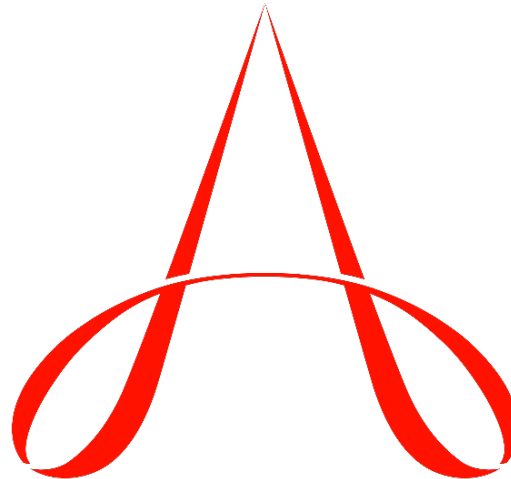


Transitional Year Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: January 2019

First Revision: August 2013

Transitional Year Milestones

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-accredited residency or residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician competency in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Transitional Year Milestones

Working Group

Iris Cheng, MD

Laura Edgar, EdD, CAE

Cheryl Gross, MA, CAE

Eric Matheson, MD

Julie McCausland, MD, MS

Anantha Padmanabhan, MD, FACS

Jeffrey Pettit, PhD

Ryan Pong, MD

Daniel Steigelman, MD

Kathy Tynus, MD

Amanda Xi, MD, MSE

The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:

Council of Transitional Year Program Directors

Transitional Year Review Committee

American Association of Colleges of Osteopathic Medicine

Association of American Medical Colleges

Milestones Reporting

This document presents Milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a resident moves from entry into residency through graduation. In the initial years of implementation, the Review Committee will examine Milestone performance data for each program's residents as one element in the Next Accreditation System (NAS) to determine whether residents overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe each resident's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert in the subspecialty. These levels do not correspond with post-graduate year of education.

Selection of a level implies that the resident substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page v).

Level 1: The resident demonstrates milestones expected of an incoming resident.

Level 2: The resident is advancing and demonstrates additional milestones, but is not yet performing at a mid-residency level.

Level 3: The resident continues to advance and demonstrate additional milestones, consistently including the basic minimum of milestones achievement for transitional residents to progress to their next level of training.

Level 4: The resident continues to advance so that he or she now substantially demonstrates the milestones targeted for transitional year education. This level is designed as the desired level of milestone achievement for many, but not required for all, transitional residents.

Level 5: The resident has advanced beyond performance targets set for residency and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents will reach this level.

Additional Notes

Level 4 is designed as a *target* for completion of the Transitional Year and *does not* represent a *requirement*. Making decisions about readiness for promotion is the purview of the residency program director. Study of Milestone performance data will be required before the ACGME and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether Milestone data are of sufficient quality to be used for high-stakes decisions.

Examples are provided with some milestones. Please note that the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Additional resources are available on the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a resident's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that resident's performance in relation to those milestones.

Professionalism 3: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize lifelong personal and professional well being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
Recognizes limits in the knowledge/skills of self, with assistance	Independently recognizes limits and the knowledge/skills of self or team and demonstrates appropriate help-seeking behaviors	With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team	Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team	Strives for self-improvement to provide the highest quality of patient care through lifelong learning and education
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/>				

