                                | Level 5                                                            |
| Completes tasks for an individual patient, when prompted                                                                                                                                             | Organizes patient care responsibilities by focusing on individual (rather than multiple) patients | Organizes and prioritizes the simultaneous care of patients with efficiency | Organizes, prioritizes, and delegates patient care responsibilities even when patient volume approaches the capacity of the individual or facility; anticipates and triages urgent and emergent issues | Serves as a role model and coach for 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"/><br/>                     Not Yet Assessable <input type="checkbox"/> </div> |                                                                                                   |                                                                             |                                                                                                                                                                                                        |                                                                    |

| Patient Care 4: Clinical Reasoning                                                                                                                                                                                 |                                                                           |                                                                                                                                |                                                                                                             |                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                                                                                                                            | Level 2                                                                   | Level 3                                                                                                                        | Level 4                                                                                                     | Level 5                                                                                                                                                                                                      |
| Presents clinical facts (e.g., history, exam, tests, consultations) in the order they were elicited                                                                                                                | Generates an unfocused differential diagnosis based on the clinical facts | Organizes clinical facts to compare and contrast diagnoses being considered, resulting in a prioritized differential diagnosis | Integrates clinical facts into a unifying diagnosis(es); reappraises in real time to avoid diagnostic error | Role models and coaches the organization of clinical facts to develop a prioritized differential diagnosis, including life threatening diagnoses, atypical presentations, and complex clinical presentations |
| <input type="checkbox"/>                                                                                                                                                                                           | <input type="checkbox"/>                                                  | <input type="checkbox"/>                                                                                                       | <input type="checkbox"/>                                                                                    | <input type="checkbox"/>                                                                                                                                                                                     |
| <b>Comments:</b> <div style="float: right; text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/><br/>                     Not Yet Assessable <input type="checkbox"/> </div> |                                                                           |                                                                                                                                |                                                                                                             |                                                                                                                                                                                                              |

| Patient Care 5: Patient Management           |                                                  |                                                                                |                                                                                                                                         |                                                                                                                                                            |
|----------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1                                      | Level 2                                          | Level 3                                                                        | Level 4                                                                                                                                 | Level 5                                                                                                                                                    |
| Reports management plans developed by others | Participates in the creation of management plans | Develops an interdisciplinary management plan for common and typical diagnoses | Develops and implements informed management plans for complicated and atypical diagnoses, with the ability to modify plans as necessary | Serves as a role model and coach for development of management plans for complicated and atypical diagnoses, with the ability to modify plans as necessary |
| <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"/><br>Not Yet Assessable <input type="checkbox"/>                                                          |

| Medical Knowledge 1: Clinical Knowledge                                                                                                                                                              |                                                     |                                                                                 |                                                                                                                   |                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                                                                                                              | Level 2                                             | Level 3                                                                         | Level 4                                                                                                           | Level 5                                                                                                                        |
| Demonstrates basic medical knowledge                                                                                                                                                                 | Links basic medical knowledge to clinical scenarios | Applies medical knowledge to common and typical scenarios to guide patient care | Integrates a breadth of medical knowledge that includes complicated and atypical conditions to guide patient care | Teaches at multiple levels, drawing from a breadth of medical knowledge that spans the continuum of simple to complex problems |
| <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"/><br/>                     Not Yet Assessable <input type="checkbox"/> </div> |                                                     |                                                                                 |                                                                                                                   |                                                                                                                                |

| Medical Knowledge 2: Diagnostic Evaluation                                                                                                                                       |                                                                           |                                                                             |                                                                                                                           |                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                                                                                          | Level 2                                                                   | Level 3                                                                     | Level 4                                                                                                                   | Level 5                                                                                                  |
| Lists basic evaluation (e.g., diagnostic testing and consultation) for common diagnoses, with prompting                                                                          | Recommends broad evaluation based on an unfocused differential diagnosis  | Recommends focused evaluation based on a prioritized differential diagnosis | Prioritizes and optimizes evaluation based on risks, benefits, indications, and alternatives to clarify the diagnosis(es) | Educates others about risks, benefits, indications, and alternatives to guide diagnostic decision making |
| Reports results of diagnostic studies                                                                                                                                            | Identifies clinically significant diagnostic study results, with guidance | Interprets clinical significance of diagnostic study results                | Interprets clinical significance of diagnostic study results while considering study limitations                          | Teaches others to interpret clinically significant results and consider study limitations                |
| <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"/><br/>           Not Yet Assessable <input type="checkbox"/> </div> |                                                                           |                                                                             |                                                                                                                           |                                                                                                          |

| Systems-Based Practice 1: Patient Safety                                                                  |                                                                                             |                                                                                                    |                                                                                                         |                                                                                         |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 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                |
| <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: Quality Improvement                                                             |                                                                                                                       |                                                       |                                                                                                             |                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                                                               | Level 3                                               | Level 4                                                                                                     | Level 5                                                                                                   |
| 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 the skills required to identify, develop, implement, and analyze a quality improvement project | Creates, 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> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> |                                                                                                                       |                                                       |                                                                                                             |                                                                                                           |

| Systems-Based Practice 3: System Navigation for Patient Centered Care – Coordination of Care              |                                                                                                                                                   |                                                                                                                                                                               |                                                                                                                                                                    |                                                                         |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                                                                                           | Level 3                                                                                                                                                                       | Level 4                                                                                                                                                            | Level 5                                                                 |
| Lists the various interprofessional individuals involved in the patient's care coordination               | Coordinates care of patients in routine clinical situations, incorporating interprofessional teams with consideration of patient and family needs | Coordinates care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams, and incorporating patient and family needs and goals | Coordinates interprofessional, patient-centered care among different disciplines and specialties, actively assisting families in navigating the health-care system | Coaches others in interprofessional, patient-centered care coordination |
| <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 4: System Navigation for Patient-Centered Care – Transitions in Care               |                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                                                                                  | Level 3                                                                                                                         | Level 4                                                                                                                                                         | Level 5                                                                                                                     |
| Uses a standard template for transitions of care/hand-offs                                                | Adapts a standard template, recognizing key elements for 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, and ensures closed-loop communication | Performs and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including transitions to adult care | Coaches others in improving transitions of care within and across health care delivery systems to optimize patient outcomes |
| <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 5: Population and Community Health                                                 |                                                                                                       |                                                                                                                        |                                                                                                    |                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                                               | Level 3                                                                                                                | Level 4                                                                                            | Level 5                                                                                                          |
| Demonstrates awareness of population and community health needs and disparities                           | Identifies specific population and community health needs and disparities; identifies local resources | Uses local resources effectively to meet the needs and reduce health disparities of a patient population and community | Adapts practice to provide for the needs of and reduce health disparities of a specific population | Advocates at the local, regional, or national level for populations and communities with health care disparities |
| <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 6: Physician Role in Health Care Systems                                                                          |                                                                                                                     |                                                                                                                                                     |                                                                   |                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Level 1                                                                                                                                  | Level 2                                                                                                             | Level 3                                                                                                                                             | Level 4                                                           | Level 5                                                                                 |
| Engages with patients and other providers in discussions about cost-conscious care and key components of the health care delivery system | Identifies the relationships between the delivery system and cost-conscious care and the impact on the patient care | Discusses the need for changes in clinical approaches based on evidence, outcomes, and cost-effectiveness to improve care for patients and families | Advocates for the promotion of safe, quality, and high-value care | Coaches others to promote safe, quality, and high-value care across health care systems |
| <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"/>                                      |

| Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice                           |                                                                             |                                                                                               |                                                                                                                                                      |                                                                               |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                     | Level 3                                                                                       | Level 4                                                                                                                                              | Level 5                                                                       |
| Develops an answerable clinical question and demonstrates how to access available evidence, with guidance | Independently articulates clinical question and accesses available evidence | Locates and applies the evidence, integrated with patient preference, to the care of patients | Critically appraises and 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 for complex patients |
| <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>Participates in feedback sessions</p> <p>Develops personal and professional goals, with assistance</p>    | <p>Demonstrates openness to feedback and performance data</p> <p>Designs a learning plan based on established goals, feedback, and performance data, with assistance</p> | <p>Seeks and incorporates feedback and performance data episodically</p> <p>Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance</p> | <p>Seeks and incorporates feedback and performance data consistently</p> <p>Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness</p> | <p>Role models and coaches others in seeking and incorporating feedback and performance data</p> <p>Demonstrates continuous self-reflection and coaching of others on reflective practice</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 1: Professional Behavior                                                                  |                                                                               |                                                                                 |                                                                                                                   |                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                       | Level 3                                                                         | Level 4                                                                                                           | Level 5                                                                                                                                       |
| Identifies expected professional behaviors and potential triggers for lapses                              | Demonstrates professional behavior with occasional lapses                     | Maintains professional behavior in increasingly complex or stressful situations | Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others | Models professional behavior and coaches others when their behavior fails to meet professional expectations                                   |
| Identifies the value and role of pediatrics as a vocation/career                                          | Demonstrates accountability for patient care as a pediatrician, with guidance | Fully engages in patient care and holds oneself accountable                     | Exhibits a sense of duty to patient care and professional responsibilities                                        | Extends the role of the pediatrician beyond the care of patients by engaging with the community, specialty, and medical profession as a whole |
| <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: Ethical Principles                                                                                                                                                                                |                                                 |                                                                                                                                                               |                                                                                                                                                               |                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                                                                                                                              | Level 2                                         | Level 3                                                                                                                                                       | Level 4                                                                                                                                                       | Level 5                                                                                                                                               |
| Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics | Applies ethical principles in common situations | Analyzes complex situations using ethical principles to address conflict/controversy; seeks help when needed to manage and resolve complex ethical situations | Manages and seeks to resolve ethical dilemmas using appropriate resources (e.g., ethics consultations, literature review, risk management/legal consultation) | Called upon by others to consult in cases of complex ethical dilemmas; identifies and seeks to address system-level factors that induce or exacerbate |
| <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 tasks and responsibilities, with prompting                                                       | Performs tasks and responsibilities in a timely manner in routine situations | Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations | Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations | Creates strategies to enhance others' ability to efficiently complete tasks and 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: Well-Being                                                                             |                                                                        |                                                                      |                                                                                          |                                                                                                     |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                | Level 3                                                              | Level 4                                                                                  | Level 5                                                                                             |
| Recognizes the importance of addressing personal and professional well-being                              | Describes institutional resources that are meant to promote well-being | Recognizes institutional and personal factors that impact well-being | Describes interactions between institutional and personal factors that impact well-being | Coaches and supports colleagues to optimize well-being at the team, program, or institutional 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> |                                                                        |                                                                      |                                                                                          |                                                                                                     |

