

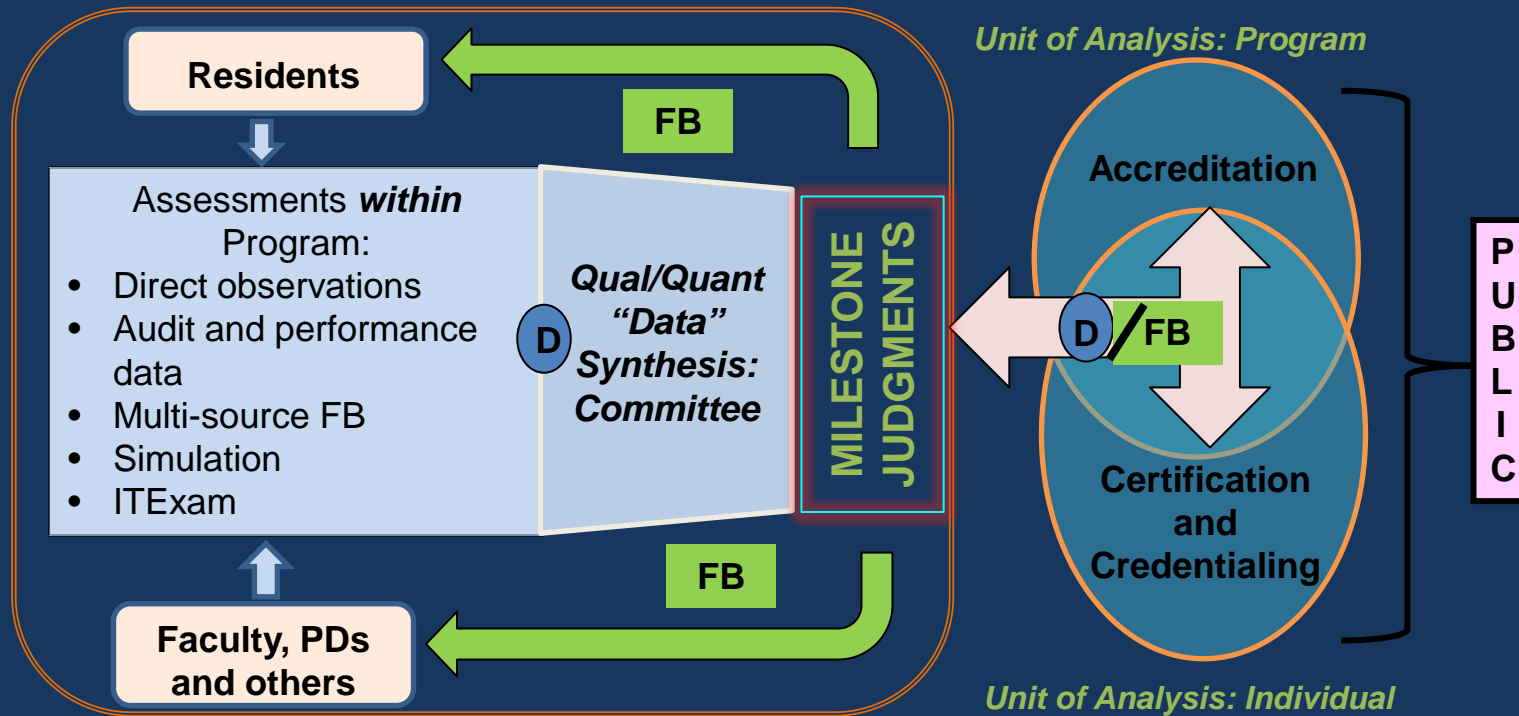
Making milestones
meaningful:
managing mastery or
maddingly mandatory?

