

Hematology Oncology Assessment Tools for Fellowship Programs

2020

The assessment tools in this document utilize the Accreditation Council for Graduate Medical Education (ACGME) Hematology Oncology Milestones. The Milestones provide a framework for the assessment of the fellow. They do not represent the entirety of the six domains of physician competency. These tools were designed to streamline assessment and to hopefully provide more granular data of training progress. Fellowship programs are not required to use these tools for their assessment. The ACGME requires that fellowship programs use multiple evaluators to provide information to the Clinical Competency Committee for its synthesis of performance.

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Hematology Oncology Assessment Toolkit

Welcome to the American Society of Hematology (ASH) and American Society of Clinical Oncology (ASCO) toolkit for training programs in hematology, oncology and combined hematology/oncology. The Hematology Oncology Milestones are reported to the ACGME every six months effective July 2020 [1]. The Supplemental Guide provides additional guidance and examples for the Hematology and Medical Oncology Milestones [2]. Programs are encouraged to review the ACGME Program Requirements, specifically Section V, before July 2020. Programs may choose to adopt some of or all the tools in this document. Programs may use any tools or innovative techniques that they wish. This document provides our vision of tools.

This set of “Assessment Tools” is available for programs who wish to use them. The goal of this project is to streamline assessment with Milestone data. We hope that this improves the overall feedback process with more data to fellows and programs by making the system easy to work with. The Milestones, however, represent the fellow’s trajectory on the core competencies and the subcompetencies. The Milestones provide a framework for assessing the development of the fellow in key dimensions of the elements of physician competency in the specialty.

For programs that wish to use these tools, the following information will guide you. The tools consist of the common clinical rotations and activities. Clinical rotations start with learning objectives. The other activities have descriptions within the tools of how to use them. The tools come directly from the Hematology Oncology Milestones subcompetency streams and can go into the program’s electronic reporting system. They go directly to the faculty member or other assessor after the fellow completes his/her rotation or activity. When the faculty member or assessor returns the form electronically, the Clinical Competency Committee (CCC) sees the data for their review. The CCC makes recommendations about the fellow’s progress on the Milestones and that recommendation goes to the Program Director (PD) who makes the final decision on The Milestones report to the ACGME.

We endeavored to cover all the subcompetencies in the rotations and activities (Table 1). Professionalism 1, “Professional Behavior and Ethical Principles,” did not get a place in any of the rotations or activities. The work group decided that this subcompetency should be part of the general discussion at the CCC meeting with final determination by the PD. Some of the subcompetencies are represented many times and some, like Scholarship, only occur once (Table 2). Programs should make sure that if some, but not all of these tools are adopted, then they address assessment of all the subcompetencies by some means.

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Table 1

Subcompetency		Rotation/Activity
PC1	H&P	Hem/Onc cont, Hem/Onc inpt, BMT, Pall care
PC2	Dx/stage	Hem/Onc cont, Hem/Onc inpt
PC3	Manage	Hem/Onc cont, Hem/Onc inpt, BMT, Pall care, Infusion
PC4	Adjust plan	Hem/Onc cont, Hem/Onc inpt, BMT, Infusion
PC5	Procedures	Hem/Onc inpt, BMT, Infusion, Bone mar proc
MK1	Non-malignant heme	Hem/Onc cont, Hem/Onc inpt, BMT, Pall care, Infusion, Heme (ASH) ITE
MK2	Malignant heme	Hem/Onc cont, Hem/Onc inpt, BMT, Pall care, Infusion, Heme (ASH) ITE and Onc (ASCO) ITE
MK3	Solid tumor	Hem/Onc cont, Hem/Onc inpt, Infusion, Onc (ASCO) ITE
MK4	Scholarship	Scholarship
SBP1 Top	Patient safety	Safety/QIP
SBP1 Low	Reporting events	Hem/Onc inpt, BMT, Pall care
SBP2	QIP	Safety/QIP
SBP3	Navigation	Hem/Onc cont, Hem/Onc inpt, BMT, Pall care
SBP4	Population health	Hem/Onc cont
SBP5	Health systems	Hem/Onc cont, Infusion
PBL1	Evidence	Hem/Onc inpt, BMT
PBL2	Reflection/learning	Hem/Onc cont, CCC/PD
PROF 1	Ethical behavior	CCC/PD
PROF 2	Accountability	Hem/Onc cont, Hem/Onc inpt, BMT
PROF 3	Well-being	Hem/Onc cont, BMT, Pall care, Well-being
ICS1	Pt/family	Hem/Onc cont, Hem/Onc inpt, BMT, Pall care, Infusion
ICS2	Team	Hem/Onc inpt, BMT, Pall care
ICS3	Documentation	Hem/Onc cont, BMT, Pall care, Infusion

*Note: ITE = In-Training Exam. CCC = Clinical Competency Committee. PD = Program Director.

Table 2

Hem/Onc Cont	Hem/Onc Inpt	BMT	Pall Care	Infusion	Scholarship	Bone Marrow Procedure	Safety/QIP	Well-being
PC1	PC1	PC1	PC1	PC3	MK4	Competency form/PC5	SBP1 top 1/2	PROF 3
PC2	PC2	PC3	PC3	PC4			SBP2	
PC3	PC3	PC4	MK1	PC5				
PC4	PC4	PC5	MK2	MK1				
MK1/2	PC5	MK1/2	SBP1 low 1/2	MK2				
MK3	MK1/2	SBP1 low 1/2	SBP3	MK3				
SBP3	MK3	SBP3	PROF3	SBP5 top 1/2				
SBP4	SBP1 low 1/2	PBL1	ICS1	ICS1				
SBP5	SPB3	PROF 2	ICS2	ICS3 top 1/2				
PBL2	PBL1	PROF3	ICS3					
PROF2	PROF2	ICS1						
PROF3	ICS1	ICS2						
ICS1	ICS2	ICS3						
ICS3								

[1]. Hematology and Oncology Milestones. The Accreditation Council for Graduate Medical Education

<https://www.acgme.org/Portals/0/PDFs/Milestones/HematologyAndMedicalOncologyMilestones2.0.pdf?ver=2019-08-22-092135-630>.

