Maintaining Milestones for the Program and Trainee, Program Evaluation Committee and Clinical Competency Committee
The Milestones provide a framework for the assessment of the development of the resident physician in key dimensions of the elements of physician competency in a specialty or sub-specialty.

A joint initiative of The Accreditation Council for Graduate Medical Education and The American Board of Surgery
Purposes of the Milestones

Training Programs

• Guide curriculum development
• Provide explicit expectations for learners
• Support better assessment of learners and program
• Provide framework for clinical competency committee deliberations
• Enhance opportunities for early identification of underperforming learners so as to support early intervention

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Purposes of the Milestones

Residents and Fellows

• Increase transparency of performance requirements in training
• Encourage informed self-assessment and self-directed learning
• Facilitate better feedback from program and faculty
• Guide personal action plans for improvement

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Purposes of the Milestones

Accreditation Council for Graduate Medical Education

• Support continuous monitoring and improvement of programs; lengthening of site visit cycles
• Strengthen public accountability of national graduate medical education system through reporting at a national level on competency outcomes
• Support community of practice for evaluation and research, with a focus on continuous improvement
Purposes of the Milestones

Certification Boards

• Support better assessment in residency and fellowship
• Support research in graduate medical education innovation

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Key Drivers for Milestone Initiative

Outcomes

- Improved outcomes, experience, and value for:
  - Patients and the public
  - Learners
  - Faculty

Key Drivers

- Alignment, revision, and improvement of curricula
- Describes the competencies and leads to a review of the specialty
- Group judgment processes
- Revision of assessment approaches
- Professional identity
- Faculty development
- Stakeholder engagement (buy-in)
- Resident activation
- Quantity/quality of feedback
- Identifying unintended influences on resident professional development
- Facilitate evaluation of accreditation effectiveness

Specialty milestones (as intervention)
Milestones and the Assessment System

- Assessments \textit{within} Program:
  - Direct observations
  - Audit and performance data
  - Multisource FB
  - Simulation
  - Examinations

- "Data" Synthesis: Committee

- Feedback

- Residents

- Faculty, Peers, Patients & others

- Unit of Analysis: Program

- Accreditation

- Certification and Credentialing

- MILESTONES

- Unit of Analysis: Individual

- Research

- Public

Milestones as Guiding Framework and Blueprint

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Milestones and the Assessment System

Assessment Tools

• Direct observations
• Global evaluation
• Audits and review of clinical performance data
• Multisource feedback
  – Team members: peers, nurses, patients, and family
• Simulation
• In-service training examination (ITE)
• Self-assessment
Milestones and the Assessment System

Clinical Competency Committee (CCC)

- Must have charter
- Chaired by someone OTHER than the Program Director
- Can be ALL faculty
- MAY include chief resident
- Meet twice per year
- Milestones assigned by end of meeting
Milestones and the Assessment System

CCC Statement of Purpose

The Clinical Competency Committee is responsible for reviewing all resident evaluations semi-annually and preparing Milestone evaluations for reporting to the ACGME, as well as providing these evaluations with explanation to the residents’ advisors. It is also responsible for providing input, information, and recommendations to the program director on resident progress, including promotion, remediation, and dismissal.
Milestones and the Assessment System

CCC activities

• Analyze and synthesize the assessment data
  – “Quantitative” data
    • VSITE & clinical performance audits
  – “Qualitative” information
    • From faculty, peers, and other raters through surveys and direct observation

• Reach a consensus judgment regarding each resident’s or fellow’s performance
Milestones and the Assessment System

Program Director

- Has ultimate authority to determine residents’ or fellows’ milestone developmental level
- Submits data to ACGME Webads 2x/year
- Meet with trainees to review milestones and individual progress
Milestones and the Assessment System

Trainee and Program

• Provide a framework and “blueprint” for individual learner performance

• Assess the effectiveness of the curriculum and learning experiences
Performance Level

- **Not Yet Assessable:**
  Not enough data to evaluate milestone

- **Critical Deficiency:**
  Learner behaviors are not within the spectrum of developing competence

- **Level 1:**
  Demonstrating milestones expected of an entering resident.

- **Level 2:**
  Advancing and demonstrates additional milestones.

- **Level 3:**
  Continues to advance and demonstrate additional milestones.

- **Level 4:**
  Substantially demonstrates the milestones targeted for residency.

*These levels do not correspond with post-graduate year of education.*
### Average Milestones Scores at Level

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Things we have learned

• Your evaluation tools should mimic the milestones
• Evaluate frequently and cast a wide net
• CCC may have to include all faculty!
  – Faculty are not happy about this
• Faculty need education
  – Traditional scoring patterns do not work here!
• PD may have to intervene if scores are inappropriately high
• Residents are used to performing in “top tier”
• Residents need feedback beyond the milestone metrics
End of Year Eval for 2014

PCP
MK
SBP
PBLI
ICS
Prof
MK
SBP
PBLI
ICS
Prof
PCP

Senior
Junior
### Early Reporting Experience

#### 2014–2015 Academic Year

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“May I be excused? My brain is full.”