Milestones 2.0: Are You Ready?

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Disclosures

No Financial Disclosures

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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.

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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

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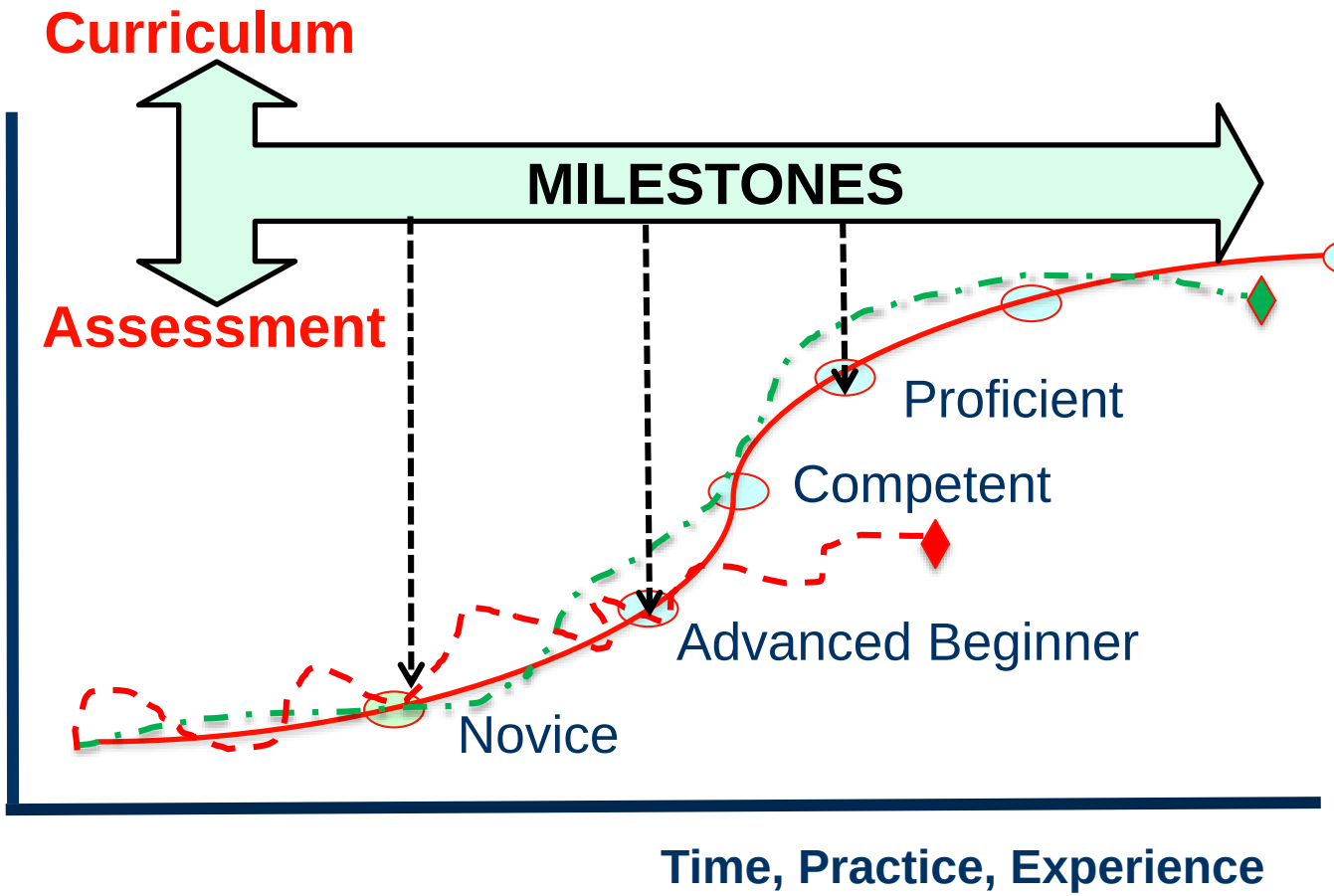
Milestones Guiding: Professional Development



Development is a non-linear phenomenon

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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

Training Programs

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

Milestones

Certification Boards

- Research ONLY
- *Not intended for SMB use*

Residents and Fellows

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

Milestones are a Formative Assessment Framework

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ARE YOU READY?

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How are you using your Milestone data?