Accessed 11/22/2019

[2]. Supplemental Guide: Hematology and Oncology. The Accreditation Council for Graduate Medical Education

<https://www.acgme.org/Portals/0/PDFs/Milestones/HematologyAndMedicalOncologySupplementalGuide.pdf?ver=2019-08-22-092135-660>.

Accessed 11/22/2019

Hematology or Oncology Continuity Clinic

Learning Objectives

For Hematology:

Fellows will progressively learn to:

- 1) Demonstrate proficiency in ordering and interpreting tests of hemostasis and thrombosis for both congenital and acquired disorders and regulation of antithrombotic therapy.
- 2) Demonstrate knowledge and proficiency in the various principles of transfusion medicine and competence in apheresis procedures.
- 3) Demonstrate proficiency in management of patients with congenital and acquired disorders of hemostasis and thrombosis, including the use of coagulation factor replacement therapy and antithrombotic therapy.
- 4) Summarize specific prognostic factors (risk stratify) and make management decisions based on risk stratification.

For Oncology:

Fellows will progressively learn to:

- 1) Assess new patients with cancer and stage them appropriately.
 - a) Assess patient performance status and comorbidities for new patients and returning patients.
- 2) Formulate a management plan for clinic patients that conforms to patient preferences and goals of care.
- 3) Adjust management plan based on response, side effects, and long-term sequelae of treatment.
- 4) Write systemic therapy for clinic patients.

For BOTH Hematology and Oncology:

Fellows will progressively learn to:

- 1) Develop expanding knowledge.
- 2) Develop relationships with the attending physician, patients, families, and clinic staff in order to provide a safe and efficient environment for the clinic patients.
- 3) Adapt practice to specific population.
- 4) Reflect on practice and develop a learning plan.
- 5) Transition patients to appropriate specialties, such as palliative care, radiation oncology, and pain management when appropriate.
- 6) Communicate well with patients, families, teams, and through the medical record.

Patient Care 1: Accesses Data Sources to Synthesize Patient and Disease Specific Information Necessary for Clinical Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accesses data and gathers a history standard for general internal medicine</p> <p>Performs a physical examination standard for general internal medicine</p>	<p>Gathers a disease-specific history, with assistance</p> <p>Performs a disease-specific physical examination, with assistance</p>	<p>Accesses data from multiple sources and collects disease-specific history, including psychosocial issues, from the patient and family members</p> <p>Completes a disease-specific physical examination</p>	<p>Consistently synthesizes data from multiple sources and collects a disease-specific history from the patient and family members</p> <p>Consistently completes a disease-specific physical examination</p>	<p>Role models gathering and synthesis of clinical information</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 2: Diagnoses and Assigns Stage and Severity of Hematology and Oncology Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Generates a differential diagnosis expected of a graduating internal medicine resident	Interprets initial diagnostic studies to generate a specialty-specific differential diagnosis	Orders advanced diagnostic studies for common disorders when appropriate	Diagnoses uncommon disorders and determines disease severity using evidence-based studies	Role models the assignments of stage and disease severity, informed by evidence-based studies and guidelines for specialty disorders
Orders testing without specialty-specific differential diagnosis	Determines stage of disorder	Determines clinical comorbidities		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 3: Formulates the Management Plan				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a management plan for patients without comorbidities, with assistance	Formulates a management plan using decision-support tools for patients without comorbidities	Formulates a management plan with consideration of disease and patient factors and enrollment in clinical trials	Consistently formulates management plans that include consideration of clinical trial enrollment and conforms to patient preferences and goals of care	Serves as an expert in formulating management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 4: Adjusts Management Plans for Acute and Chronic Issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Adjusts management plans according to standard guidelines and toxicities, with assistance	Adjusts management plans according to standard guidelines and toxicities	Adjusts management plans based on response to treatment, side effects of the treatment, and comorbidities	Adjusts management plans based on anticipation and recognition of subtle toxicities and long-term sequelae and/or changes in patient preferences and goals	Serves as an expert in developing and implementing pathways that influence management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

(For Hematology) Medical Knowledge 1/2: Malignant and Non-Malignant Hematology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

(For Oncology) Medical Knowledge 3: Solid Tumor Oncology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1
 Not Yet Assessable

Systems-Based Practice 3: System Navigation for Patient-Centered Care: Coordination and Transitions of 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 their interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1

Systems-Based Practice 4: System Navigation for Patient-Centered Care: Population Health

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of population and community health care needs and disparities	Identifies specific population and community health care needs and disparities	Identifies local resources to meet community health care needs and disparities	Adapts practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care disparities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 5: Physician Role in Health Care Systems

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies basic financial barriers for individual patients and basic financial components of the health care system	Considers financial barriers and quality of care when ordering diagnostic or therapeutic interventions	Incorporates value (quality/costs) into shared decision making, with interprofessional team input	Manages financial factors that affect a patient's access to care and decision making	Role models and teaches patients and interprofessional team members to consider value when making diagnostic and therapeutic recommendations
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 ordering therapeutic interventions	Discusses how individual practice and the broader system affect each other	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"/>

Comments:

Not Yet Completed Level 1

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies gaps in knowledge and performance	Reflects on the factors which contribute to gaps between expectations and actual performance	Institutes changes to narrow the gaps between expectations and actual performance	Intentionally seeks performance data to narrow the gaps between expectations and actual performance	Role models reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with assistance	Independently creates and implements a learning plan	Measures the effectiveness of the learning plan and makes appropriate changes	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"/>

Comments:

Not Yet Completed Level 1

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for failure to complete tasks	Performs tasks in a timely manner or provides notification when unable to complete tasks	Performs tasks in a timely manner with appropriate attention to detail in complex or stressful situations	Takes responsibility in situations that impact the ability of team members to complete tasks and responsibilities in a timely manner	Exceeds expectations for supporting team responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Fellow 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	Role models the continual ability to monitor and address personal and professional well-being Advocates for institutional changes to support well-being
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common barriers to effective communication	Identifies complex barriers to effective communication	Reflects on personal biases while attempting to minimize communication barriers	Proactively improves communication by addressing barriers including patient and personal biases	Role models communication that addresses barriers
Recognizes the need to adjust communication strategies based on context	Verifies patient/family understanding of the clinical situation to optimize effective communication	With guidance, uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Independently, uses shared decision making to make a personalized care plan	Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <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
Accurately records information in the patient record	Demonstrates organized diagnostic and medical reasoning through notes in the patient record	Documentation reflects level of complexity and severity of disease	Documentation reflects medical reasoning, patient preferences, and management recommendations and plans	Role models optimal documentation
Safeguards patient personal health information in communications	Appropriately selects forms of communication based on context	Communication includes key stakeholders	Achieves written or verbal communication that is exemplary	Guides departmental or institutional communication policies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Hematology or Oncology Inpatient Wards or Consults

Learning Objectives

For Malignant Hematology:

Fellows will learn how to work-up and subsequently manage patients with known or suspected malignant hematologic disorder. Fellows will progressively learn to:

- 1) Recognize (and urgently manage) life-threatening syndromes related to acute leukemia, including leukostasis, disseminated intravascular coagulation, febrile neutropenia, spinal cord compression, bleeding, and neurological and cardiac events.
- 2) Understand the role of laboratory testing (immunohistochemistry, phenotyping/flow cytometry, karyotyping, fluorescence-in-situ-hybridization, microarray, and molecular testing).
- 3) Demonstrate knowledge and proficiency in the various principles of transfusion medicine and competence in apheresis procedures.
- 4) Demonstrate proficiency in management of patients with congenital and acquired disorders of hemostasis and thrombosis, including the use of coagulation factor replacement therapy and antithrombotic therapy.
- 5) Summarize specific prognostic factors (risk stratify) and make management decisions based on risk stratification.
- 6) Manage newly diagnosed and relapsed patients, including indications for and care of indwelling catheters, chemotherapy, immunotherapy, and clinical trial consent/enrollment, taking into account comorbidities and social factors.
- 7) Perform indicated diagnostic and therapeutic procedures.

For Non-Malignant Hematology:

Fellows will learn how to work-up and subsequently manage patients with known or suspected non-malignant hematologic disorder. Fellows will progressively learn to:

- 1) Evaluate patients with a wide variety of non-malignant hematologic disorders and formulate diagnostic and treatment plans for these patients.
- 2) Perform and interpret bone marrow biopsies and aspirates.
- 3) Recognize (and urgently manage) syndromes related to crises related to hemoglobinopathies and clotting disorders.
- 4) Demonstrate proficiency in ordering and interpreting tests of hemostasis and thrombosis for both congenital and acquired disorders and regulation of antithrombotic therapy.
- 5) Demonstrate knowledge and proficiency in the various principles of transfusion medicine and competence in apheresis procedures.
- 6) Demonstrate proficiency in management of patients with acquired and congenital disorders of red cells, white cells, platelets, and stem cells.
- 7) Demonstrate proficiency in management of patients with congenital and acquired disorders of hemostasis and thrombosis, including the use of coagulation factor replacement therapy and antithrombotic therapy.

For Oncology:

Fellows will learn how to work-up and subsequently manage patients with known or suspected oncology disorder. Fellows will progressively learn to:

- 1) Provide timely and clear recommendations.
- 2) Recognize (and urgently manage) life-threatening syndromes related to solid tumor oncology, including febrile neutropenia, immune-related toxicities, spinal cord compression, superior vena cava obstruction, and neurological and cardiac events.
- 3) Assess inpatients and apply clinical guidelines on work-up and treatment.
- 4) Perform procedures required of the rotation.
- 5) Manage acute cancer pain and reassess pain management daily.

- 6) Manage the toxicities of inpatient chemotherapies and immunotherapies.
- 7) Write chemotherapy orders for inpatient chemotherapy.

For Malignant Hematology, Non-Malignant Hematology, and Oncology:

Fellows will progressively learn to:

- 1) Apply best evidence to decisions around patient care.
- 2) Work within a multi-disciplinary team exhibiting excellent interpersonal and communication skills, professionalism, and effective hand-offs.
- 3) Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
- 4) Communicate with patients and families across a broad range of socioeconomic and cultural backgrounds.

*Note: The focus of Systems-Based Practice 1 (SBP-1) is the second line. Please note that levels 1 and 2 of this line can often be mastered by having the fellow learn the “reporting system.” The first line of SBP-1 is covered in another activity.

Patient Care 1: Accesses Data Sources to Synthesize Patient and Disease Specific Information Necessary for Clinical Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
Accesses data and gathers a history standard for general internal medicine	Gathers a disease-specific history, with assistance	Accesses data from multiple sources and collects disease-specific history, including psychosocial issues, from the patient and family members	Consistently synthesizes data from multiple sources and collects a disease-specific history from the patient and family members	Role models gathering and synthesis of clinical information
Performs a physical examination standard for general internal medicine	Performs a disease-specific physical examination, with assistance	Completes a disease-specific physical examination	Consistently completes a disease-specific physical examination	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 2: Diagnoses and Assigns Stage and Severity of Hematology and Oncology Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Generates a differential diagnosis expected of a graduating internal medicine resident	Interprets initial diagnostic studies to generate a specialty-specific differential diagnosis	Orders advanced diagnostic studies for common disorders when appropriate	Diagnoses uncommon disorders and determines disease severity using evidence-based studies	Role models the assignments of stage and disease severity, informed by evidence-based studies and guidelines for specialty disorders
Orders testing without specialty-specific differential diagnosis	Determines stage of disorder	Determines clinical comorbidities		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 3: Formulates the Management Plan				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a management plan for patients without comorbidities, with assistance	Formulates a management plan using decision-support tools for patients without comorbidities	Formulates a management plan with consideration of disease and patient factors and enrollment in clinical trials	Consistently formulates management plans that include consideration of clinical trial enrollment and conforms to patient preferences and goals of care	Serves as an expert in formulating management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 4: Adjusts Management Plans for Acute and Chronic Issues