Terry Tsue

Maja Svrakic

Liana Puscas

The GME Assessment "System"





To show this poll

1

Install the app from
pollev.com/app

2

Start the presentation

Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)





To show this poll

1

Install the app from
pollev.com/app

2

Start the presentation

Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)





To show this poll

1

Install the app from
pollev.com/app

2

Start the presentation

Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)





To show this poll

1

Install the app from
pollev.com/app

2

Start the presentation

Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)





To show this poll



Install the app from
pollev.com/app



Start the presentation

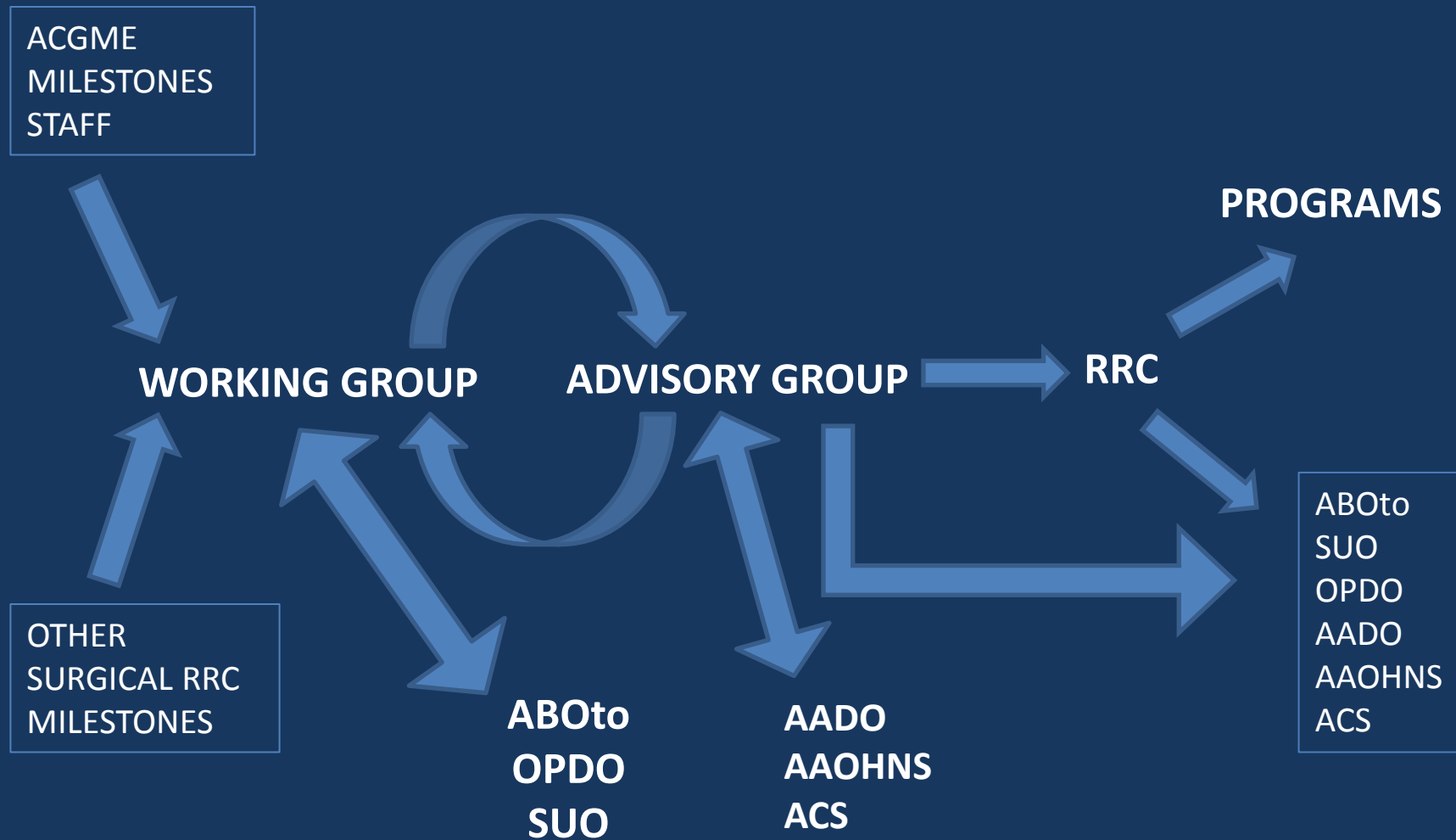
Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)



The History

2012 PROJECT STRUCTURE



MILESTONES

Milestones = Performance levels residents expected to demonstrate for skills, knowledge and behaviors

YES

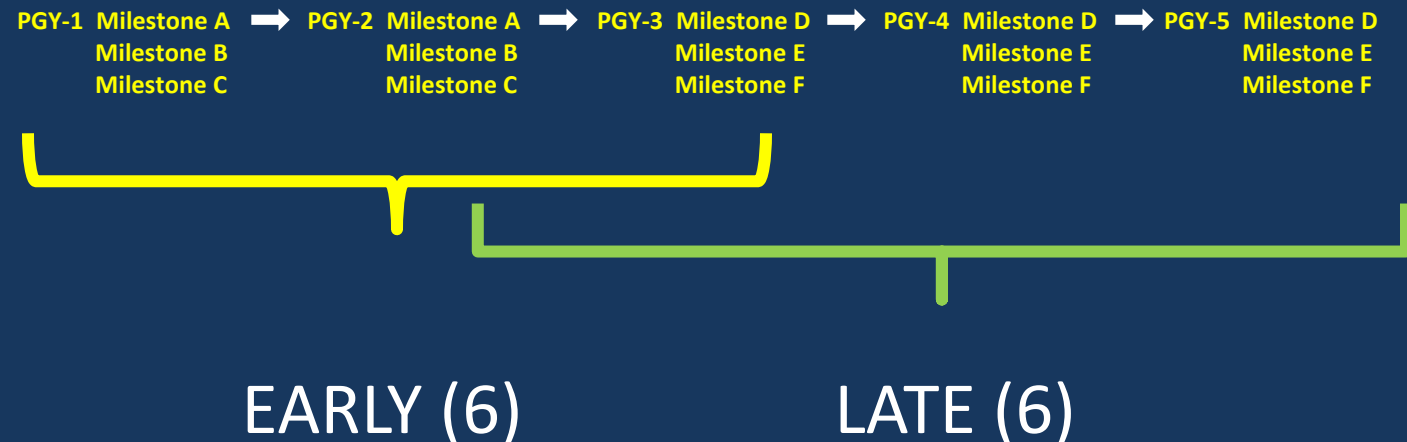
- Help programs operationalize 6 Core Competencies
- Describe learning trajectory from beginner to highly proficient
- Move away from high-stakes MK tests and numeric evaluation rating scales
- Allows deeper, shared & transparent understanding of expectations
- Guide program curriculum development
- Identify individual learner “gaps” to provide individualized coaching
- Framework for the Clinical Competency Committee

NO

- Represent just the core of the discipline, not the totality
- Targets, not Requirements
- Formative intent for resident and program, not accreditatory
- Not a single-source or short-term assessment tool

OTOHNS MILESTONES DEVELOPMENT

- 19 → 8 PC + 4 MK + 6 Supplemental “disease-based” Milestones (Milestones Appendix) in 6 OTOHNS Surrogate Dz Areas
 - ABOto Scope of Knowledge Summary Report
 - ABOto OTOHNS Comprehensive Core Curriculum
 - ABOto Core Surgical Procedures
 - ACGME OTOHNS RRC Program Requirements
 - ACGME OTOHNS KIPs
 - MWG & MAG Consensus Opinion
- Different Milestones designated for EARLY and LATE PGY-level expectations for evaluation & promotion



	Early PC	Late PC	Early MK	Late MK
FPRS		Nasal Deformity		Facial aesthetics
		Facial Trauma		
	ST Management/wound healing/aesthetic principles			
H&N				UADT malignancy
		Neck mass		
		Salivary Disease		
				Endocrine
OTO		Chronic Ear		
			Hearing loss	
				Dizziness
Laryngology	Aerodigestive Tract Lesions		Dysphagia-Dysphonia	
Sleep/Ped Oto	Sleep Disordered Breathing			
			Peds neck masses	
	Pediatric Otitis media			
Rhinology		Rhinosinusitis	Inhalant Allergy	

The Problems

Number, Straight lining

Specialty Name	Number of subcompetencies	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Anesthesiology	25	33.3%	23.0%	21.1%	28.2%			
Emergency Medicine	23	7.3%	5.8%	6.2%	15.6%			
Internal Medicine	22	10.6%	11.3%	25.6%				
Neurosurgery	24	5.4%	3.6%	2.3%	2.9%	5.6%	5.5%	9.0%
Orthopedic Surgery	41	6.3%	6.1%	7.1%	10.0%	13.3%		
Otolaryngology	17	13.3%	5.2%	6.6%	5.4%	9.2%		
Surgery	16	23.3%	15.9%	14.2%	16.8%	38.9%		
Urology	34	9.3%	8.0%	10.6%	17.4%			

Otolaryngology Specific

- Milestone vs SMART goals, (specific, measurable, achievable, relevant, timely)
- Correlations to in-service
- Individualized learning plans
 - Pgy level and gender differences