Take 2 minutes and tell your neighbor then switch it up

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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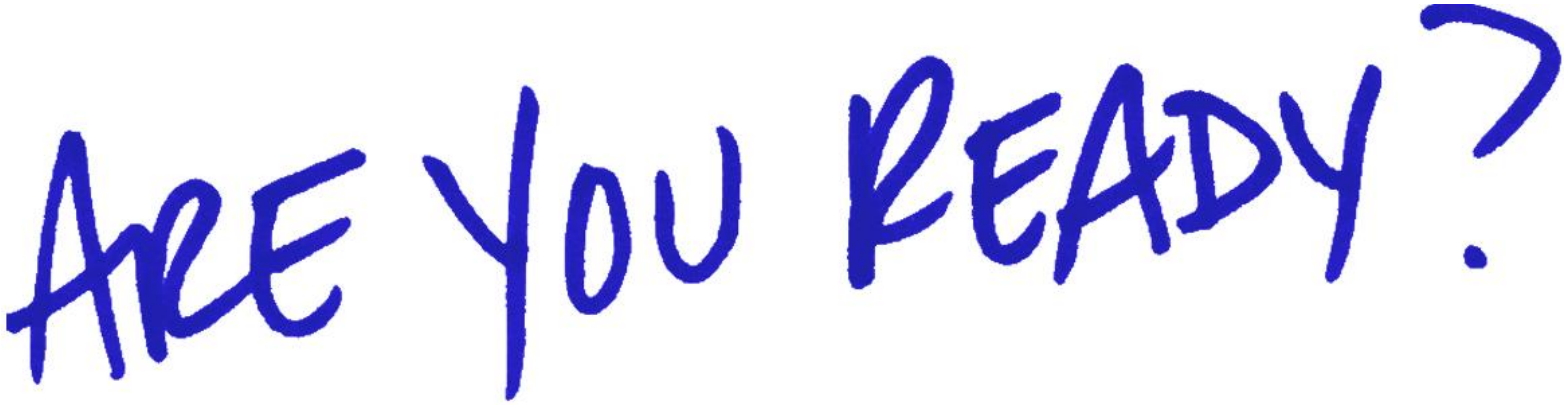

Milestones 2.0 is on its way!

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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

14 additional specialties have started the process

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Timeline

Core specialties will begin 2018-2019

Subspecialties will follow

Anticipate all subspecialties to have started the process by 2020

Internal Medicine is seeking volunteers NOW!!

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Differences For 2.0

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Differences

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

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Differences

Stays the Same	What is different
Specialties will control their content (within a framework)	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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Milestones and Supplemental Guides

Available on the specialty pages

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What We Do | Designated Institutional Officials | Program Directors and Coordinators | Residents and Fellows | Meetings and Events | Data Collection Systems | Specialties

Home > Specialties > Anesthesiology

Anesthesiology

Milestones

Resident and fellow performance on the Milestones is a source of specialty-specific data used by the Review Committee to assess program quality. Programs use the Milestones to facilitate improvements to curricula and resident performance, and the ACGME uses the data to demonstrate the effectiveness of graduate medical education in meeting the needs of the public.

- Anesthesiology
- Adult Cardiothoracic Anesthesiology
- Clinical Informatics
- Critical Care Anesthesiology
- Hospice and Palliative Medicine
- Internal Medicine – Anesthesiology
- Obstetric Anethesiology
- Pain Medicine
- Pediatric Anesthesiology
- Pediatrics – Anesthesiology
- Regional Anesthesiology and Acute Pain Medicine
- Sleep Medicine

Overview

Program Requirements and FAQs and Applications

Milestones

Documents and Resources

Review Committee Members

Contact Us:

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312.755.7032

Anesthesiology

Milestones

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- Obstetric Anethesiology
- Pain Medicine
- Pediatric Anesthesiology
- Pediatrics – Anesthesiology
- Regional Anesthesiology and Acute Pain Medicine
- Sleep Medicine

Milestones Supplemental Guides

- Regional Anesthesiology and Acute Pain Medicine Supplemental Guide
  - Regional Anesthesiology and Acute Pain Medicine Supplemental Guide Template

Milestones Resources

- Milestones: FAQs, Clinical Competency Committee Guidebook, and Resources

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Patient Care 1: Peri-Procedural 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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Comments:				Not Yet Achieved Level 1 ☐

