Milestones 2.0 – The Next Generation

Laura Edgar, EdD, CAE
Disclosures

Full time employee of ACGME
Topics

WHY NOW?
How and What we Learned
Milestones 2.0
Harmonized Milestones
WHY NOW?

Because we said we would...
How We Learned

- Collaborative research
  - With certification boards, program director associations, institutions, researchers in medical education
- Mixed methods (both “quantitative” and “qualitative” research)
  - Early validity studies in emergency medicine, internal medicine, pediatrics, family medicine, neurosurgery
- Focus groups
  - Annual education conferences, society meetings, institutional visits
Five Sources of Validity Evidence

- **Content**
  - Review of Milestones language developed by each specialty
- **Response Processes**
  - Faculty rating process and understanding of the Milestones language
- **Internal Structure**
  - Intra-reliability of the CCC judgments
- **Relations with Other Variables**
  - Correlations with Board scores, patient outcomes, and case logs
- **Consequences**
  - Understanding the needs of the various stakeholder groups and the manner in which Milestones data might be interpreted by these different audiences
Numerous studies published and in process

The emergency medicine milestones: a validation study.  

Initial Validity Analysis of the Emergency Medicine Milestones.  

The Internal Medicine Reporting Milestones: Cross-sectional Description of Initial Implementation in U.S. Residency Programs.  
Numerous studies published and in process

The Internal Medicine Reporting Milestones: Cross-sectional Description of Initial Implementation in U.S. Residency Programs.

Numerous studies published and in process

The Effect and Use of Milestones in the Assessment of Neurological Surgery Residents and Residency Programs.

Examining the Functioning and Reliability of the Family Medicine Milestones.
Numerous studies published and in process

Validity Evidence From Ratings of Pediatric Interns and Subinterns on a Subset of Pediatric Milestones.

Competent for Unsupervised Practice: Use of Pediatric Residency Training Milestones to Assess Readiness.
Numerous studies published and in process

The pediatrics milestones: initial evidence for their use as learning road maps for residents.

A multi-source feedback tool for measuring a subset of Pediatrics Milestones.
Numerous studies published and in process

Comparison of Male vs Female Resident Milestone Evaluations by Faculty During Emergency Medicine Residency Training.

Program Director Perceptions of the General Surgery Milestones Project.

Milestone assessment of minimally invasive surgery in Pediatric Urology fellowship programs.
Numerous studies published and in process

Many other studies have also been published – an updated list will be on the Milestones webpage
Qualitative evaluation: Benefits

- Quantity and quality of feedback to residents
  - Individualized learning plans
- CCC process
  - Improving assessment
  - Dealing with residents in difficulty
- Curriculum
  - Facilitates examination of curriculum
  - Helps with curricular improvements
- Faculty development
  - Improving assessment of faculty
- CQI nature of system
Qualitative evaluation: Challenges

- Logistics and data entry/transfer
- Assessment processes
  - Negative wording of some Milestone sets
  - Faculty struggling – need for faculty development
  - Construct misalignment (old evaluation forms do not fit with developmental model)
- Assessment processes (cont.)
  - Language in subset of Milestones (selected specialties)
  - Harmonize some subcompetencies across specialties
  - Synthesize multiple assessments into a Milestone judgment
  - Time and resources ("RVUs always win")
Need Continuing Evidence of Validity

1. Content Validity
   - Milestones 2.0

2. Factor Structure
   - “lumping and splitting” sub-competencies in Milestones 2.0

3. CCC Processes
   - best practices for CCCs
   - reliability of Milestones ratings

4. Rater Processes
   - quality of assessment tools/assessment toolbox
   - faculty development - culture change/assessment as a process

5. Relationship with other variables
   - correlation of MK with Board scores
   - correlation of PC with clinical outcomes
   - correlation of SBP/PBLI with institutional variables
Milestones 2.0

“We” are here
Proposed Timeline

2016
- Competency Crosswalk
- Harmonized Milestones
- Planning

2017
- Harmonized Milestones
- Kick-off of Phase 1
Proposed Timeline

2018
• Completion of Phase 1
• Kick-off of Phase 2

2019
• Phase 1 begins reporting new Milestones
• Continuation of Phase 2
Proposed Timeline

2020
- Completion of Phase 2
- Most reporting new Milestones

2021
All specialties reporting new Milestones
Proposed Timeline

2022

We start all over again!
Proposed Differences
## Proposed Differences

<table>
<thead>
<tr>
<th>Stays the Same</th>
<th>What is different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership for each specialty will come from the community</td>
<td>We will put out a call for volunteers – anyone involved in medical education can be nominated</td>
</tr>
<tr>
<td>Review Committees, Boards, PD groups and residents/fellows will be represented</td>
<td>We will invite public members to participate</td>
</tr>
</tbody>
</table>
## Proposed Differences

<table>
<thead>
<tr>
<th>Stays the Same</th>
<th>What is different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialties will control their content (within a framework)</td>
<td>We will have data to lead decisions made by the specialty</td>
</tr>
</tbody>
</table>
## Proposed Differences

<table>
<thead>
<tr>
<th>Stays the Same</th>
<th>What is different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Program Directors about the Milestones</td>
<td>Surveys about the Medical Knowledge and Patient Care Milestones will be sent <em>before</em> we begin the process</td>
</tr>
<tr>
<td></td>
<td>Put the Milestones out for Public Comment after draft completed</td>
</tr>
</tbody>
</table>
Proposed Differences

Stays the Same
Make presentations when invited to attend Program Director meetings

What is different
We would like the opportunity to begin talking to program directors, faculty, and residents now!
Harmonized Milestones

Multidisciplinary groups were formed to create a set of Milestones for ICS, PBLI, PROF, and SBP

Intent is that all specialties use these with language alterations as necessary - some specialties may add additional subcompetencies
Why harmonization is important

Feedback

Look-back

Public perception
Motivators - Feedback

Unsolicited Feedback
milestones@acgme.org
Calls
Q&A

Solicited Feedback
Focus Groups
Listening Tour
Motivators – Look-back

Areas for Improvement

Difficult to measure

Suboptimal construction
Motivators – Public Perception

Why does each specialty have different views of important themes in professionalism?