Milestones 2.0

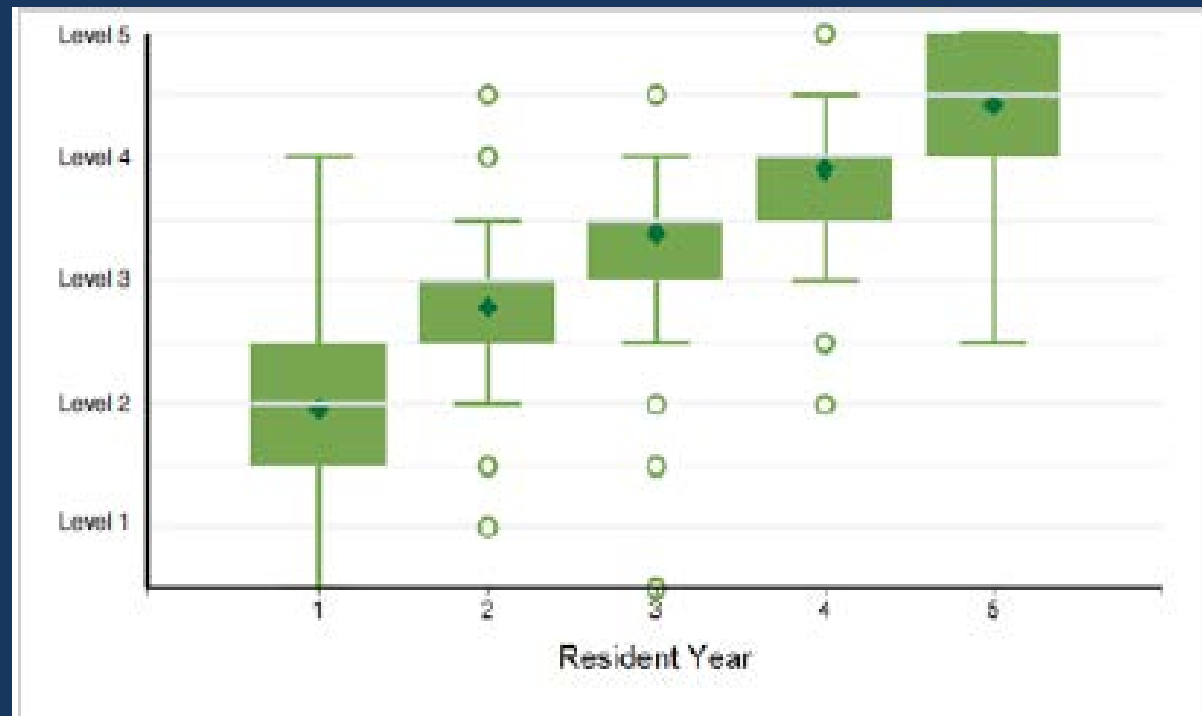
Planning our future

Neurosurgery has done 2.0

The Process

- 104 unique studies
- Stakeholder survey (1195 participants) that provided feedback on the draft 2.0 harmonized milestones

Interpersonal Communication Skills



Common across disciplines

- Intrapersonal communication Skills
 - Patient and Family Centered Communication
 - Interprofessional and Team communication
 - Communication within healthcare Systems
- Practice Based Learning and Improvement
 - Evidence Based and informed medicine
 - Reflective practice and commitment to learning



Common across disciplines



- Professionalism
 - Professional behavior and Ethical Principles
 - Accountability/ Conscientiousness
 - Self-awareness and help seeking
- System- Based Practice
 - Patient Safety and Quality Improvement
 - System Navigation for Patient centered care
 - The physician's role in healthcare systems

Next Steps

- Implementation Guidebook that highlights planning, change management, and continuous quality improvement is being written by the ACGME and will be available February/March 2019
- OHNS is scheduled to start the review and revision process Fall 2019 producing a specialty specific guide that will provide insights into the intent of the sub competencies, with examples for each level, sample assessment methods, and other available resources
- Review groups will consist of representatives from the RC; OPDO, ABOHNS and AOBOHNS will each appoint one person. The RC resident and public member will participate in addition to a call for volunteers from anyone associated with GME
- Likely implementation of 2.0 version for OHNS: 2021.

Discussion and Questions