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Patient Care 1	Peri-Procedural Assessment and Management
Overall Intent	Formulates and implements a regional anesthetic plan and manages complications.
Level 1 Examples	• Selects interscalene block for shoulder arthroscopy • Identifies symptoms of phrenic nerve block
Level 2 Examples	• 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	• Selects interscalene catheter for patient undergoing shoulder arthroplasty • Identifies and manages brachial plexus injury with direct supervision
Level 4 Examples	• Modifies approach for patient with severe COPD undergoing shoulder arthroplasty • Identifies and manages brachial plexus injury with oversight
Level 5 Examples	• Modifies approach for patient with myasthenia gravis undergoing shoulder arthroplasty • Identifies and manages respiratory failure
Assessment Models or Tools	• Direct observation • Faculty evaluations • Sim Lab performance • Objective Structured Clinical Examinations (OSCE)
Curriculum Mapping	
Notes or Resources	• New York School of Regional Anesthesia (NYSORA) http://www.nysora.com/ • American Society of Regional Anesthesia and Pain Medicine (ASRA) https://www.asra.com/

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Patient Care 1	**Peri-Procedural Assessment and Management**
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Assessment Models or Tools	• Direct observation • Faculty evaluations • Sim Lab performance • Objective Structured Clinical Examinations (OSCE)
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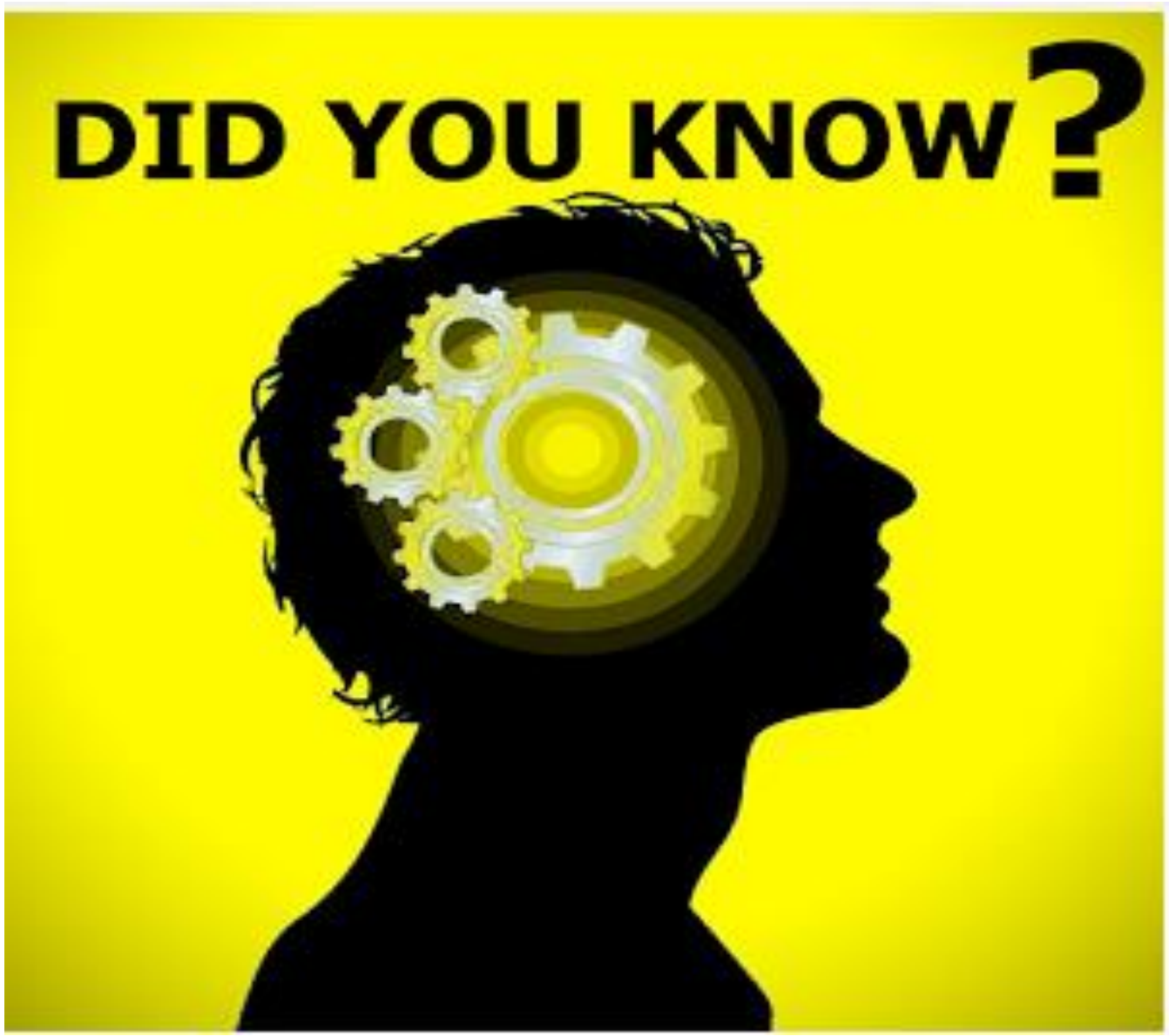

