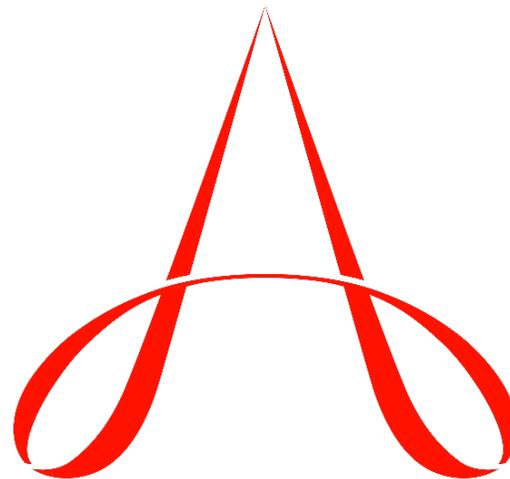




# Gynecologic Oncology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation: July 2022  
Second Revision: October 2021  
First Revision: February 2016

# Gynecologic Oncology Milestones

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

## **Gynecologic Oncology Milestones Work Group**

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American Board of Obstetrics and Gynecology

Review Committee for Obstetrics and Gynecology

Society of Gynecologic Oncology

## Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow 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/fellow 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 fellow 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 fellow may achieve higher levels early in his/her educational program just as a senior fellow 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. Fellows 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 fellow.

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

## 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 fellow 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.

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 fellow 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 subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

Patient Care 1: Surgical Care of Gynecologic Cancer – Open Techniques				
Level 1	Level 2	Level 3	Level 4	Level 5
Independently selects appropriate procedures for benign gynecologic conditions	Proposes appropriate cancer-specific procedures	Selects appropriate cancer-specific procedures	Independently adapts surgical plan based on unforeseen intra-operative events	Independently manages complicated or multidisciplinary procedures for patients with multiple comorbidities
Proficiently performs benign gynecologic or basic cancer-specific procedures	Effectively assists during radical cancer-specific procedures	Performs radical cancer-specific procedures	Independently and proficiently performs radical cancer-specific procedures	Identifies innovative techniques and approaches from the literature or other disciplines
<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"/>                      Not Yet Assessable <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: Surgical Care of Gynecologic Cancer – Open Techniques				
Level 1	Level 2	Level 3	Level 4	Level 5
Independently selects appropriate procedures for benign gynecologic conditions	Proposes appropriate cancer-specific procedures	Selects appropriate cancer-specific procedures	Independently adapts surgical plan based on unforeseen intra-operative events	Independently manages complicated or multidisciplinary procedures for patients with multiple comorbidities
Proficiently performs benign gynecologic or basic cancer-specific procedures	Effectively assists during radical cancer-specific procedures	Performs radical cancer-specific procedures	Independently and proficiently performs radical cancer-specific procedures	Identifies innovative techniques and approaches from the literature or other disciplines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 2: Surgical Care of Gynecologic Cancer – Minimally Invasive Surgical (MIS) Techniques				
Level 1	Level 2	Level 3	Level 4	Level 5
Independently selects appropriate procedures for benign gynecologic conditions	Proposes appropriate cancer-specific procedures	Selects appropriate cancer-specific procedures	Independently adapts surgical plan based on unforeseen intra-operative events	Independently manages complicated or multidisciplinary procedures for patients with multiple comorbidities
Proficiently performs benign gynecologic or basic cancer-specific procedures	Effectively assists during radical cancer-specific procedures	Performs radical cancer-specific procedures	Independently and proficiently performs radical cancer-specific procedures	Identifies innovative techniques and approaches from the literature or other disciplines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 3: Management of Chemotherapy and Targeted Therapeutics				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses commonly used chemotherapy agents, targeted therapeutics, and common toxicities	Proposes appropriate options for treatment based on guidelines	Selects appropriate chemotherapy agents and targeted therapies for treatment based on observed toxicities and guidelines	Independently adapts chemotherapy agents and targeted therapies based on genetics, tumor testing, and/or toxicities	Independently manages acute and long-term toxicities and makes appropriate referrals to other members of the interdisciplinary 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"/>            Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Peri-Operative Care (Pre-, Intra-, and Post-)				
Level 1	Level 2	Level 3	Level 4	Level 5
Assesses peri-operative surgical risk and manages routine peri-operative care	Employs standardized care protocols and recognizes common peri-operative complications	Manages patients with complex peri-operative needs and common peri-operative complications	Independently manages patients with complex peri-operative needs and complex peri-operative complications, integrating principles of critical care	Identifies gaps in peri-operative management and complications to be addressed in quality improvement/research initiatives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">           Not Yet Completed Level 1 <input type="checkbox"/>            Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Palliative Symptom Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes a complete cancer and treatment-related symptom history	Manages uncomplicated symptoms, integrating standardized symptom assessment tools	Manages complex symptoms	Coordinates multidisciplinary management of complex and refractory symptoms	Applies innovative approaches to symptom management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 1: Anatomy				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pelvic anatomy	Demonstrates knowledge of normal retroperitoneal and upper abdominal anatomy	Applies knowledge of pelvic, retroperitoneal, and upper abdominal anatomy distorted by gynecologic cancer in a straightforward surgical setting to reduce surgical complications and morbidity	Applies knowledge of pelvic, retroperitoneal, and upper abdominal anatomy distorted by gynecologic cancer in a complex surgical setting to reduce surgical complications and morbidity	Applies knowledge of pelvic and abdominal anatomy to complex surgical cases and identifies areas for surgical innovation and quality improvement
Applies knowledge of normal pelvic anatomy in the surgical setting to reduce surgical complications and morbidity	Applies knowledge of pelvic anatomy distorted by gynecologic cancer in a complex surgical setting to reduce surgical complications and morbidity	Applies knowledge of pelvic anatomy, upper abdominal, and retroperitoneal anatomy when reviewing diagnostic studies	Applies knowledge of pelvic anatomy, upper abdominal, and retroperitoneal anatomy when planning a complex surgical intervention	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Medical Diseases in Gynecologic Cancer – Organ System Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common medical conditions that can affect patient outcomes	Applies knowledge of common medical co-morbidities to optimize patient outcomes	Demonstrates knowledge of complex organ system disorders, metabolic derangements, and coagulopathies	Applies knowledge of complex organ system disorders to optimize patient outcomes	Applies an evidence-based approach to innovative management of the gynecologic cancer patient with complex medical conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">           Not Yet Completed Level 1 <input type="checkbox"/>            Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 3: Genetics, Cancer Biology, and Immunology				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic genetics and common hereditary cancer syndromes in gynecologic cancer	Applies knowledge of basic cancer genetics to patient counseling	Demonstrates knowledge of less common hereditary cancer syndromes and genetic alterations	Applies knowledge of hereditary cancer syndromes to optimize patient outcomes	Investigates and applies evidence-based principles of genetics to optimize patient outcomes
Demonstrates knowledge of basic carcinogenesis and gynecologic cancer prevention strategies	Demonstrates knowledge of basic cancer biology and immunology	Demonstrates knowledge of targeted therapeutic principles and cancer immunotherapy	Applies knowledge of cancer biology and immunology to develop treatment plans for patients with gynecologic cancers	Investigates and applies evidence-based principles of cancer biology and/or immunology to optimize patient outcomes
<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 4: Radiation Therapy – Radiation Biology and Physics				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses common therapeutic radiation techniques	Demonstrates knowledge of the indications for adjuvant and primary therapy	Demonstrates knowledge of basic radiation biology	Applies comprehensive knowledge of radiation therapy to optimize patient outcomes	Investigates principles of innovative radiation therapy in collaboration with a radiation oncologist
Demonstrates knowledge of common complications of radiation therapy	Demonstrates knowledge of initial evaluation of patients with radiation toxicities	Demonstrates knowledge of management strategies for radiation complications	Applies knowledge of management strategies for complex radiation complications	Investigates novel management strategies for radiation complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				
Not Yet Completed Level 1 <input type="checkbox"/>				
Not Yet Assessable <input type="checkbox"/>				

