The ACGME Milestones' Role in Assessment and Evaluation: Helping Your Programs, Helping Your Residents

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Disclosures

Full-time employee of ACGME
No financial disclosures
Topics for Discussion

Milestones – A Primer
Group Process – The CCC and Beyond
Faculty Development – Shared Mental Model
Resources
Objectives

Identify what benefits the Milestones have given programs and residents in the initial phase of implementation

Provide examples of how Milestones have impacted assessment and evaluation activities for the clinical faculty

Articulate the benefits of early identification of under performers, better feedback and aspirational goals for residents
Milestones Background – What?

Description of the performance levels residents are expected to demonstrate for skills, knowledge, and behaviors in the six competency domains

Framework of observable behaviors

One indicator of a program’s educational effectiveness
Milestones Background – What?

What do they know?
What can they do?
How do they conduct themselves?

Competencies must be in concert to demonstrate the competent graduate
Milestones Background – How are they used?

ACGME
• Accreditation – continuous monitoring of programs; lengthening of site visit cycles
• Public Accountability – report at a national level on competency outcomes
• Community of practice for evaluation and research, with focus on continuous improvement

Residency Programs
• Guide curriculum development
• More explicit expectations of residents
• Support better assessment
• Enhanced opportunities for early identification of under-performers

Certification Boards
• Research

Residents
• Increased transparency of performance requirements
• Encourage resident self-assessment and self-directed learning
• Better feedback to residents
OSTEOPATHIC RECOGNITION?
Osteopathic Recognition

7 additional subcompetencies

Evaluated in conjunction with the specialty specific milestones

Only evaluated for Residents/Fellows in the Osteopathic Recognition Track
Osteopathic Recognition - Example

Family Medicine (FM) Resident in the Osteopathic Recognition (OR) Track

  FM Patient Care 2: Cares for Patients with Chronic Conditions
  OR Patient Care 2: Examination, Diagnosis, and Treatment

These can be evaluated simultaneously

You may need to re-evaluate your assessment tools to ensure you are capturing appropriate Osteopathic principles
Clinical Competency Committee

• Composed of a minimum of 3 faculty members

• Reviews all evaluations by all evaluators semi-annually

• Reviews residents against milestones semi-annually

• Make recommendations for progress – promotion, remediation and dismissal
Who should be on the CCC?

Decision for the Program Director

Consider:

- Representation from each major site/subspecialty
- Dedication to education
- Get along well with others
- Understands the purpose for the CCC and the meaning/intent of the Milestones and departmental assessments
GROUP PROCESS
Group Process

How well do you really understand group process?

Are you able to identify good group process?

Do you know what bad group process looks like?
Group Process

- Work effortlessly
- Trust
- Good communication
- Supportive
- Participation
- Innovative
- Motivation
Group Process
Group Process
Group Process

IF YOU COULD SEND ME ANOTHER MEETING REQUEST

THAT WOULD BE GREAT
Group Process in GME

Clinical Competency Committees
Program Evaluation Committee
Patient Safety Committee
Quality Improvement Committee
...I could go on and on
Good Group Process – Clinical Competency Committee

Shared Mental Model
All members prepared
All members participate
Discussion of common and contrary opinions
All residents discussed with purpose
Group Process - Problems

GROUP THINK

HIERARCHY
IGNORING THE ACCELERATED LEARNER
Group Process - Problems

GRADE INFLATION

VAGUE COMMENTS

HEARSAY
Group Process - Problems

DISAGREEMENT ON MEANING OF MILESTONE/ASSESSMENT

UNPREPARED/UNINTERESTED MEMBERS
Group Process

Understand how the group process works

Strength in good group discussion

Observe and reflect on each CCC – what is going well, what needs improvement
Group Process – How Do You Know?

Sit in on CCC or other meetings to observe behaviors and listen to discussion
Take notes of what seemed to work and what needs improvement
Reflect back to the group at the end of their meeting about the positive and negative aspects
If you are unable to be present, considering videotaping the meeting and providing feedback as soon as possible
FACULTY DEVELOPMENT
Faculty Development – and a lot of it!

Faculty development is still critical

Start with Program Directors then add in faculty

Ongoing formal and informal offerings should be made available (required?)

Consider offering to Chief Residents and fellows as well
Faculty Development – Shared Mental Model

Shared mental model is critical within each program/department

Be sure that each program/department takes the time to form this model – it will save time and resources later

Be supportive – this is not a process that many have done before and some may need extra encouragement
Faculty Development – Shared Mental Model

Does the faculty all agree on what the assessment tools measure?

Does the faculty all agree on how/what to measure with each assessment?

Does the faculty agree with what the Milestone means?

Has the faculty mapped their assessment tools to the Milestones?
Shared Mental Model - Benefits of Mapping

• Multiple points and types of assessment used in determination of Milestone evaluation

• Multiple assessors - lessen effect of hawks and doves

• If a resident is not performing as expected easier to pinpoint where the problem lies

• Identifies assessment gaps
## Medical Knowledge

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## Patient Care

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## Professionalism

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## Interpersonal Skills

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## Systems-based Practice

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## Practice-based learning

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## Physicians competent to meet the health care needs of the population

- Observe in Clinic
- Observe in Patient Unit
- Nursing and Peer Assessment
- Medical Student Assessment
- Patient and Family Comments

**Shared Mental Models and Frameworks**
Benefits of Mapping

Process forms more coherent shared mental model of Milestones and the value and meaning of assessment
Resources

Time and Support are essential

What tools do you have that can be shared with all?

Develop an activity that can be used by a group of specialties to improve their group process and develop a better understanding of assessment and milestones
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/0/ACGMEClinicalCompetencyCommitteeGuidebook.pdf

Milestones Guidebook
http://www.acgme.org/Portals/0/MilestonesGuidebook.pdf

Milestone Guidebook for Residents and Fellows  NEW!!
http://www.acgme.org/Portals/0/PDFs/Milestones/MilestoneGuidebookforResidentsFellows.pdf

Milestones Annual Report 2016
We are here to help

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Thank you!

Questions?