Level 1	Level 2	Level 3	Level 4	Level 5
Adjusts management plans according to standard guidelines and toxicities, with assistance	Adjusts management plans according to standard guidelines and toxicities	Adjusts management plans based on response to treatment, side effects of the treatment, and comorbidities	Adjusts management plans based on anticipation and recognition of subtle toxicities and long-term sequelae and/or changes in patient preferences and goals	Serves as an expert in developing and implementing pathways that influence management plans

<input type="checkbox"/>									
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Comments:

Not Yet Completed Level 1
 Not Yet Assessable

Patient Care 5: Competence in Procedures:

- Performance of Bone Marrow Biopsies and Aspirations
- Assessment and Interpretation of Complete Blood Count
- Interpretation of Peripheral Blood Smears
- Use of Systemic Therapies through all Therapeutic Routes

Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the indications for and assists with all required procedures	Performs all required procedures, with direct supervision	Competently performs all required procedures, with indirect supervision	Proficiently and independently performs all required procedures	Serves as an expert for all required procedures and their complications
Discusses potential procedural complications	Recognizes complications of procedures and enlists help	Manages complications of procedures, with supervision	Anticipates and independently manages complications of procedures	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>				

Medical Knowledge 1/2: Non-Malignant and Malignant Hematology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 3: Solid Tumor Oncology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <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

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 the analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	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)	Leads disclosure of patient safety events to patients and families with documentation (simulated or actual)	Role models or mentors others in the disclosure of patient safety events

Comments:

Not Yet Completed Level 1

Systems-Based Practice 3: System Navigation for Patient-Centered Care: Coordination and Transitions of 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 their interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Not Yet Completed Level 1

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, accesses available evidence and practice guidelines for patient care	Independently identifies available evidence and practice guidelines for patient care	Critically appraises evidence and applies to patient care	Applies best available evidence, even in the face of insufficient and/or conflicting information	Serves as a role model to critically appraise and apply evidence to patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <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
Takes responsibility for failure to complete tasks	Performs tasks in a timely manner or provides notification when unable to complete tasks	Performs tasks in a timely manner with appropriate attention to detail in complex or stressful situations	Takes responsibility in situations that impact the ability of team members to complete tasks and responsibilities in a timely manner	Exceeds expectations for supporting team responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common barriers to effective communication	Identifies complex barriers to effective communication	Reflects on personal biases while attempting to minimize communication barriers	Proactively improves communication by addressing barriers including patient and personal biases	Role models communication that addresses barriers
Recognizes the need to adjust communication strategies based on context	Verifies patient/family understanding of the clinical situation to optimize effective communication	With guidance, uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Independently, uses shared decision making to make a personalized care plan	Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <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
<p>Uses respectful communication (verbal, non-verbal) with all members of the health care team</p> <p>Demonstrates openness to feedback</p>	<p>Communicates effectively within and across all health care teams</p> <p>Responsive to feedback</p>	<p>Adapts communication style within and across all health care teams to ensure mutual understanding</p> <p>Seeks and provides performance feedback</p>	<p>Coordinates recommendations from different members of the health care team to optimize patient care</p> <p>Uses feedback to improve own performance and provides actionable feedback to team members</p>	<p>Role models flexible communication strategies that solicits and values input from all health care team members, resolving conflict when needed</p> <p>Role models giving and receiving of feedback</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Bone Marrow Transplant

Learning Objectives:

Fellows will learn how to work-up and subsequently manage patients admitted for bone marrow transplantation (BMT), peripheral blood stem cell transplantation (PBSCT), or their related complications. Fellows will progressively learn to:

- 1) Indicate stem cell transplantation (allogeneic, autologous) in newly diagnosed and relapsed/refractory patients.
- 2) Understand principles of HLA typing and donor selection.
- 3) Choose appropriate donors, taking into account disease, HLA typing, patient and donor-related information.
- 4) Choose preparative regimens for each patient based on patient and disease-related factors.
- 5) Recognize and manage common complications of transplantation (febrile neutropenia, infusion-related reactions, mucositis, and neurological and cardiac events).
- 6) Recognize and manage serious complications of transplantation, including sinusoidal obstructive syndrome (SOS) of the liver, pulmonary hemorrhage, atypical HUS, etc.
- 7) Understand rationale for choosing a specific immunosuppressive regimen in allogeneic transplantation.
- 8) Diagnose and stage acute and chronic graft vs. host disease, and understand principles of management.
- 9) Utilize comorbidity scoring systems in decisions to proceed (or not) with transplantation.
- 10) Educate patients about potential short- and long-term complications associated with BMT/PBSCT.
- 11) Perform diagnostic and therapeutic procedures (bone aspirate/biopsy, lumbar puncture, and tap of Ommaya/Hickham catheters with and without intra-thecal chemotherapy), if procedures are performed. May wish to use separate bone marrow biopsy evaluation tool.
- 12) Work within a multi-disciplinary team to exhibit excellent interpersonal and communication skills, professionalism, and effective hand-offs.

*Note: The focus of Systems-Based Practice 1 (SBP-1) is the second line. Levels 1 and 2 of the second line can be mastered by having the fellow learn the hospital reporting system. The first line of SBP-1 is covered in another activity.

Patient Care 1: Accesses Data Sources to Synthesize Patient and Disease Specific Information Necessary for Clinical Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accesses data and gathers a history standard for general internal medicine</p> <p>Performs a physical examination standard for general internal medicine</p>	<p>Gathers a disease-specific history, with assistance</p> <p>Performs a disease-specific physical examination, with assistance</p>	<p>Accesses data from multiple sources and collects disease-specific history, including psychosocial issues, from the patient and family members</p> <p>Completes a disease-specific physical examination</p>	<p>Consistently synthesizes data from multiple sources and collects a disease-specific history from the patient and family members</p> <p>Consistently completes a disease-specific physical examination</p>	<p>Role models gathering and synthesis of clinical information</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Formulates the Management Plan				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a management plan for patients without comorbidities, with assistance	Formulates a management plan using decision-support tools for patients without comorbidities	Formulates a management plan with consideration of disease and patient factors and enrollment in clinical trials	Consistently formulates management plans that include consideration of clinical trial enrollment and conforms to patient preferences and goals of care	Serves as an expert in formulating management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Adjusts Management Plans for Acute and Chronic Issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Adjusts management plans according to standard guidelines and toxicities, with assistance	Adjusts management plans according to standard guidelines and toxicities	Adjusts management plans based on response to treatment, side effects of the treatment, and comorbidities	Adjusts management plans based on anticipation and recognition of subtle toxicities and long-term sequelae and/or changes in patient preferences and goals	Serves as an expert in developing and implementing pathways that influence management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Competence in Procedures:

- Performance of Bone Marrow Biopsies and Aspirations
- Assessment and Interpretation of Complete Blood Count
- Interpretation of Peripheral Blood Smears
- Use of Systemic Therapies through all Therapeutic Routes

Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the indications for and assists with all required procedures	Performs all required procedures, with direct supervision	Competently performs all required procedures, with indirect supervision	Proficiently and independently performs all required procedures	Serves as an expert for all required procedures and their complications
Discusses potential procedural complications	Recognizes complications of procedures and enlists help	Manages complications of procedures, with supervision	Anticipates and independently manages complications of procedures	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 1/2: Malignant and Non-Malignant Hematology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <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				
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 the analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	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)	Leads disclosure of patient safety events to patients and families with documentation (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"/>
Comments: <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 and Transitions of 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 their interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
With assistance, accesses available evidence and practice guidelines for patient care	Independently identifies available evidence and practice guidelines for patient care	Critically appraises evidence and applies to patient care	Applies best available evidence, even in the face of insufficient and/or conflicting information	Serves as a role model to critically appraise and apply evidence to patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <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
Takes responsibility for failure to complete tasks	Performs tasks in a timely manner or provides notification when unable to complete tasks	Performs tasks in a timely manner with appropriate attention to detail in complex or stressful situations	Takes responsibility in situations that impact the ability of team members to complete tasks and responsibilities in a timely manner	Exceeds expectations for supporting team responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Fellow 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	Role models the continual ability to monitor and address personal and professional well-being Advocates for institutional changes to support well-being

<input type="checkbox"/>									
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Comments:

Not Yet Completed Level 1

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies common barriers to effective communication</p> <p>Recognizes the need to adjust communication strategies based on context</p>	<p>Identifies complex barriers to effective communication</p> <p>Verifies patient/family understanding of the clinical situation to optimize effective communication</p>	<p>Reflects on personal biases while attempting to minimize communication barriers</p> <p>With guidance, uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan</p>	<p>Proactively improves communication by addressing barriers including patient and personal biases</p> <p>Independently, uses shared decision making to make a personalized care plan</p>	<p>Role models communication that addresses barriers</p> <p>Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <div style="text-align: right;"> <p>Not Yet Completed Level 1 <input type="checkbox"/></p> </div>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses respectful communication (verbal, non-verbal) with all members of the health care team</p> <p>Demonstrates openness to feedback</p>	<p>Communicates effectively within and across all health care teams</p> <p>Responsive to feedback</p>	<p>Adapts communication style within and across all health care teams to ensure mutual understanding</p> <p>Seeks and provides performance feedback</p>	<p>Coordinates recommendations from different members of the health care team to optimize patient care</p> <p>Uses feedback to improve own performance and provides actionable feedback to team members</p>	<p>Role models flexible communication strategies that solicits and values input from all health care team members, resolving conflict when needed</p> <p>Role models giving and receiving of feedback</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

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 organized diagnostic and medical reasoning through notes in the patient record	Documentation reflects level of complexity and severity of disease	Documentation reflects medical reasoning, patient preferences, and management recommendations and plans	Role models optimal documentation
Safeguards patient personal health information in communications	Appropriately selects forms of communication based on context	Communication includes key stakeholders	Achieves written or verbal communication that is exemplary	Guides departmental or institutional communication policies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Palliative Care

Learning Objectives:

Fellows will learn how to provide palliative care to patients with cancer and hematologic disorders. Fellows will progressively develop competence in:

- 1) Basic management of pain and symptoms in patients with cancer and hematologic disorders.
- 2) Choose opioids and dose appropriately, including switching between different types of opioids and different routes of administration (oral, parenteral).
- 3) Recognize non-pharmacologic pain management.
- 4) Diagnosis and basic management of depression and anxiety in patients with cancer and hematologic disorders.
- 5) Lead discussions with patients and their family members about prognosis, goals of treatment, and code status.
- 6) Discuss advanced directives.
- 7) Lead end-of-life discussions.
- 8) Document advance care planning.
- 9) Gain exposure to hospice and home care.
- 10) Interprofessional collaboration to exhibit excellent interpersonal and communication skills, professionalism, and hand-offs.

*Note: The focus of Systems-Based Practice 1 (SBP-1) is the second line. Levels 1 and 2 can be mastered when the fellow learns the reporting system. The first line of SBP-1 is covered in another activity.

Patient Care 1: Accesses Data Sources to Synthesize Patient and Disease Specific Information Necessary for Clinical Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accesses data and gathers a history standard for general internal medicine</p> <p>Performs a physical examination standard for general internal medicine</p>	<p>Gathers a disease-specific history, with assistance</p> <p>Performs a disease-specific physical examination, with assistance</p>	<p>Accesses data from multiple sources and collects disease-specific history, including psychosocial issues, from the patient and family members</p> <p>Completes a disease-specific physical examination</p>	<p>Consistently synthesizes data from multiple sources and collects a disease-specific history from the patient and family members</p> <p>Consistently completes a disease-specific physical examination</p>	<p>Role models gathering and synthesis of clinical information</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p>				

Patient Care 3: Formulates the Management Plan				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a management plan for patients without comorbidities, with assistance	Formulates a management plan using decision-support tools for patients without comorbidities	Formulates a management plan with consideration of disease and patient factors and enrollment in clinical trials	Consistently formulates management plans that include consideration of clinical trial enrollment and conforms to patient preferences and goals of care	Serves as an expert in formulating management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 1: Palliative Management of Pain Symptoms

