

How To Assess Trainees Based on Performance Scale As Compared To Milestones-Based Scale

Boyd Richards, PhD
Professor of Medical Education

Samuel Quiah, MSW
Education Specialist
Columbia University College of Physicians and Surgeons

I have no significant financial interest or other relationships that could be considered a conflict of interest to disclose.

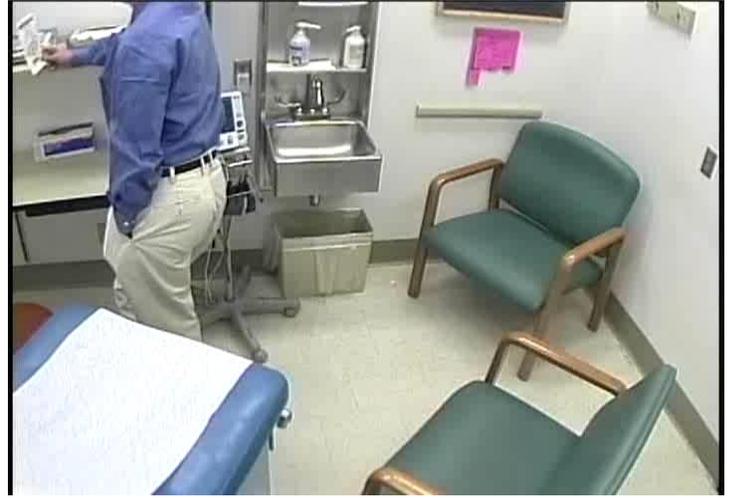
We will be expecting you to engage with your colleagues later in this session.

Objectives

- Identify challenges with competency-based assessments
- Explore added value of milestones framework
- Describe path to effective milestone decisions

Small Group Activity

- Watch an encounter between an intern and the family member of a patient
- Individually, evaluate the intern in the following areas of competency:
 - Interpersonal/Communication skills
 - Professionalism
- Compare scores with at least one other person



Rate the intern's performance

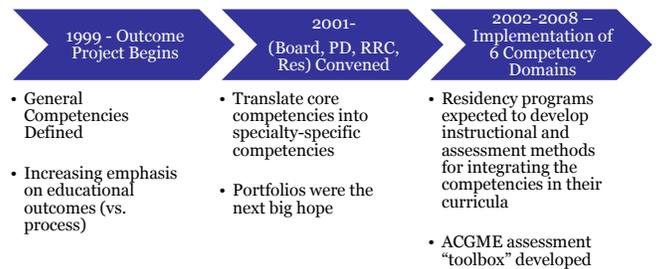
Interpersonal/Communication skills

Below Expectations Meets Expectations Exceeds Expectations
 1 2 3 4 5 6 7 8 9

Professionalism

Below Expectations Meets Expectations Exceeds Expectations
 1 2 3 4 5 6 7 8 9

The Outcome Project



Milestone Project Goals

- The Outcome Project had difficulty in measuring resident performance and competency
- Milestones will provide a more explicit definition of expected resident knowledge, skills, attributes, and performance
 - Expand outcome evidence for accreditation and certification
 - Enhance public accountability

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Anatomy of the Milestones

- Sequence of narrative descriptions of observable behaviors at advancing levels of development
- Levels span the educational continuum of training and future practice

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Anatomy of the Milestones

- Consistent themes in the developmental ontogeny of many milestones
 - The developing physician moves from a dependent learner to a more independent learner.
 - The developing physician becomes more intrinsically motivated or directed as he or she matures.
 - There is a developmental progression of comfort with uncertainty and development of effective strategies to manage ambiguity

Level 1 (NOVICE)	Level 2 (EARLY LEARNER)	Level 3 (COMPETENT)	Level 4 (PROFICIENT)	Level 5 (EXPERT)
Demonstrates milestones expected of an incoming resident	Is advancing and demonstrates additional milestones	Continues to advance and demonstrates additional milestones	Substantially demonstrates the milestones targeted for residency	Has advanced beyond performance targets set for residency,
		Demonstrates the majority of milestones targeted for residency in this sub-competency	Ready for unsupervised practice	Demonstrates “aspirational” goals
			This level is designated as the graduation target	Only a few exceptional residents will reach this level

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Anesthesiology Template

Level 1: a resident who has completed one post-graduate year

Level 2: a resident in anesthesiology residency prior to significant experience in the subspecialties of anesthesiology.

Level 3: a resident after having experience in the subspecialties of anesthesiology.

Level 4: a resident ready to transition to independent practice. This level is designed as the graduation target.

Level 5: a few, selected residents demonstrating “aspirational” goals (someone in practice for several years).

