



Milestones 2.0: Are You Ready?

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Disclosures

No Financial Disclosures

Milestones

By definition a milestone is simply a significant point in development.

Milestones should enable the learner and training program to know an individual's trajectory of competency development.




Dreyfus Developmental Model Stages

Dreyfus Stage	Description
Novice	Rule driven; analytic thinking; little ability to prioritize information
Advanced beginner	Able to sort through rules based on experience; analytic and non-analytic for some common problems
Competent	Embraces appropriate level of responsibility; dual processing of reasoning for most common problems; can see big picture; Complex problems default to analytic reasoning. Performance can be exhausting.
Proficient	More fully developed non-analytic and dual process thinking; comfortable with evolving situations; able to extrapolate; situational discrimination; can live with ambiguity
Expert	Experience in subtle variations; distinguishes situations

Milestones Guiding: Professional Development



Development is a non-linear phenomenon

Purposes and Implications

ACGME

- Accreditation – continuous quality improvement (CQI)
- Public Accountability – focus nationally on important competency outcomes
- Community of practice for evaluation and research, with focus on continuous improvement

Certification Boards

- Research ONLY
- Not intended for SMB use

Training Programs

- Framework for CCC
- Guide curriculum development
- More explicit expectations of trainees
- Support better assessment
- Enhanced opportunities for early identification of under-performers

Residents and Fellows

- Increased transparency of performance requirements
- Encourage informed self-assessment and self-directed learning
- Better feedback
- Facilitate individualized learning plans

Milestones

Milestones are a Formative Assessment Framework

ARE YOU READY?



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How are you using your Milestone data?

Take 2 minutes - tell your neighbor

Please share your thoughts with us!



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Using Milestone Data

- How many annually review your Milestones as part of the PEC?
- How many annually review your Milestones with the faculty?
- How many provide on-going faculty development for use and evaluation of Milestones?



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Using Milestone Data

Reviewing program data annually allows the PEC to determine areas of strength and areas that need improvement



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Using Milestone Data

If residents are not achieving at the level expected what should be considered?

- Do residents have the same exposure as in the past?
- Did requirements change for residents during the clinical year?
- Have the faculty changed?
- Have the assessments changed?
- Has Faculty Development been offered?



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ARE YOU READY?

Milestones 2.0 is on its way!



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WHY? NOW?



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Why Now?

Because we said we would...

Much has been learned and we know we can improve the process



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What is the hardest part about the Milestones

Take a minute and tell your neighbor then switch it up

Please share your thoughts with us!



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What is the best part about the Milestones

Take a minute and tell your neighbor then switch it up

Please share your thoughts with us!



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What have we learned?

- Too many subcompetencies
- Language too complex
- Too much in each Milestone set
- More people want to participate
- Validity evidence is available



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What have we learned?

Performed a crosswalk of the Milestones within ICS, PBLI, PROF, and SBP for TY and 26 core specialties

What did we find:

- Self-directed learning was included 88 times;
- Communication with patients 73 times

- We had 144 different ways to describe ICS!
- More than **200** ways to describe Professionalism!!



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Timeline

Process started late 2016 with the creation of harmonized Milestones for ICS, PBLI, PROF, and SBP

2017 had the first specialty pilot the process – Neurological Surgery



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Timeline

25 additional specialties have started the process and 4 more are in the approval stage



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Timeline

Core specialties will begin 2018-2019

Subspecialties will follow

Anticipate all subspecialties to have started the process by 2020



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Differences For 2.0



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Differences

Stays the Same

Membership for each specialty will come from the community

Review Committees, Boards, PD groups and residents/fellows will be represented

What is different

We will put out a call for volunteers – anyone involved in medical education can be nominated

We will invite public members to participate



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Differences

Stays the Same

Specialties will control their content (within a framework)

What is different

We will have data to lead decisions made by the specialty



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Differences

Stays the Same
Survey Program Directors about the Milestones

What is different
Surveys about the Medical Knowledge and Patient Care Milestones will be sent before we begin the process*

Put the Milestones out for Public Comment after draft completed



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Differences

Stays the Same
Offer specialties a set of Milestones for ICS, PBLI, PROF, and SBP

What is different
Created by content experts, program directors, and faculty

Intent is to alter language as appropriate to the specialty but keep common themes (add themes when needed)



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Differences

Creation of Supplemental Guides to include:

Intent

Examples

Assessment tools or models

Resources

Creation of Implementation Guide



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Patient Care 1: Peri-Operational Assessment and Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates and implements regional anesthetic plans for healthy patients undergoing routine procedures	Formulates and implements regional anesthetic plans for patients with moderately complex co-morbidities (e.g., obstructive sleep apnea) undergoing routine procedures	Formulates and implements regional anesthetic plans for patients with moderately complex co-morbidities (e.g., obstructive sleep apnea) undergoing major procedures	Formulates and implements regional anesthetic plans for patients with highly complex co-morbidities (e.g., severe pulmonary disease and congestive heart failure) undergoing major procedures	Formulates and implements regional anesthetic plans for patients with rare co-morbidities (e.g., inherited genetic disease) undergoing major procedures
Identifies common peri-operative, neurologic, pharmacologic, infectious, and hemorrhagic complications	Identifies and manages common peri-operative, neurologic, pharmacologic, infectious, and hemorrhagic complications, with direct supervision	Identifies and manages less common peri-operative, neurologic, pharmacologic, infectious, and hemorrhagic complications, with direct supervision	Identifies and manages peri-operative, neurologic, pharmacologic, infectious, and hemorrhagic complications, with oversight	Identifies and manages rare peri-operative, neurologic, pharmacologic, infectious, and hemorrhagic complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 1	Peri-Operational Assessment and Management
Overall Intent	Formulates and implements a regional anesthetic plan and manages complications.
Level 1 Examples	<ul style="list-style-type: none"> Selects interscalene block for shoulder arthroscopy Identifies symptoms of phrenic nerve block
Level 2 Examples	<ul style="list-style-type: none"> Modifies approach for a patient with chronic obstructive pulmonary disease (COPD) Identifies and manages symptoms of phrenic nerve block with direct supervision
Level 3 Examples	<ul style="list-style-type: none"> Selects interscalene catheter for patient undergoing shoulder arthroplasty Identifies and manages brachial plexus injury with direct supervision
Level 4 Examples	<ul style="list-style-type: none"> Modifies approach for patient with severe COPD undergoing shoulder arthroplasty Identifies and manages brachial plexus injury with oversight
Level 5 Examples	<ul style="list-style-type: none"> Modifies approach for patient with myasthenia gravis undergoing shoulder arthroplasty Identifies and manages respiratory failure
Assessment Models or Tools	<ul style="list-style-type: none"> Direct observation Faculty evaluations Sim Lab performance Objective Structured Clinical Examinations (OSCE)
Curriculum Mapping	
Notes or Resources	<ul style="list-style-type: none"> New York School of Regional Anesthesia (NYSORA) http://www.nysora.com American Society of Regional Anesthesia and Pain Medicine (ASRA) http://www.asraonline.com



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Milestones and Supplemental Guides

Available on the specialty pages



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Milestones Implementation Guide

- Recommendations for pre-implementation activities
- Change management techniques for implementation
- Methods for continuous program improvement



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Where do I find...?



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Home » What We Do » Accreditation » Milestones » Milestones

Milestones

ANNOUNCEMENT: Spring 2018 Milestones reporting window will be open **April 23-June 22**

Contact Milestones Staff:
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RESOURCES

RESEARCH

ENGAGEMENT

MILESTONES BY SPECIALTY

Home » What We Do » Accreditation » Milestones » Milestones Resources

Milestones Resources

Annual Reports

- 2014 Milestones Annual Report
- 2017 Milestones Annual Report

Guidebooks

- Milestones Guidebook
- Milestones Guidebook for Residents and Fellows
- Clinical Competency Committee Guidebook

Other Resources

- Milestones FAQs
- ACGME Milestones Project: Lessons Learned and What's Next
- Clarification on Common Program Requirements and Milestones
- Use of Individual Milestones Data by External Entities for High-Stakes Decisions

Quick Links

- Overview
- Resources
- Research
- Engagement
- Milestones by Specialty

Feedback and Questions
milestones@acgme.org

Home » What We Do » Accreditation » Milestones » Milestones Engagement

Milestones Engagement

The ACGME plans to involve the public more in the next iteration of the Milestones. Opportunities to be involved range from completing surveys to becoming a member of a committee. E-mail any questions to milestones@acgme.org.

Call for Volunteers

The following specialties are currently looking for volunteers to serve as members of the Milestones Working Group. Working Group members should plan to attend two one and a half day meetings in Chicago, with follow-up work to be completed via e-mail and/or conference call. The time commitment for the Working Group is roughly one year.

Specialty	Survey Link	Due Date
Cardiovascular Disease	https://www.surveymonkey.com/r/PCV9584	May 11, 2018
Internal Medicine	https://www.surveymonkey.com/r/HPK085F	May 4, 2018

Feedback Surveys

There are no surveys currently available.

Quick Links

- Overview
- Resources
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Feedback and Questions
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do You? know

Courses Available

Developing Faculty Competencies in Assessment
 6-day workshop in Chicago 3 times per year
 3-day workshop at regional hubs
 Vanderbilt, UCLA, Philadelphia Consortium, Cleveland Clinic, and more are being developed

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Distance Learning

Creating short modules for Milestones Education
 Assessment 101 **Now available
 Milestones 101
 CCC 101
 CCC's and Group Process

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Other Resources

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Other Resources

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We are here to help

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PERSPECTIVE

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