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Lists commonly available medications for pain and non-pain symptoms</p> <p>Lists non-pharmacologic interventions for pain and non-pain symptoms</p>	<p>Describes the indication for medications for pain or non-pain syndromes</p> <p>Describes the indication for non-pharmacologic interventions for pain or non-pain syndromes</p>	<p>Describes knowledge, mechanism of action, metabolism, adverse effects, interactions and conversions of medications for pain or non-pain syndromes</p> <p>Describes locally available non-pharmacologic interventions of pain</p>	<p>Demonstrates detailed knowledge of pharmacology of opioid and non-opioid analgesics and uses clinical reasoning skills to develop personalized interventions</p> <p>Demonstrates detailed knowledge of non-pharmacologic interventions</p>	<p>Serves as a subject matter expert</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Medical Knowledge 2: Palliative Management of Non- Pain Symptoms

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Lists commonly available medications for non-pain symptoms</p> <p>Lists non-pharmacologic interventions for non-pain symptoms</p>	<p>Describes the indication for medications for non-pain syndromes</p> <p>Describes the indication for non-pharmacologic interventions for non-pain syndromes</p>	<p>Describes knowledge, mechanism of action, metabolism, adverse effects, interactions and conversions of medications for non-pain syndromes</p> <p>Describes locally available non-pharmacologic interventions of non-pain symptoms</p>	<p>Demonstrates detailed knowledge of pharmacology of medications for non-pain symptoms and uses clinical reasoning skills to develop personalized interventions</p> <p>Demonstrates detailed knowledge of non-pharmacologic interventions</p>	<p>Serves as a subject matter expert</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

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 the analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	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)	Leads disclosure of patient safety events to patients and families with documentation (simulated or actual)	Role models or mentors others in the disclosure of patient safety events

Comments:

Not Yet Completed Level 1

Systems-Based Practice 3: System Navigation for Patient-Centered Care: Coordination and Transitions of 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 their interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1

Professionalism 3: Fellow 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	Role models the continual ability to monitor and address personal and professional well-being Advocates for institutional changes to support well-being

<input type="checkbox"/>									
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Comments:

Not Yet Completed Level 1

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common barriers to effective communication	Identifies complex barriers to effective communication	Reflects on personal biases while attempting to minimize communication barriers	Proactively improves communication by addressing barriers including patient and personal biases	Role models communication that addresses barriers
Recognizes the need to adjust communication strategies based on context	Verifies patient/family understanding of the clinical situation to optimize effective communication	With guidance, uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Independently, uses shared decision making to make a personalized care plan	Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <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
<p>Uses respectful communication (verbal, non-verbal) with all members of the health care team</p> <p>Demonstrates openness to feedback</p>	<p>Communicates effectively within and across all health care teams</p> <p>Responsive to feedback</p>	<p>Adapts communication style within and across all health care teams to ensure mutual understanding</p> <p>Seeks and provides performance feedback</p>	<p>Coordinates recommendations from different members of the health care team to optimize patient care</p> <p>Uses feedback to improve own performance and provides actionable feedback to team members</p>	<p>Role models flexible communication strategies that solicits and values input from all health care team members, resolving conflict when needed</p> <p>Role models giving and receiving of feedback</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

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 organized diagnostic and medical reasoning through notes in the patient record	Documentation reflects level of complexity and severity of disease	Documentation reflects medical reasoning, patient preferences, and management recommendations and plans	Role models optimal documentation
Safeguards patient personal health information in communications	Appropriately selects forms of communication based on context	Communication includes key stakeholders	Achieves written or verbal communication that is exemplary	Guides departmental or institutional communication policies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Infusion Clinic

We developed this tool to for programs that have an “infusion” rotation, based on Duff et al [1]. Many programs may have their fellows work with Advanced Practice Providers (Pharm Ds, NPs or PAs) whose main role may be to run infusion centers. For programs like that, the assessment could go to them, rather than a faculty member. For programs who assess the competency of prescribing systemic therapy in other contexts, such as in conjunction with continuity clinics or by way of separate activities, this tool may not be helpful.

The red outline on the PC5, SBP5 and IPCS 3 subcompetencies shows which skill is being assessed. In PC5, the “use of systemic therapies through all routes” is meant to say “prescribing the systemic therapy through all routes.” The fellow is not required to actually administer the systemic therapy through all routes. Programs are encouraged to assess the information from ASCO’s 2019 Program Directors’ Retreat [here](#). A couple options are provided in that hyperlink that can help teach and assess the competency of ordering/writing systemic therapy.

Learning Objectives:

Fellows on the infusion clinic will see a variety of patients with hematology and progressively learn to:

- 1) Formulate a treatment plan for a specific patient by having knowledge of the disorder and reviewing all comorbidities, contraindications, and patient preferences.
- 2) Adjust the management plan at point of care.
- 3) Demonstrate proficiency in management of patients with hemoglobinopathies.
- 4) Demonstrate proficiency in management of patients with congenital and acquired disorders of hemostasis and thrombosis, including the use of coagulation factor replacement therapy and antithrombotic therapy.
- 5) Demonstrate knowledge and proficiency in the various principles of transfusion medicine and competence in apheresis procedures.
- 6) Demonstrate knowledge of systemic therapy for malignant disorders.
- 7) Incorporate financial aspects into treatment plans.
- 8) Discuss the treatment plan with the patient and family so they come away from the discussion with a clear understanding of goals of care.
- 9) Document informed consent in the medical record.

[1]. Duff JM, Markham MJ, George TJ Jr, Close JL. Infusion room based transition to practice; model for teaching cancer systemic therapy management. J Oncol Pract 2017 Nov; 13 (110 e 909-e 915.)