Medical Knowledge 5: Chemotherapy and Targeted Therapeutics				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of commonly used systemic therapies	Discusses therapeutic options, mechanisms of action, and common toxicities of common systemic therapies based on literature	Demonstrates comprehensive knowledge of systemic therapy options based on literature	Applies knowledge of systemic therapeutic agents to individualize management	Explores emerging therapies and extrapolates to rare or complex clinical scenarios
<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"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 6: Diagnostic Techniques and Treatment Planning				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic diagnostic techniques to evaluate patients with gynecologic neoplasms	Demonstrates knowledge of diagnostic accuracy and costs of advanced imaging modalities used to evaluate patients with gynecologic neoplasms	Discusses diagnostic techniques to comprehensively evaluate patients with gynecologic cancer	Integrates knowledge of diagnostic techniques to develop comprehensive treatment plans for patients with gynecologic cancer	Applies innovative evidence-based diagnostic techniques to develop treatment plans for patients with gynecologic cancers
Demonstrates knowledge of histologic characteristics of common gynecologic cancers	Demonstrates knowledge of pathologic studies used to identify and subcategorize malignant and premalignant gynecologic pathology	Demonstrates knowledge of tailored diagnostic pathologic, genomic, and molecular studies to facilitate comprehensive treatment planning	Synthesizes results of pathologic, genomic, and molecular studies to create effective treatment plans	Designs research projects to further the application or development of innovative tumor testing in gynecologic cancers
<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 7: Clinical Studies				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the basics of clinical study design and levels of evidence	Demonstrates knowledge of study design, including statistical methods	Critically interprets the results of a clinical study, including statistical limitations	Applies knowledge of clinical study design, research infrastructure, and analytical statistics and integrates these into clinical practice	Proposes and designs clinical investigation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 8: End-of-Life Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies general eligibility for hospice care	Addresses basic patient/family questions about hospice and death from cancer	Addresses complex patient/family questions about hospice, discontinuation of disease-directed therapy, and death from cancer	Individualizes advice to patients/patient families about timing of hospice enrollment and appropriately sets patient/family expectations for last days to weeks of life	Coordinates multidisciplinary response to complex circumstances, such as family conflict and futile care near the end of life
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">                     Not Yet Completed Level 1 <input type="checkbox"/>                      Not Yet Assessable <input type="checkbox"/> </div>				