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Milestones

RESOURCES

RESEARCH AND ANNUAL REPORTS

ENGAGEMENT

MILESTONES BY SPECIALTY

Contact Milestones Staff:

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Feedback and Questions

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Milestones Resources

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

Quick Links

- Overview
- Resources
- Research and Annual Reports
- Engagement
- Milestones by Specialty

Feedback and Questions

milestones@acgme.org

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Milestones Implementation Guide

In development – will be available summer 2018

To include:

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

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Research and Annual Reports

The ACGME Milestones research team aims to provide relevant data and publications whenever possible. Not finding what you need? E-mail questions to milestones@acgme.org.

Annual Reports

- 2016 Milestones Annual Report
- 2017 Milestones Annual Report

Other Publications

- Reflections on the First 2 Years of Milestone Implementation

Quick Links

- Overview »
- Resources »
- Research and Annual Reports »
- Engagement »
- Milestones by Specialty »

Feedback and Questions

milestones@acgme.org

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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
Internal Medicine	https://www.surveymonkey.com/r/HPK8B5F	May 4, 2018

Feedback Surveys

There are no surveys currently available.

Quick Links

Overview »

Resources »

Research »

Engagement »

Milestones by Specialty »

Feedback and Questions

milestones@acgme.org

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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 in Development

Creating short modules for Milestones Education

- Assessment 101
- Milestones 101
- CCC 101
- CCC’s and Group Process

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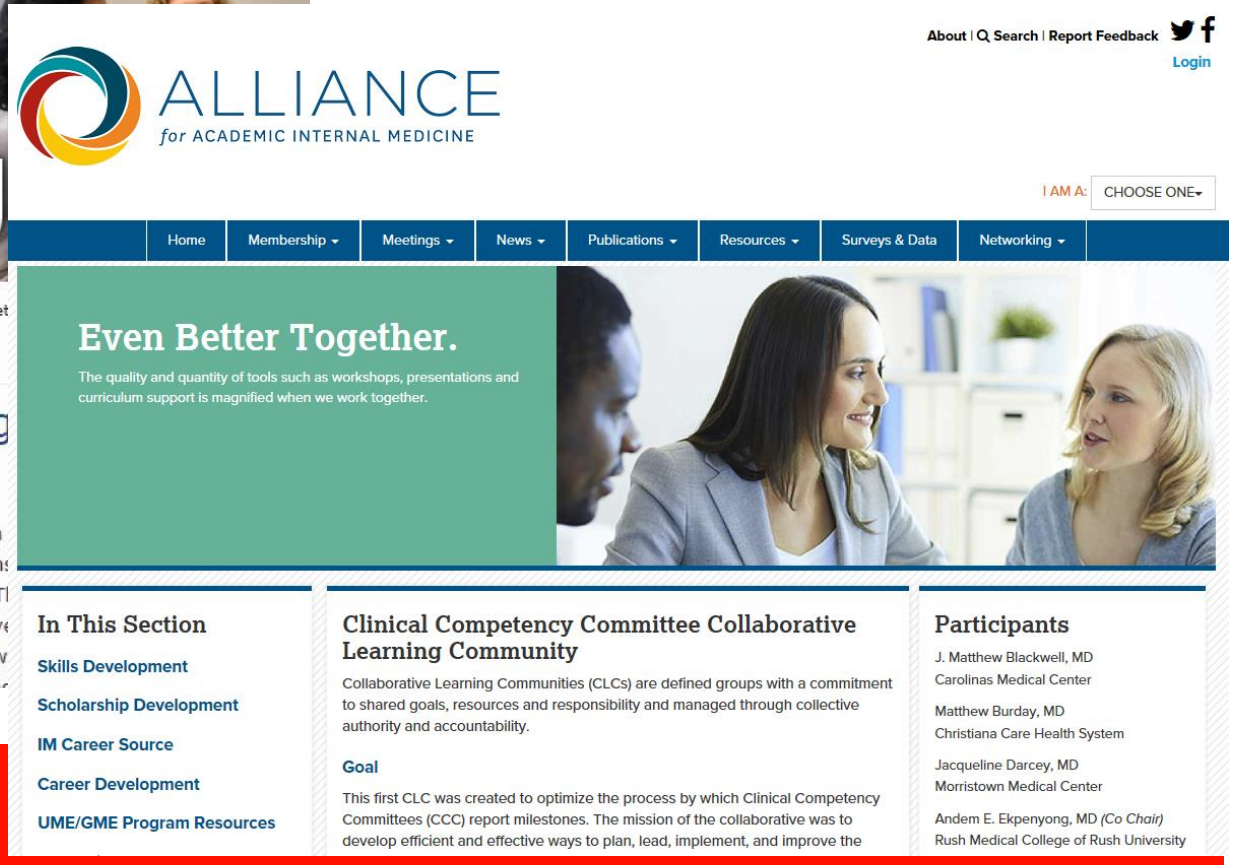
Other Resources