Patient Care 3: Formulates the Management Plan				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a management plan for patients without comorbidities, with assistance	Formulates a management plan using decision-support tools for patients without comorbidities	Formulates a management plan with consideration of disease and patient factors and enrollment in clinical trials	Consistently formulates management plans that include consideration of clinical trial enrollment and conforms to patient preferences and goals of care	Serves as an expert in formulating management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Adjusts Management Plans for Acute and Chronic Issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Adjusts management plans according to standard guidelines and toxicities, with assistance	Adjusts management plans according to standard guidelines and toxicities	Adjusts management plans based on response to treatment, side effects of the treatment, and comorbidities	Adjusts management plans based on anticipation and recognition of subtle toxicities and long-term sequelae and/or changes in patient preferences and goals	Serves as an expert in developing and implementing pathways that influence management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Competence in Procedures:

- Performance of Bone Marrow Biopsies and Aspirations
- Assessment and Interpretation of Complete Blood Count
- Interpretation of Peripheral Blood Smears
- Use of Systemic Therapies through all Therapeutic Routes

Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the indications for and assists with all required procedures	Performs all required procedures, with direct supervision	Competently performs all required procedures, with indirect supervision	Proficiently and independently performs all required procedures	Serves as an expert for all required procedures and their complications
Discusses potential procedural complications	Recognizes complications of procedures and enlists help	Manages complications of procedures, with supervision	Anticipates and independently manages complications of procedures	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>				

Medical Knowledge 1: Non-Malignant Hematology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Malignant Hematology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 3: Solid Tumor Oncology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1
 Not Yet Assessable

Systems-Based Practice 5: Physician Role in Health Care Systems

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies basic financial barriers for individual patients and basic financial components of the health care system	Considers financial barriers and quality of care when ordering diagnostic or therapeutic interventions	Incorporates value (quality/costs) into shared decision making, with interprofessional team input	Manages financial factors that affect a patient's access to care and decision making	Role models and teaches patients and interprofessional team members to consider value when making diagnostic and therapeutic recommendations
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 ordering therapeutic interventions	Discusses how individual practice and the broader system affect each other	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"/>
Comments: <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
Accurately records information in the patient record	Demonstrates organized diagnostic and medical reasoning through notes in the patient record	Documentation reflects level of complexity and severity of disease	Documentation reflects medical reasoning, patient preferences, and management recommendations and plans	Role models optimal documentation
Safeguards patient personal health information in communications	Appropriately selects forms of communication based on context	Communication includes key stakeholders	Achieves written or verbal communication that is exemplary	Guides departmental or institutional communication policies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Scholarly Activity

Medical Knowledge 4: Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies areas worthy of scholarly investigation	Formulates a scholarly plan under supervision of a mentor	Presents products of scholarly activity at local meetings	Disseminates products of scholarly activity at regional or national meetings, and/or submits an abstract to regional, state, or national meetings	Publication of 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"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Faculty Mentor:

Project:

Domain of Scholarly Activity (indicate best category):

- Research in basic science, education, translational science, patient care or population health
- Peer-reviewed grants
- Quality improvement and/or patient safety initiatives
- Systematic reviews, meta-analyses, review articles, chapters in medical textbooks or case reports
- Creation of curricula, evaluation tools, didactic educational activities or electronic educational materials
- Contribution to professional committees, educational organizations or editorial boards
- Innovations in education

Feedback to Fellow (required):

Bone Marrow Aspirate and Biopsy Procedure

Name of the Fellow:

Successfully completed a bone marrow biopsy simulation course?

YES NO N/A

I. Procedure Preparation:

- List indications.
- Check labs, medications (including anticoagulants), and allergies.
- Determine type of sedation.
- Verify written consent.
- Order appropriate tests.
- Gather appropriate supplies.

II. Before Procedure:

- Verify correct patient and perform time out.
- Verify position and landmarks.
- Observe sterile technique.

III. Bone Marrow Aspirate/Biopsy

- Adequately numbs patient with lidocaine (local and at periosteum).
- Insert aspirate and/or biopsy needle perpendicular to skin with steady and straight insertion pressure.
- Bone marrow aspirate withdrawn in sufficient quantity in proper collection tubes. Spicules verified with first aspirate.
- Adequate bone marrow biopsy sample obtained.
- Able to troubleshoot as needed.
- Pressure applied to achieve initial hemostasis.
- Bandage applied to insertion site.

Competency per Milestones 2.0

- Level 1- Consistently completes all of I independently, and completes II and III with assistance
- Level 2- Consistently completes all of I and II independently, but regularly needs some assistance with III or completed the bone marrow biopsy simulation course
- Level 3- Consistently completes all of I and II independently, but occasionally needs some assistance with III
- Level 4- Consistently completes all of I, II and III independently
- Level 5- Consistently completes all of I, II and III independently and performed > 20 procedures

Patient Care 5: Competence in Procedures:

- Performance of Bone Marrow Biopsies and Aspirations
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Discusses potential procedural complications	Recognizes complications of procedures and enlists help	Manages complications of procedures, with supervision	Anticipates and independently manages complications of procedures	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>				

Patient Safety and Quality Improvement* Activity

The following tool is to assess the fellow's skill set on patient safety and participation in quality improvement projects (QIP). Please consider the top lines of Systems-Based Practice 1 (SBP-1) and the entire Systems-Based Practice 2 (SBP-2) subcompetency in your assessment of the fellow. The second line of SBP-1 is covered in another activity.

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 the analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	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)	Leads disclosure of patient safety events to patients and families with documentation (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"/>
Comments: <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	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"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

*Note: Fellowship programs need to have specific activities to assess these competencies since clinical rotations may not include safety events that could lead to a QIP. In order for assessment to take place on both SBP-1 and SBP-2 in one activity, it will be necessary for the fellow to show a patient-related event, not just a topic. For example, if the QIP is on chemotherapy safety around blood work parameters, the fellow should demonstrate the factors that affected safety on a particular case (SBP-1), and then show how this case serves as an example for multiple cases in the QIP (SBP-2). Examples of activities that fellowship programs can adopt to assess this include:

[1]. Accordino MK, Heaney ML. Quality improvement and safety curriculum for hematology/oncology fellows at Columbia University. *Journal of Clinical Oncology*. JCO.2018.36.30_suppl.247.

[2]. Rosenfield JC. Using the Morbidity and Mortality conference to teach and assess the ACGME General Competencies. *Curr Surg*. 62(6):664-9. 2005

Fellow Well-Being

Learning Objectives:

The responsibility for completing this objective is shared among several evaluators. Ideally, this objective would be completed by the program director, a formative/personal mentor, and the outpatient continuity clinic mentor. Optimal timing for completing this objective would be quarterly. At minimum, it should be completed semi-annually. This could be included in the quarterly evaluation completed by the continuity clinic mentor.