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common 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 the institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and patients' families (simulated or actual)	Discloses patient safety events to patients and patients' families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives	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 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 utilizing the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively utilizing the roles of the interprofessional teams	Identifies concerns with current systems of care coordination, and identifies opportunities for improvement	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care and hand-offs in routine clinical situations	Performs safe and effective transitions of care and hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care and hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<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: Community and Population Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for the local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 4: 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	Describes how components of a complex health care system are inter-related, and how this impacts patient care	Discusses how individual practice affects the broader system	Manages various components of the complex health care system to provide efficient and effective patient care	Advocates for or leads systems change that enhances high value, efficient and effective patient care
<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
Demonstrates how to access and use available evidence and incorporate patient preferences and values to the care of a routine patient	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care, with guidance from other health care team members	Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients, with minimal guidance	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, 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
Identifies gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Continuously reflects on remaining gap(s) and institutes behavioral adjustments to narrow them	Coaches others on reflective practice
Establishes goals for personal and professional development	Identifies opportunities for performance improvement; designs a learning plan	Integrates practice data and feedback, with humility, to implement a learning plan	Uses performance data to measure the effectiveness of the learning plan and adapts it when necessary	Coaches others in the design and implementation of learning plans
<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 3: Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies areas worthy of scholarly investigation	Designs a hypothesis-driven or hypothesis-generating scholarly thesis, under the direction of a research mentor	Presents products of scholarly activity at local, regional, or national meetings, and/or submits an abstract to regional, state, or national meetings	Completes and defends a comprehensive written scholarly thesis that demonstrates advanced research methodology, design, and statistical analysis	Publishes independent research that has generated new medical knowledge, educational programs, or process improvement
<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"/>

Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses and how to appropriately report them	Demonstrates insight into professional behavior in routine situations and takes responsibility for one's own professionalism lapses	Demonstrates professional behavior in complex or stressful situations	Consistently recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
Demonstrates knowledge of ethical principles	Analyzes straightforward situations using ethical principles	Recognizes the need to seek help in managing and resolving complex ethical situations	Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed, and identifies system-level issues that induce or exacerbate ethical problems	Seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Responds promptly to requests to complete tasks; takes ownership for completion of tasks and responsibilities	Takes responsibility to complete tasks with appropriate attention to detail in routine situations; recognizes situations that may impact timely completion	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations	Recognizes and takes steps to mitigate situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Mentors/coaches other team members to ensure prioritization and completion of tasks
<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 3: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Coaches others in optimizing personal and professional well-being
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication and Shared Decision Making				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates respect and establishes a basic therapeutic relationship with patients and patients' families and answers basic questions about treatment planning	Identifies and reflects on personal and implicit biases related to communications with patients and patients' families	Establishes therapeutic relationships in challenging patient and patient family encounters and counsels patients through shared decision making	Facilitates difficult discussions while attempting to proactively minimize communication barriers	Mentors others to establish therapeutic relationships in challenging encounters
<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: Critical Cancer Conversations				
Level 1	Level 2	Level 3	Level 4	Level 5
Elicits pre-existing preferences related to code status, advance care planning, and medical power of attorney	Assesses patients' understanding of illness, including prognostic awareness	Elicits patients' goals and values and delivers basic prognostic information	Makes goal-concordant treatment and code status recommendations	Reaches consensus on goal-concordant treatment plans in high complexity circumstances
<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: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands and respects the role and function of multidisciplinary and interprofessional team members	Solicits and integrates insights from and uses language that values all multidisciplinary and interprofessional team members	Actively manages and coordinates communications between multidisciplinary and interprofessional team members to ensure completion of tasks	Mediates and addresses conflict and distress among the multidisciplinary and interprofessional team members	Fosters a culture of open communication and effective teamwork among multidisciplinary and interprofessional team members and prevents conflict and distress
<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 4: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records and safeguards patient health information in the electronic health record	Documents diagnostic information and therapeutic reasoning through notes in the patient record in an efficient manner	Appropriately selects direct and indirect forms of communication based on context	Provides written or verbal communication that is clear, concise, timely, organized, and includes anticipatory guidance	Coaches others to improve written and verbal 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>				