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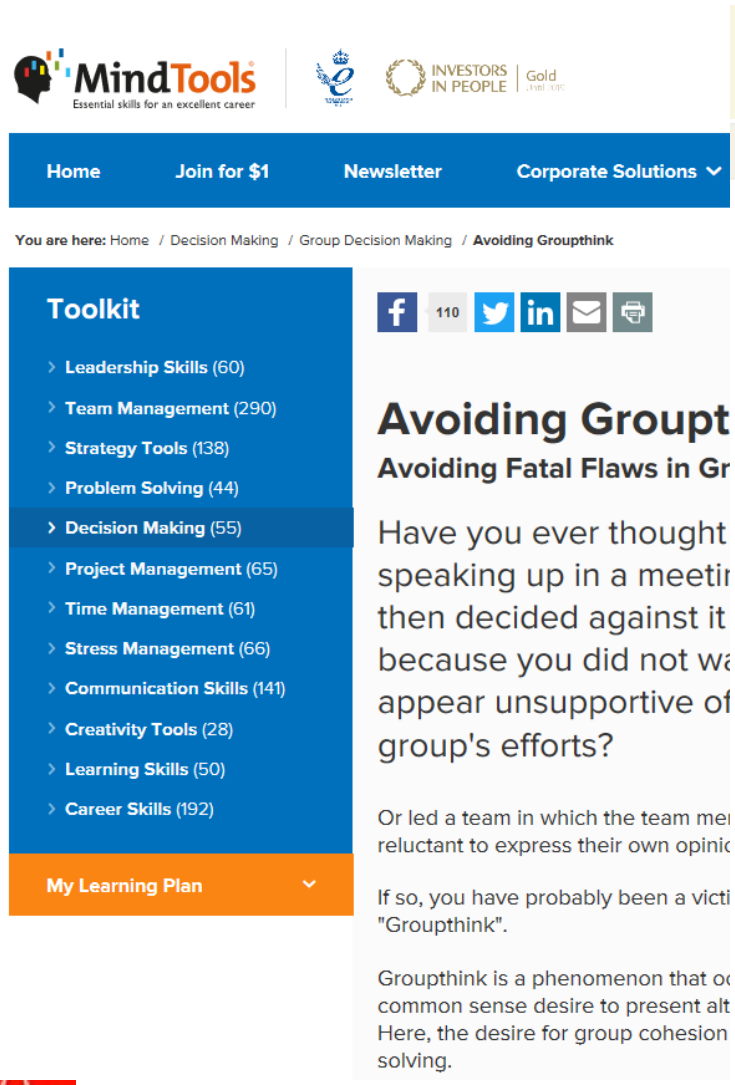
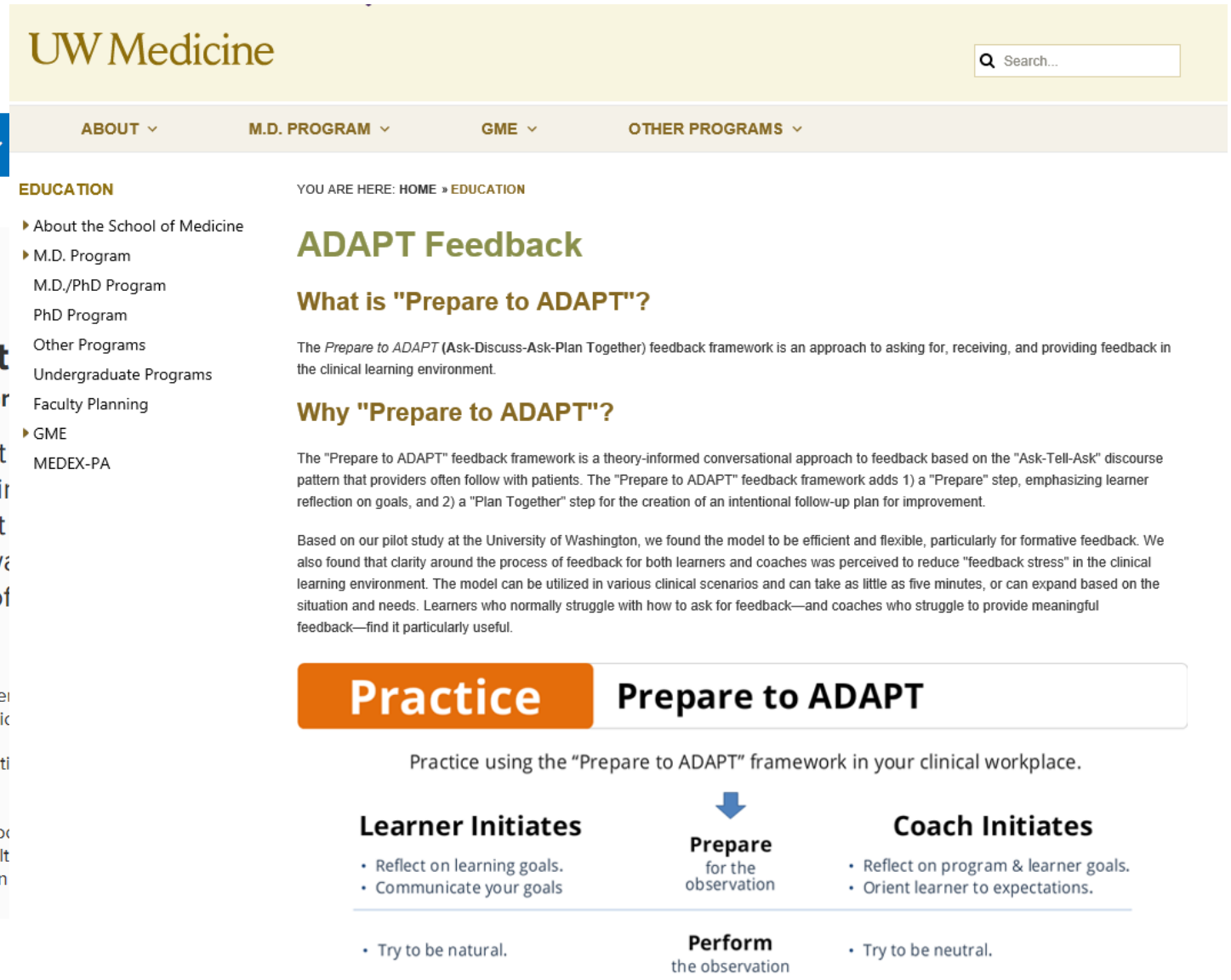
Other Resources





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We are here to help

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PERSPECTIVE

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Sonia Sangha

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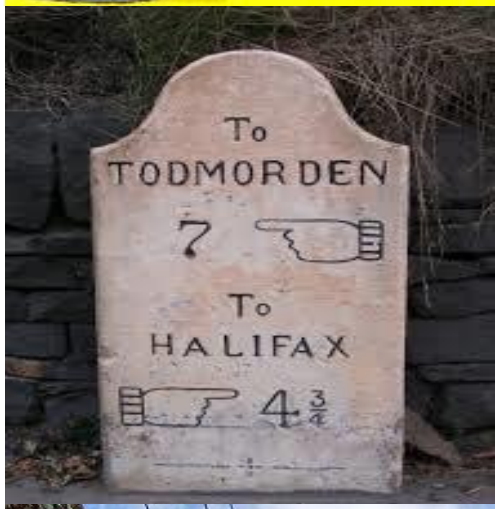
Kenji Yamazaki