Fellows will learn how to monitor and address personal well-being in the context of caring for cancer patients and handling an increasing amount of responsibility. Ideally, this should be accomplished in community with other fellows and faculty. While this process will be variable across fellows, generally fellows will:

- 1) Become aware of their own well-being as evidenced by reflective responses when prompted.
- 2) Develop, adapt and refine practices within a well-being plan to adjust to changing needs and circumstances.
- 3) Regularly engage in practices that promote well-being.
- 4) Progressively develop a community that can provide support when needed.
- 5) Recognize the need for a formative mentor(s) who can guide them on how to flourish in the practice of oncology.
- 6) Initiate and foster a regular relationship with a formative mentor(s).
- 7) Develop a strategy to care for patients in the midst of their suffering.
- 8) Become advocates for well-being, both from a systems and personal perspective.

Formative Mentor:

Date of Established Relationship:

Frequency of Meetings:

Identified Areas to Address Within Personal and Professional Well-being:

Specific Practices to Improve Well-being:

Date of Well-being Plan:

Specific Institutional Changes Advocated for:

Feedback to Fellow (required):

Professionalism 3: Fellow 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	Role models the continual ability to monitor and address personal and professional well-being Advocates for institutional changes to support well-being

<input type="checkbox"/>									
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Comments:

Not Yet Completed Level 1

Multisource Assessment Forms

Here are three multisource assessment tools that programs may use. The first is the assessment by the patients of the fellow's performance, the second is the assessment by co-workers of the fellow's performance, and the third is a self-assessment for the fellow on their performance. The forms can be collated by the coordinator and included at the CCC for review.

Fellow Assessment by Healthcare Staff

As part of the assessment process, you are being asked to complete this brief questionnaire about the physician named below. Please note that the goal of our training program is to train blood (Hematologists) and cancer (Oncologists) doctors who are excellent at what they do and who place the patient first. These evaluations will help us to guide the fellow in his/her trajectory toward becoming an excellent Hematologist/Oncologist.

Your answers to the following questions will remain confidential.

Date:

Fellow Name:

	Never	Rarely	Sometimes	Usually	Always	Unable to assess
Respects your role in patient care.						
Listens to and considers your opinions about patients' comfort and concerns.						
Is supportive of you and other health care staff.						
Is honest and trust-worthy in demonstrating and evaluating his or her skills and abilities.						
Handles complex interpersonal situations with staff in a respectful and effective manner.						
Is courteous to patients and their families.						
Responds to patient's needs for comfort and encouragement.						
Responds to family's needs for information and encouragement.						
Respects the patient's right to privacy whenever possible.						
Respects the rights and choices of patients regarding their care.						
Handles complex interpersonal situations with patients/families in a respectful and effective manner.						

Considering both professional and patient/family relationships, how would you rate the fellow's overall ability to act with integrity, respect, and compassion?	Poor	Fair	Good	Exceptional
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Please comment on any positive or negative experience or observation you have had with this fellow.

Adapted from Butterfield PS, Mazzaferri EL. A New Rating Form for Use by Nurses in Assessing Residents' Humanistic Behavior. Journal of General Internal Medicine. 1991;6:IS5-61.

Communication, Interpersonal Skills, and Professionalism Evaluation (Patient Form)

As part of the assessment process, you are being asked to complete this evaluation about our fellows. The goal of this evaluation is to help the program assess each fellow’s competency in the areas of Patient Care, Professionalism, and Interpersonal & Communication Skills. Your feedback will help us to guide the fellow on his/her trajectory toward becoming an excellent Hematologist/Oncologist.

Your answers to the following questions will remain confidential. Participation will not affect your current or future care at our hospital or clinics.

Date:

Fellow Name:

Does this physician:	Never	Rarely	Sometimes	Usually	Always	Unable to evaluate
Listen to you carefully?						
Use words you can understand when explaining your evaluation and treatment?						
Seek your input before making decisions?						
Answer your questions?						
Treat you with respect?						
Respond to your concerns and needs?						
Make sure you understood the plan?						
Show concern for your comfort when performing procedures (spinal tap, bone marrow biopsy)?						

Would you recommend this physician to a friend and/or family member? _____

Please add any comments you feel the Program Director needs to know (positive or negative).

Fellow Self-Assessment/Reflection

The Hematology and Medical Oncology Fellowship Training Program is committed to the fellows' development of ongoing self-assessment and self-reflection skills. Each fellow needs to complete the following self-assessment form prior to each 6-month semi-annual review meeting with the program's leadership.

Date:

Fellow Name:

Patient Care

Accesses data and synthesizes information, diagnoses and assigns stage, formulates a management plan, adjusts management plan for acute and chronic issues, and competence in procedures.

Area(s) in which I feel strong:

Area(s) I need to keep improving:

Specific objectives for the next 6 months and strategies to achieve objectives:

Medical Knowledge

Knowledge in non-malignant hematology, malignant hematology, and solid tumor oncology.

Area(s) in which I feel strong:

Area(s) I need to keep improving:

Specific objectives for the next 6 months and strategies to achieve objectives:

Medical Knowledge

Scholarly Activity.

Area(s) in which I feel strong:

Area(s) I need to keep improving:

Specific objectives for the next 6 months and strategies to achieve objectives:

Systems-Based Practice

Patient safety, quality improvement, coordination and transitions in care, population health, and physician's role in the health care system.

Area(s) in which I feel strong:

Area(s) I need to keep improving:

Specific objectives for the next 6 months and strategies to achieve objectives:

Practice-Based Learning and Improvement

Evidence-based medicine, informed practice, reflective practice, and commitment to personal growth.

Area(s) in which I feel strong:

Area(s) I need to keep improving:

Specific objectives for the next 6 months and strategies to achieve objectives:

Professionalism

Professional behavior and ethical principles, accountability/conscientiousness, and fellow well-being.

Area(s) in which I feel strong:

Area(s) I need to keep improving:

Specific objectives for the next 6 months and strategies to achieve objectives:

Interpersonal and Communications Skills

Patient- and family-centered communication, inter-professional and team communication, and communication within health care systems.

Area(s) in which I feel strong:

Area(s) I need to keep improving:

Specific objectives for the next 6 months and strategies to achieve objectives: