Linking Milestones to Community Health and Advocacy Training: A Map to Connect Curricula to Subcompetencies.

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**Category Addressed:** Assessment tool/Making milestones meaningful to trainees

**Educational Objectives:**
This educational resource should allow you to:

1. Map your program’s current activities in community health and advocacy training to a gold-standard set of educational goals and objectives
2. Utilize this map to enhance your training program’s ability to assess trainee progress in achieving sub-competencies associated with the Pediatric Milestones Project
3. Evaluate the strength of current assessment methods and identify areas of need within the residency curriculum with regard to community health and advocacy training.
4. Compare community health and advocacy training curricula, and identify curricular activities with robust assessment tools that
may allow programs to bolster both their curricula and their evaluation methods.

**Description of Tool:**
The Community Pediatrics Training Initiative (CPTI) of the American Academy of Pediatrics (AAP) has developed and widely disseminated goals and objectives for residency training in community health and advocacy. In 2013, we utilized a modified Delphi process with 41 experts from the AAP, APPD and other groups to develop a map linking the CPTI objectives to the 52 Pediatric Milestones and their associated subcompetencies. The complete map includes 35 of the 51 of the Milestones, and 13 of the 21 Milestones that must be reported upon in 2014.

The CPTI Milestones Map is designed to be used by both advocacy training directors and residency program leaders. Advocacy training directors can use the tool to map curricula and identify strengths and weakness in their curriculum as a means for improving the educational agenda. Further, once the curriculum is mapped, they can demonstrate to program leadership how their curricula can aid in resident assessment in terms of Milestones. Residency program leadership will be able to utilize the map as a part of their overall approach to resident assessment in Milestones reporting to the RRC, especially as many of the Milestones are on the competency domains that can be more difficult to assess (Systems-based Practice, Practice-based Learning and Improvement, Interpersonal and Communication Skills and Professionalism).

They can further use the map to identify holes in their training programs for achieving the defined objectives in community health and advocacy training, which can help spur innovation and curriculum development in this area of training.

**Other:**
Creation of the Milestones Map:

Using the membership of both the Association of Pediatric Program Directors (APPD) and the APA Advocacy Training Special Interest Group (SIG), we identified 10 individuals with experience as both residency
program leaders (either program director or associate director), and as
director of community health and advocacy training. All 10 individuals
agreed to participate in the project.
We reviewed the Pediatric Milestones Project document (ABP), and we
identified 5 competency domains with Milestones that could be
assessed through community health and advocacy training. These
included Systems-Based Practice, Practice-Based Learning and
Improvement, Interpersonal and Communications Skills,
Professionalism, and Personal/Professional Development; the last
domain being unique to Pediatrics, and included in the Pediatric
Millstones Project.
The 10 participating experts were randomly paired, and each pair was
randomly assigned a competency domain. Individually, participants
mapped each of the Milestones based subcompetencies associated with
their competency domain to the CPTI goals and objectives. Each pair
reconciled their differences by consensus and submitted their
completed map to the Principal Investigator (BDH).
Through this process, participants produced a map that linked the CPTI
objectives to sub-competencies associated with milestones of one or
more competency domains, and a total of 250 sub-competency-
objective matches were identified.
We then invited 51 colleagues to participate in a modified Delphi
process to achieve consensus on the objective-sub-competency matches.
Among those invited were residency program directors, including 2
official representatives of the APPD, leaders or former leaders of the
APA Advocacy Training SIG, present or former members of the Pediatric
RRC, Advocacy Fellows from the Institute on Medicine as a Profession,
and resident trainees. Each was asked to review the map and rate their
agreement with each of the 250 objective-sub-competency matches
using a 5-point Likert scale (5= Strongly Agree, 3= Neutral, 1= Strongly
Disagree.)
A total of 31 colleagues completed the entire survey, in addition to the
initial 10 experts, resulting in 41 completed surveys. All agreement
scores were averaged, and any with a mean score <3.5 were removed
from the map.
There was 5 sub-competency-objective matches that were scored<3.5,
and the remaining 245 matches had a mean agreement score of 4.14. A
total of 35 of the 51 Pediatric Milestones are represented on the
Milestones Map, including 13 of the 21 that were first reported on in June, 2014. Finally, the map was sent out to each reviewer for final review and comment before being adopted in May, 2014.

Example of Tool is Attached.