Milestones: 1.0, 2.0, and Oh My!

Laura Edgar, EdD
Vice President, Milestones Development

Disclosure

- Full-time employee of ACGME

THANK YOU!

Osteopathic Recognition Milestones

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Milestones

- A milestone is a significant point in development

- Milestones follow an individual's developmental trajectory across a range of knowledge, skills, and attitudes

Milestone Levels – A Brief Review

Level	Dreyfus Stage	Description
1	Novice	Rule driven; analytic thinking; little ability to prioritize information
2	Advanced beginner	Able to sort through rules based on experience; analytic and non-analytic for some common problems
3	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.
4	Proficient	More fully developed non-analytic and dual process thinking; comfortable with evolving situations; able to extrapolate; situational discrimination; can live with ambiguity
5	Expert	Experience in subtle variations; distinguishes situations

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LEVEL

PGY

Milestone Template

Competency: Subcompetency				
Level 1	Level 2	Level 3	Level 4	Level 5
Novice Resident/Fellow Brand new to the specialty	Advanced Beginner Resident/Fellow Performs some tasks with limited autonomy	Competent Resident/Fellow Performs common tasks with autonomy	Proficient Resident/Fellow Target for graduation (not a requirement)	Resident/Fellow Expert Exceeds their peers
☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐

Milestones are progressive over time. There is no prescribed speed at which residents must complete a milestone set.

Patient Care 1: History

Level 1	Level 2	Level 3	Level 4	Level 5
Elicits and reports a comprehensive history for common patient presentations, with guidance	Elicits and concisely reports a hypothesis-driven patient history for common patient presentations	Elicits and concisely reports a hypothesis-driven patient history for	Efficiently elicits and concisely reports a patient history, including pertinent social and other determinants of health	Efficiently and effectively tailors the history taking, including relevant historical subtleties,
Seeks data from secondary sources, with guidance	Independently seeks data from secondary sources	with secondary sources	secondary data to guide the need for further diagnostic testing	history to guide the need for diagnostic testing

Selecting a response box on the line in between levels implies that milestones in previous levels have been substantially demonstrated as well as **some** milestones at higher levels.

Option to select "Not Yet Completed Level 1" or "Not Yet Assessable"

Comments:

Not Yet Completed Level 1
Not Yet Assessable

Selecting a response box in the middle of the level implies that milestones in that level and previous levels have been substantially demonstrated.

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Milestones as Assessments

Milestone Evaluation

Milestones were designed to be formative

A repository for other assessments

Not every Milestone can or should be evaluated on every rotation

Not everything that should be evaluated is included in the Milestones
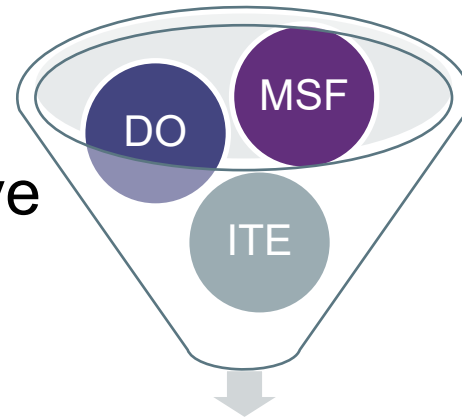
What have we learned?

Too much!

Dissatisfaction with non-PC/MK

More people want to participate

Differences

Patient Care and Medical Knowledge have two options outside of the levels:

- Not yet completed Level 1/Critical deficiencies

- Not yet rotated/Not yet assessable

What changed?

Patient Care 2: Osteopathic Evaluation and Treatment

Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a history and performs an osteopathic examination with direct supervision	Obtains a history and performs an osteopathic examination with limited supervision	Independently obtains a history and performs an osteopathic examination for patients with common conditions	Independently obtains a history and performs an osteopathic examination for patients with complex conditions	Role models the complete integration of an osteopathic history and examination
Diagnoses and treats somatic dysfunction with direct supervision	Diagnoses and treats somatic dysfunction with limited supervision	Independently diagnoses and treats somatic dysfunction in patients with common conditions	Independently diagnoses and treats somatic dysfunction in patients with complex conditions	Role models diagnosis and treatment of somatic dysfunction in all patient populations

Not Yet Completed Level 1

Patient Care 2: Examination, Diagnosis, and Treatment

Level 1	Level 2	Level 3	Level 4	Level 5
Performs general osteopathic structural examination, including assessment for somatic dysfunction, through identification of tenderness, asymmetry, restricted range of motion, and tissue texture abnormalities with direct assistance from supervisor

Performs treatment of somatic dysfunction with direct assistance from supervisor | Performs osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition, with supervision

Performs treatment of somatic dysfunction in common conditions, with supervision | Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition

Independently performs treatment of somatic dysfunction in common conditions | Mentors others to diagnose and treat somatic dysfunction

Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients

Independently performs treatment of somatic dysfunction in complex conditions in a patient with multiple comorbidities | Role models and teaches accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients |

Comments:

Not Yet Achieved level 1

Supplemental Guide

Examples for Levels 1-5

Assessment methods

Resources

Supplemental Guide

Patient Care 1: Osteopathic Principles and Practice (OPP) for Patient Care	
Overall Intent: To utilize osteopathic principles and practices to promote health and wellness	
Milestones	**Examples**
	• Each of these examples incorporate the osteopathic philosophic approach to the whole patient through addressing mind, body, and spirit
Level 1 *Describes the inclusion of OPP to promote health and wellness when caring for patients*	• (I) Identifies the need to ask a surgical patient about current living situation, emotional health, spiritual needs, and care givers to ensure appropriate after care • (O) Identifies the need to ask a patient if there are enough food available or access to WIC to support the patient's recovery needs, including emotional and spiritual resources
Level 2 *Incorporates OPP to promote health and wellness in patients with common conditions*	• (I) Incorporates lymphatic drainage in the treatment of upper respiratory infection • (O) Incorporates smoking cessation in how it will allow the body's ability to heal restore normal function and decrease progression of cardiopulmonary disease with patients
Level 3 *Effectively manages patients with common conditions using OPP to promote health and wellness*	• (I) Prepares asthma action plan and discuss elimination of household triggers on hospital discharge disposition planning • (O) Demonstrates shared decision making while explaining the American Society for Colposcopy and Cervical Pathology (ASCCP) guidelines on cervical cancer screening
Level 4 *Effectively manages patients with complex or chronic conditions using OPP to promote health and wellness*	• (I) Effectively manages and prevents delirium in the geriatric patient with attempting to limit utilization of chemical and physical restraints • (O) Counsels patient on optimizing their nutrition and exercise to support the body's function during chemotherapy
Level 5 *Role models the incorporation of OPP to optimize patient and community health and wellness*	• (I) Role models the incorporation of mental health, sleep hygiene, and osteopathic manipulative treatment (OMT) protocols in the medical system approach to alcohol withdrawal treatment • (O) Role models the facilitation of group visits on the management on diabetes through nutrition, exercises and meal planning
Assessment Models or Tools	• Chart review • Direct observation • Multisource feedback • Patient satisfaction scores • Simulation
Curriculum Mapping	•
Notes or Resources	• American Association of Colleges of Osteopathic Medicine (AACOM). Glossary of Osteopathic Terminology. https://www.aacom.org/docs/default-source/insideome/got2011ed.pdf. 2021. • American College of Physicians (ACP). Caring with Compassion. https://www.acponline.org/cme-moc/online-learning-center/caring-with-compassion. 2021.

Supplemental Guide

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Supplemental Guide

Review the Milestones with your CCC, faculty, and residents

Identify the assessment method in your toolbox that will provide the best information

Determine which rotation(s) the Milestone will be evaluated

Supplemental Guide

Consider how the Osteopathic Recognition Milestones work WITH the specialty Milestones

Be certain that there is a shared mental model of the meaning of both sets of Milestones

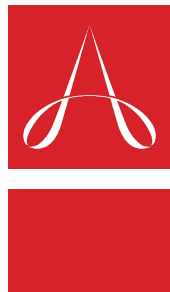Identify opportunities where both sets of Milestones can be observed and assessed

Spend the time now, save time later!!

CHANGE IS HARD

...BUT IT DOESN'T HAVE TO BE

StephanieDalfonzo.com

Implementing Changes

Identify and address obstacles

   a) Be open and listen to concerns

   b) Answer what you can – Call ACGME if not

   c) For content – remind them that their specialty community created them

Implementing Changes

Identify programs who already switched to 2.0

    a) Let your champions demonstrate

    b) Offer additional faculty development

    c) Begin development of new shared mental model

Implementing Changes

Share success stories and document what strategies worked best

    a) Each specialty should have its own champion

    b) Share experiences at GME meetings

    c) Share experiences at specialty meetings

Implementing Changes

ACGME

Accreditation Council for Graduate Medical Education

A GUIDEBOOK FOR IMPLEMENTING AND CHANGING ASSESSMENT IN THE MILESTONES ERA

New resource made available in 2020

Where do I find…?

Milestone Webcasts

Less than 15 minutes

Provides updates on changes to format and content

Explains use of the Supplemental Guide

Great for Faculty Development

Soon available on the Specialty page

Milestones Resources

Guidebooks

Assessment Guidebook	📄
Milestones Implementation Guidebook	📄
Milestones Guidebook	📄
Milestones Guidebook for Residents and Fellows	📄
Clinical Competency Committee Guidebook	📄
Clinical Competency Committee Guidebook Executive Summaries	+

Other Resources

Resources for Assessment in the Learn at ACGME Online Learning Portal	↗
Use of Individual Milestones Data by External Entities for High Stakes Decisions	📄
Milestones FAQs	📄

https://acgme.org/What-We-Do/Accreditation/Milestones/Resources

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Accreditation Council for Graduate Medical Education

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

Home > Residents and Fellows > The ACGME for Residents and Fellows

The ACGME for Residents and Fellows

The resources listed on this page provide information about the ACGME, its purpose, and the importance of its work to all physicians in training. We encourage you to learn more, ask questions, and get involved.

The mission of the ACGME is to improve health care and population health by assessing and advancing the quality of resident physicians' education through accreditation.

Through accreditation, innovations, and initiatives, the ACGME strives to ensure that residents and fellows train in educational environments that support patient safety, resident and fellow education, and physician well-being.

| Accreditation | Recognition | Initiatives |

The ACGME is a private, 501(c)(3), not-for-profit organization that sets standards for US gr... (residency and fellowship) programs and the institutions that sponsors them, and renders a... based on compliance with these standards. Accreditation is achieved through a voluntary p... review based on published accreditation standards. ACGME accreditation provides assura... Institution or program meets the quality standards (Institutional and Program Requiremen... subspecialty practice(s) for which it prepares its graduates. ACGME accreditation is overse... made up of volunteer specialty experts from the field that set accreditation standards and ...
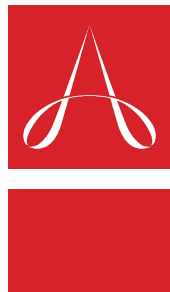
Quick Links

ACGME AWARE Well-Being Resources »

Back to Bedside Project List »

Back to Bedside Initiative »

Back to Bedside Project Highlights »

Report an Issue »

- **Milestones** »
  As the ACGME began to move toward its current continuous accreditation model, specialty groups developed outcomes-based Milestones as a framework for determining resident and fellow performance within the six ACGME Core Competencies.
  - 📄 **Milestones Guidebook for Residents and Fellows** »
  - 📄 **Milestones Guidebook for Residents and Fellows Presentation** »
  - 📄 **Milestones 2.0 Guide Sheet for Residents and Fellows** »

https://www.acgme.org/Residents-and-Fellows/The-ACGME-for-Residents-and-Fellows

Virtual and Live Educational Opportunities

DEVELOPING
FACULTY
COMPETENCIES
IN ASSESSMENT

A Course to Help
Achieve the Goals of
Competency-Based
Medical Education
(CBME)
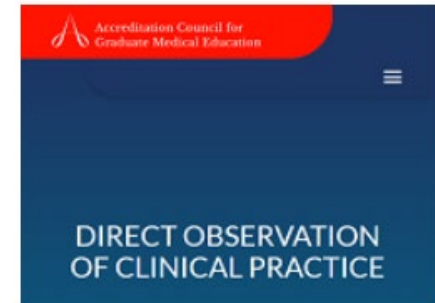
LEARN
at ACGME

Assessment Tools

TEAM – Multisource Feedback

DOCC – Direct Observation

Available for free on Learn at ACGME

Use of Bibliography

The bibliography is organized according to the categories below, and is presented by year of publication (in descending order) within each category. Note: some articles are coded in more than one category.

Audience:	Category	Number of Articles
Program Directors	Assessment Tools/Processes for Collecting Milestones Data	119
	CCCs – Structure and Function	25
	How to Use Milestones Data to Improve your Program	53
	Using Milestones to Guide Curriculum	58
	Rationale for Milestones	69
	Trends in Milestones Data	39
	Content - Do the Milestones Represent my Specialty/Program?	60
	How Residents Can Use Milestones Data	19
Policymakers	Impact of Milestones	222
	Total # of Articles	374

https://acgme.org/What-We-Do/Accreditation/Milestones/Research

https://meridian.allenpress.com/jgme/issue/13/2s

Here to help

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