Why does each specialty have a different expectation for the graduating resident?

Are there really more than 200 way to evaluate systems-based practice? Aren’t Milestones considered a biopsy?
Competency Crosswalk

- Interpersonal and Communication Skills: 5 Themes
- Practice-based Learning and Improvement: 7 Themes
- Professionalism: 8 Themes
- Systems-based Practice: 8 Themes
## Interpersonal and Communication Skills

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication with Patients</td>
<td>73</td>
</tr>
<tr>
<td>Communication with Team</td>
<td>65</td>
</tr>
<tr>
<td>Records</td>
<td>31</td>
</tr>
<tr>
<td>Coordination and Transition of Care</td>
<td>23</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>6</td>
</tr>
</tbody>
</table>
## Practice-based Learning and Improvement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-directed Learning</td>
<td>88</td>
</tr>
<tr>
<td>QI</td>
<td>38</td>
</tr>
<tr>
<td>Feedback</td>
<td>28</td>
</tr>
<tr>
<td>Evidence-based Patient Care</td>
<td>20</td>
</tr>
<tr>
<td>Teaching</td>
<td>18</td>
</tr>
<tr>
<td>Scholarly Activity</td>
<td>8</td>
</tr>
<tr>
<td>Safety</td>
<td>4</td>
</tr>
</tbody>
</table>
# Professionalism

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors and Attitudes</td>
<td>75</td>
</tr>
<tr>
<td>Accountability</td>
<td>58</td>
</tr>
<tr>
<td>Ethics</td>
<td>27</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>23</td>
</tr>
<tr>
<td>Limits</td>
<td>22</td>
</tr>
<tr>
<td>Administrative Tasks</td>
<td>19</td>
</tr>
<tr>
<td>Feedback</td>
<td>10</td>
</tr>
<tr>
<td>Teams</td>
<td>6</td>
</tr>
</tbody>
</table>
## Systems-based Practice

<table>
<thead>
<tr>
<th>Theme</th>
<th>Thread Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety (patient) and Errors</td>
<td>61</td>
</tr>
<tr>
<td>Economics</td>
<td>44</td>
</tr>
<tr>
<td>Coordination of Care</td>
<td>33</td>
</tr>
<tr>
<td>Team</td>
<td>18</td>
</tr>
<tr>
<td>Technology</td>
<td>18</td>
</tr>
<tr>
<td>Settings</td>
<td>13</td>
</tr>
<tr>
<td>QI/Lab Management</td>
<td>9</td>
</tr>
<tr>
<td>Community</td>
<td>7</td>
</tr>
</tbody>
</table>
Process for Development

Multidisciplinary: combination of content experts, program directors, and faculty

Selected common themes that can be used across specialties

Developing a Guidebook to better explain intent and how to assess
Process for Development

Milestones will be posted for Public Comment - **COMPLETED**

After Public Comment and final edits Milestones will be available for each specialty when they begin the redevelopment process

Each specialty can choose whether or not to use the Milestone themes (we hope they do)

Each specialty can alter the language to fit their needs

Each specialty can choose to add additional themes
Overview of DRAFT Subcompetencies

INTERPERSONAL & COMMUNICATION SKILLS

Patient and Family Centered Communications

Interprofessional and Team Communication

Communication within Healthcare Systems

PRACTICE-BASED LEARNING & IMPROVEMENT

Evidence Based and Informed Practice

Reflective Practice and Commitment to Personal Growth
# Overview of DRAFT Subcompetencies

## PROFESSIONALISM
- Professional Behavior and Ethical Principles
- Accountability/Conscientiousness
- Self-Awareness and Help Seeking

## SYSTEMS BASED PRACTICE
- Patient Safety and Quality Improvement
- System Navigation for Patient-Centered Care
- Physician Role in Healthcare Systems
So...when will my specialty start?

Internal Medicine, Neurologic Surgery, Pediatrics, and Surgery have started the process

Transitional Year will start this month.

Survey going to Program Directors on August 2nd
Call for Volunteers - August 7th
Where do I find...?
Milestone Resources

Milestone Webpage
http://www.acgme.org/What-We-Do/Accreditation/Milestones/Overview

Milestone FAQs
http://www.acgme.org/Portals/0/MilestonesFAQ.pdf
Milestone Resources

Clinical Competency Committee Guidebook
http://www.acgme.org/Portals/o/ACGMEClinicalCompetencyCommitteeGuidebook.pdf

Milestones Guidebook
http://www.acgme.org/Portals/o/MilestonesGuidebook.pdf

Milestone Guidebook for Residents and Fellows NEW!!
http://www.acgme.org/Portals/o/PDFs/Milestones/MilestoneGuidebookforResidentsFellows.pdf

Milestones Annual Report 2016
Thank you!

Questions? Email us at: milestones@acgme.org