Mapping the Milestones for Meaningful Evaluations
Goals for the Session

- Help faculty identify with the basis of the pediatric milestones and where these are being taught in your program
- Introduce you to our new milestone-based evaluation tool and use it to evaluate residents in clinical scenarios
- Help faculty realize the value of the milestones in giving feedback
The Six Competencies and the Continuum of Clinical Medical Education - Dreyfus Conceptual Model

- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice Based Learning and Improvement
- Systems Based Practice

- Novice
- Advanced Beginner
- Competent
- Proficient
- Expert
- Master
Pediatric Milestones Project

- Six competencies subdivided into 51 sub-competencies
- 21 of these sub-competencies are to be reported to the ACGME every 6 months for each resident
- Each of the 21 sub-competencies is broken down into milestones
- The milestones describe varying levels of performance for each sub-competency
Exercise #1

- Please refer to Worksheet #1
- Consider where in your program you are teaching each of the 21 sub-competencies
- In your small groups, please compare and contrast findings with other programs
Ideas

- Systems-Based Practice
  - Quality/Performance Improvement Projects or Committees

- Medical Knowledge
  - Monthly Journal Club/Debates
  - Morning Report presentations
  - Monthly Quizzes
Ideas

- Practice-Based Learning and Improvement
  - Quarterly meetings with program director
  - Mentor meetings
  - Medical Student Evaluations/Interactions
Milestones

“Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced”

“The pediatrics milestones are designed to describe changes in observable attributes of the learner across the continuum of medical education”

“Milestones are arranged into levels. Progressing from Level 1 to 5 is synonymous with moving from novice to expert. Selection of a level implies that the resident substantially demonstrates the milestones in that level, as well as those in lower levels”
Patient Care
1. Gather essential and accurate information about the patient

**NOVICE**

Either **gathers too little information or too much information following a template** regardless of the patient’s chief complaint. Each piece of information gathered seems as important as the next. Limited ability to gather, filter, prioritize, and connect pieces of information pertinent to the patient’s illness.

**EXPERT/MASTER**

Clinical experience allows linkage of signs and symptoms of a current patient to those encountered in previous patients. The ability to link current findings to prior clinical encounters allows information to be filtered, prioritized, and synthesized into **pertinent positives and negatives** as well as **broad diagnostic categories**.

Advanced development of pattern recognition leads to the **creation of illness scripts**, which allow information to be gathered while it is simultaneously filtered, prioritized, and synthesized into **specific diagnostic considerations**. There is **real-time development of a differential diagnosis early** in the information-gathering process.

**Well-developed illness scripts** allow essential and accurate information to be gathered and **precise diagnoses to be reached with ease and efficiency** when presented with most pediatric problems.

**Robust illness scripts** lead to **unconscious gathering of essential and accurate information in a targeted and efficient manner** when presented with all but the most complex or rare clinical problems.
Feedback

Each and every step you take must move you toward your goal.
Patient Care- Gather essential and accurate information about the patient

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Exercise #2

- Video #1: you are observing a resident in the second-half of her third year of residency signing-out to another resident

- Individually, please use Worksheet #2 to evaluate the resident on the Patient Care competency using the following 2 sub-competencies and their milestones:
  - Organization of Responsibilities
  - Transfer of Care

- Please text your choice code
Exercise #3

- Video #2: you are observing an resident in the first half of her intern year obtaining a history from the mother of a patient
- Individually, please use Worksheet #3 to evaluate the resident on the Interpersonal and Communication Skills competency using the following two sub-competencies and their milestones:
  - Relates to patients/families
  - Insight into human emotion
- Please text your choice code
Workshop Take-Home Points

- Introduce your faculty to the pediatric milestones
- Delineate where you are teaching each of the sub-competencies in your residency program and design evaluations
- Practice using the milestones to evaluate residents (videos or written scenarios)
- Evaluation and feedback process favorably impacted