The Anesthesiology Milestone Project

A Joint Initiative of
The Accreditation Council for Graduate Medical Education
and
The American Board of Anesthesiology



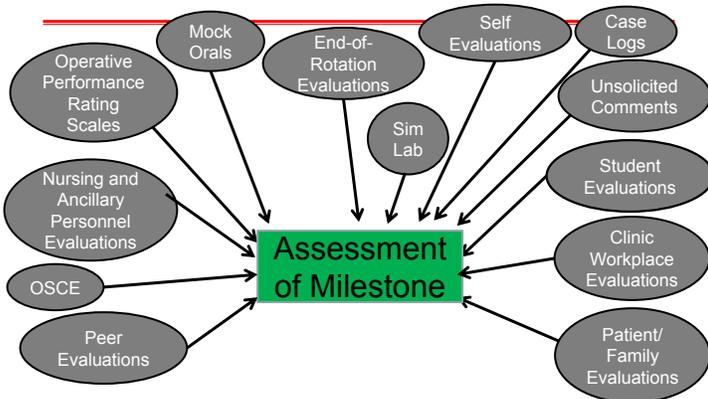
Anesthesiology Milestone 1

Care 1: Pre-anesthetic Patient Evaluation, Assessment, and Preparation					
not ved d 1	Level 1	Level 2	Level 3	Level 4	
	<p>Performs general histories and physical examinations</p> <p>Identifies clinical issues relevant to anesthetic care with direct supervision</p> <p>Identifies the elements and process of informed consent</p>	<p>Identifies disease processes and medical issues relevant to anesthetic care</p> <p>Optimizes preparation of non-complex patients receiving anesthetic care</p> <p>Obtains informed consent for routine anesthetic care; discusses likely risks, benefits, and alternatives in a straightforward manner; responds appropriately to patient's or surrogate's questions; recognizes when assistance is needed</p>	<p>Identifies disease processes and medical or surgical issues relevant to subspecialty anesthetic care; may need guidance in identifying unusual clinical problems and their implications for anesthesia care</p> <p>Optimizes preparation of patients with complex problems or requiring subspecialty anesthesia care with indirect supervision</p>	<p>Performs assessment of complex or critically-ill patients without missing major issues that impact anesthesia care with conditional independence</p> <p>Optimizes preparation of complex or critically-ill patients with conditional independence</p> <p>Obtains appropriate informed consent tailored to subspecialty care or complicated</p>	<p>Inde com asse pati</p> <p>Inde a co mer care opti pref</p> <p>Con that com addi fam</p>

How do we Assess Milestones Levels?

- Milestones are a **summary** of how a resident is progressing
- We have to gather data to be able to decide on how residents progress on the milestones
- Some subcompetencies may be more amenable to
 - monthly, quarterly, semi-annual rating scales

Assessments Inform Milestone Decision



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Assessment x Rotation

	Rotation 1	Rotation 2	Rotation ...
End-of-Rotation Evaluations			
Simulation			
Case Logs			
Milestones based rating form			

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Assessment Issues

- Can the Milestones Report replace current assessment tools or end-of-rotation evaluation forms?
 - Pros:
 - when it is relevant
 - fits the situation
 - understood by the evaluator
 - Cons:
 - Milestones language is broad/general
 - does not apply to the specific experience
 - too many milestones to assess

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Interpersonal and Communications Skills 1: Communication with patients and families					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Demonstrates empathy for patients and their families Communicates routine information in straight forward circumstances with indirect supervision Recognizes situations where communication of information requires the assistance of another individual and asks for help Identifies situations where patient and family conflicts exist and appropriately seeks assistance with resolution Discloses medical errors or complications with direct supervision Recognizes that institutional resources are available to assist with disclosure of medical errors	Ensures that communication of information requiring the assistance of another individual occurs in a timely and effective manner Negotiates simple patient and family conflicts Participates in root cause analysis for issues regarding patients for whom he or she has provided care Discloses medical errors or complications independently as allowed by their institution, if not allowed by their institution demonstrates the ability to disclose medical errors or complications independently, e.g. simulation patient experiences	Communicates challenging information and addresses complex circumstances with indirect supervision Consults appropriate institutional resources with indirect supervision Negotiates and manages patient and family conflicts in complex situations (e.g., psychiatric issues, blood transfusions, cultural factors) with indirect supervision	Communicates challenging information and addresses complex circumstances with conditional independence Consults appropriate institutional resources with conditional independence Negotiates and manages patient and family conflicts in complex situations, including end-of-life issues, with conditional independence	Consistently ensures effective communication and resolution of concerns occurs with patients and/or families Independently negotiates and manages patient and family conflicts in all situations Independently discloses medical errors or medical complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

IPC 1: Communicating with patients

- Level 1:
 - Demonstrates empathy..
 - Identifies... conflicts...seeks assistance
- Level 2:
 - Ensures...communication ... in effective manner
 - Negotiates simple patient and family conflicts
- Level 3:
 - Addresses complex circumstances with indirect supervision
 - Negotiates complex patient and family conflicts
- Level 4:
 - Same as 3, but with conditional independence
- Level 5:
 - Same as 3 & 4, but in ALL situations and with independence

Successes and Challenges?



Thank you.

How has trainee assessment changed over this time span in your program?

What in the old system was working? What was not working?

How have milestones helped enhance your evaluation system? Challenges?