

### Self-Reflection Tool

Medical Education Knowledge (MEK)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Knows where to find policies and procedures, with guidance.</p> <p>Limited basic computer skills (Microsoft Office); does have computer skills as required for position.</p> <p>Does not willingly engage in learning technical skills.</p> <p>Understands that new terminology and acronyms exist but has limited exposure.</p>	<p>Analyzes policies and procedures and knows how to apply some of these.</p> <p>Anticipates areas in which further computer training is needed for improvement.</p> <p>Willing and able to learn new skills.</p> <p>Adapting to new terminology and acronyms.</p>	<p>Understands policies and procedures and knows how to be compliant.</p> <p>Assists in the creation of evaluations and reporting.</p> <p>Successfully seeks out and completes training for new skills.</p> <p>Comfortable with specialty-specific acronyms and terminology.</p>	<p>Educate others on how to apply policies and procedures.</p> <p>Creates and edits evaluations.</p> <p>Evaluation, scheduling, reporting completed at a complex level.</p> <p>Proactive rather than reactive completion of tasks.</p> <p>Answers terminology and acronym questions for others.</p>	<p>Acts as a source of training for others.</p> <p>Utilizes evaluation data to improve the curriculum.</p> <p>Anticipates future needs, develops new processes and successfully lobbies program staff to consider and eventually adopt new processes.</p> <p>Proactively educates others on new terminology and acronyms as they are developed and introduced in the specialty.</p>

### Self-Reflection Tool

Personal Care (PC)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Allows distractions to hinder work product and output;</p> <p>Unsure of the questions to ask.</p> <p>May not recognize the value of spiritual, emotional and physical health as a method to reduce unhealthy stress in the work environment.</p>	<p>Starts daily routine without multitasking; leaves desk only occasionally.</p> <p>Identify questions to ask but unsure of whom to direct said questions.</p> <p>Inconsistent in identifying healthy habits in order to achieve work/life balance.</p>	<p>Takes breaks and lunches as allowed; can effectively multitask in daily routine.</p> <p>Has established contacts for questions.</p> <p>Identifies healthy physical and spiritual habits and leisure activities that relieve stress.</p>	<p>Able to plan ahead, prioritize tasks and anticipate delays.</p> <p>Attend conference on time management.</p> <p>Knows exactly whom to contact for specific questions.</p> <p>Practices healthy physical and spiritual habits. Achieves life/work balance.</p>	<p>Trains others on prioritization of tasks and time management.</p> <p>Able to take vacation without checking email.</p> <p>Provides answers; viewed as a trustworthy resource.</p> <p>Models life/work balance. Teaches others about healthy physical, spiritual and leisure activities. "Works to live not lives to work".</p>

### Self-Reflection Tool

Systems-Based Practice (SBP)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Has experienced less than two full recruitment seasons.</p> <p>Unable to use/has not yet been trained on program-specific software such as E*Value, WebAds, ERAS, NRMP.</p> <p>Has not facilitated the planning, implementation or review of CCC or PEC meetings.</p>	<p>Is aware of the recruitment process and completes basic functions.</p> <p>Familiar with the software utilized (ERAS, NRMP), timelines and eligibility requirements.</p> <p>Schedules meetings, gathers documentation and reserves room for CCC and PEC meetings (meeting preparation).</p>	<p>Assists in the coordination of the interview day as an integral part of recruitment.</p> <p>Utilizes software programs and effectively communicates with applicants and faculty. Submits NRMP Rank Order List by the deadline.</p> <p>Plans agenda, interprets and articulates data for CCC and PEC meetings.</p>	<p>Independently coordinates entire day of interviews and works to improve the recruitment processes.</p> <p>Reviews prior recruitment process for opportunities for improvement (i.e. flow of interview day or incorporation of additional filters in software for application review); preliminary screening of applicants; utilizes various functionality of software.</p> <p>Reports on outcome measures; contributes to evaluation process for CCC and PEC meetings.</p>	<p>Mentors others in the recruitment processes and participates in scholarly activity related to recruitment.</p> <p>Creates improvement for next recruitment season; maintains a leadership role on the selection committee.</p> <p>Facilitates all CCC and PEC meetings; tracks progress in real time to stay on track with deadlines.</p>

### Self-Reflection Tool

Practice-Based Learning and Improvement (PBLI)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Has not yet completed self-reflection and therefore, unable to identify areas for improvement.</p> <p>Not yet aware of the importance of feedback.</p> <p>Knows residents and faculty by name.</p> <p>Knows where to locate office materials (paper/pens) and basic residency items (individual file/request for resident time off).</p>	<p>Misses opportunities for self-improvement.</p> <p>Understands the value of feedback but not sure of how to solicit it.</p> <p>Knows acronyms and maintains an up-to-date calendar.</p> <p>Has a system/file organization and uses it effectively.</p>	<p>Aware of job performance but inconsistent with identifying opportunities for self-improvement.</p> <p>Solicits feedback from supervisors.</p> <p>Knows program requirements &amp; communicates them to faculty and residents when appropriate.</p>	<p>Completes and acts upon regular self-reflection.</p> <p>Solicits feedback from all team members; is accepting of constructive feedback and tries to incorporate that feedback.</p> <p>Presents topic in own institution.</p> <p>Knows limitations and when to ask for help.</p>	<p>Seeks external validation on self-reflection to improve job performance.</p> <p>Able to reconcile conflicting feedback; incorporates solicited and unsolicited feedback.</p> <p>Presents at national level conference as TPA.</p>

### Self-Reflection Tool

Professionalism (PROF)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Is learning the responsibilities expected of a TPA professional.</p> <p>Has not been exposed to the unique needs of trainees in the world of GME.</p> <p>Introduced to HIPAA.</p>	<p>Completes tasks and assignments when directed by others and with reminders.</p> <p>Inconsistent with responsiveness to needs of trainees and others.</p> <p>Practices confidentiality.</p>	<p>Completes major tasks and assignments by deadlines without being directed and with minimal reminders.</p> <p>Responsive to needs of others without prompting.</p> <p>Instructs other in confidentiality.</p>	<p>Completes all tasks and duties independently.</p> <p>Anticipate needs of others (even those of a confrontational nature).</p> <p>Monitors confidentiality of others.</p>	<p>Assists others to meet deadlines; acts as an advocate.</p> <p>Role models to build relationships in the community. Serves as mentor to new TPAs.</p> <p>Role models confidentiality in all interactions.</p>

### Self-Reflection Tool

Interpersonal & Communication Skills (ICS)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
Requires guidance in navigating cultural differences in trainees.	Defers difficult situation or communication to experienced TPA.	Timely, comprehensive verbal and written communication to team	Demonstrates sensitivity to cultural differences in members while using independent decision making.	Achieves positive results for both individual and program by utilizing independent decision making in challenging situations.
Is unsure of what requires urgent verbal or written communication versus those items that can be communicated in a future manner (next week or longer).	Communicates updates or announcements at resident and department meetings.	Attendance at UB-sponsored TPA meetings is 75% or greater.	Presents at a UB-sponsored TPAC meeting.	Presents at regional or national conference.
Attends resident meetings.		Collects ideas and feedback from resident meetings.	Prepares agenda and may co-present on a topic at resident meetings.	Develops and shares best practices.
				Conduct/lead program meeting.