This subcompetency is not intended to evaluate a resident's well-being, but to ensure each resident has the fundamental knowledge of factors that impact well-being, the mechanisms by which those factors impact 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                                                                 |
| Demonstrates respect and attempts to establish rapport                                                    | Establishes a therapeutic relationship in straightforward encounters                                 | Establishes a culturally competent and therapeutic relationship in most encounters                                     | Establishes a therapeutic relationship in straightforward and complex encounters, including those with ambiguity and/or conflict | Mentors others to develop positive therapeutic relationships            |
| Attempts to adjust communication strategies based upon patient/family expectations                        | Adjusts communication strategies as needed to mitigate barriers and meet patient/family expectations | Communicates with sensitivity and compassion, elicits patient/family values, and acknowledges uncertainty and conflict | Uses shared decision making with patient/family to make a personalized care plan                                                 | Models and coaches others in patient- and family-centered communication |
| <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> |                                                                                                      |                                                                                                                        |                                                                                                                                  |                                                                         |

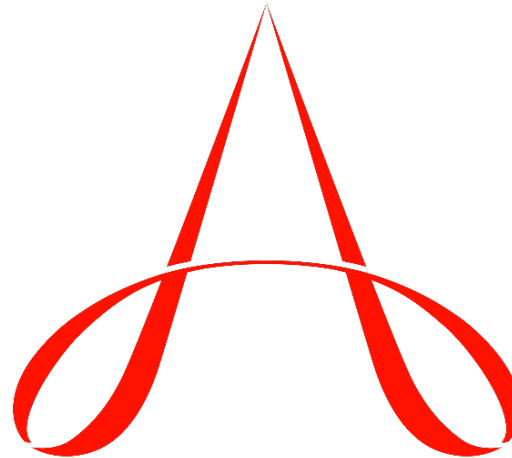
| Interpersonal and Communication Skills 2: Interprofessional and Team Communication                        |                                                                                  |                                                                                    |                                                                 |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                   | Level 2                                                                          | Level 3                                                                            | Level 4                                                         | Level 5                                                                                                              |
| Respectfully requests a consultation, with guidance                                                       | Clearly and concisely requests consultation by communicating patient information | Formulates a specific question for consultation and tailors communication strategy | Coordinates consultant recommendations to optimize patient care | Maintains a collaborative relationship with referring providers that maximizes adherence to practice recommendations |
| Identifies the members of the interprofessional team                                                      | Participates within the interprofessional team                                   | Uses bi-directional communication within the interprofessional team                | Facilitates interprofessional team communication                | Coaches others in effective communication within the interprofessional team                                          |
| <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                                                                       |
| Records accurate information in the patient record                                                                                               | Records accurate and timely information in the patient record | Concisely documents updated, prioritized, diagnostic and therapeutic reasoning in the patient record                  | Documents diagnostic and therapeutic reasoning, including anticipatory guidance | Models and coaches others in documenting diagnostic and therapeutic reasoning |
| Identifies the importance of and responds to multiple forms of communication (e.g., in-person, electronic health record (EHR), telephone, email) | Selects appropriate method of communication, with prompting   | Aligns type of communication with message to be delivered (e.g., direct and indirect) based on urgency and complexity | Demonstrates exemplary written and verbal communication                         | Coaches others in written and verbal communication                            |
| <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"/>                            |



# 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**

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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"/><br>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"/><br>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"/><br>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"/><br>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"/><br/>           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>                                                         |                                                                       |                                                                                         |                                                                                                           |                                                                                                                            |
| Not Yet Completed Level 1 <input type="checkbox"/>                       |                                                                       |                                                                                         |                                                                                                           |                                                                                                                            |

| 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<br><br>Describes institutional resources that are meant to promote well-being | With assistance, proposes a plan to promote personal and professional well-being<br><br>Recognizes which institutional factors affect well-being | Independently develops a plan to promote personal and professional well-being<br><br>Describes institutional factors that positively and/or negatively affect well-being | Creates institutional-level interventions that promote colleagues' well-being<br><br>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"/>                                     |