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

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: History				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains an accurate history	Obtains and reports an accurate, organized history, and seeks appropriate data from secondary sources	Consistently obtains and reports a comprehensive and accurate history incorporating clinical patterns in historical data	Consistently obtains and concisely reports a focused history with subtle details supportive of a rational clinical diagnosis	Consistently serves as a role model and educator in obtaining and presenting a focused history with subtle details
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Patient Care 2: Physical Examination				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a basic physical exam accurately	Performs and reports an accurate, organized physical exam, and identifies appropriate physical findings for the chief complaint	Consistently performs an accurate and thorough physical examination, and reports relevant findings in support of likely clinical diagnosis	Consistently identifies and concisely reports subtle physical findings; is proficient with advanced maneuvers	Consistently serves as a role model and educator in the performance of an advanced physical exam
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 3: Differential Diagnosis and Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
Integrates patient-specific information to generate an appropriate working diagnosis	Provides a prioritized differential diagnosis using supporting rationale	Consistently provides an accurate diagnosis for common medical conditions; demonstrates the ability to modify a diagnosis based on a patient's clinical course and additional data	Consistently provides an accurate diagnosis for patients with multiple co-morbidities or uncommon medical conditions, recognizing sources of diagnostic error	Consistently serves as a role model and educator for deriving accurate diagnoses and recognizing sources of diagnostic error
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 4: Clinical Management				
Level 1	Level 2	Level 3	Level 4	Level 5
With direct supervision, determines appropriate tests and initiates a therapeutic plan	With direct supervision, orders appropriate tests, and initiates a therapeutic plan; provides rational basis for decisions	With indirect supervision, orders appropriate tests, and initiates a therapeutic plan; provides rational basis for decisions	Consistently modifies the therapeutic plan based on test results and the patient's clinical course as appropriate	Implements testing and therapeutic plans, integrating patient preferences, evidence-based guidelines, and costs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Patient Care 5: Urgent and Emergent Medical Conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes urgent and emergent medical conditions and initiates system protocols as appropriate</p> <p>Knows code status</p>	<p>Performs an initial assessment of patients with urgent and emergent conditions</p> <p>Discusses and clarifies code status with patient and family</p>	<p>Provides initial stabilization of patients with urgent and emergent medical conditions, as well as safe transitions in care</p> <p>Uses code status in clinical decision making</p>	<p>Coordinates the initial assessment and management of urgent and emergent conditions with the interprofessional care team</p> <p>Considers patient and family wishes to modify code status and subsequent care as appropriate</p>	<p>Anticipates clinical decompensation and intervenes early</p> <p>Leads conversation with medical team when care is futile</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Patient Care 6: Care of Diverse Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes basic health needs of diverse patients (e.g., gender, age, culture, race, religion, disabilities, sexual orientation, substance use disorders)	Addresses health needs specific to diverse patients	Provides anticipatory guidance for health needs specific to diverse patients	Teaches peers and/or students on health needs specific to diverse patients	Advocates in the community for health needs specific to diverse patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 1: Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses educational resources to answer clinical questions and to recognize gaps in personal medical knowledge	Integrates basic science knowledge, interpretation of test results, and social and behavioral determinants of health into clinical decision making	Incorporates preferences from patients, family, and interprofessional team into clinical decision making	Develops a rational treatment approach in ambiguous medical and/or social situations	Consistently serves as a role model and educator in the navigation of complex and ambiguous clinical decision making
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Procedural Knowledge and Informed Consent				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes indications/contraindications and complications of common procedures	Accurately documents procedures in medical record in a timely manner	Demonstrates knowledge of indicated follow-up measures after procedures and recognizes common complications	Recognizes and provides initial management of complications	Anticipates potential complications and discusses with attending
Describes informed consent process	Counsels patients and obtains informed consent for common diagnostic and therapeutic procedures	Incorporates patient preferences in procedural decision making; assesses patient understanding	Describes procedural appropriateness in the context of the patient's clinical scenario, addressing patient concerns	Discusses potential treatment progression with patient and family, based on procedural outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to the team (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes programmatic or institutional quality improvement initiatives (e.g., handwashing, reducing needle stick injuries)	Participates in programmatic or institutional quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community systems level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the resources of interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the resources of interprofessional teams	Efficiently coordinates patient-centered care using interprofessional teams	Leads and role models effective coordination of patient-centered care among different disciplines and specialties
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Reassesses patient and anticipates patient specific factors that may lead to readmission	Performs safe and effective transitions of care/hand-offs in complex clinical situations and across health care delivery systems	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems
Demonstrates knowledge of local population and community health needs and disparities	Identifies resources to meet the health needs and disparities of local communities and populations	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates across populations and communities towards health/health care equity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies components of the complex health care system</p> <p>Describes basic health payment systems (e.g., private, public, government, and uninsured care) and different practice models (e.g., fee for service, capitated fees, accountable care organizations)</p>	<p>Describes the physician's role and how the interrelated components of the complex health care system impact patient care</p> <p>Describes the limitations of payment models and uses available patient care resources</p>	<p>Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Uses shared decision making in delivering care informed by patient-specific payment models</p>	<p>Adapts personal practice based on practice habits data</p> <p>Advocates for patient care incorporating the limitations of their payment model (e.g., community resources, patient assistance resources)</p>	<p>Manages the interrelated components of complex health care systems for efficient and effective patient care</p> <p>Advocates for health policy to better align payment systems with high-value care</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of evidence-based practice parameters, how to access and use available evidence, and how to assess the quality of the evidence	Demonstrates critical thinking of clinical situations and incorporates patient preferences and values in evidence-based care plan for routine patients	Applies the best available evidence, integrated with patient preference, to the care of complex patients	Navigates conflicting evidence to guide care tailored to individualized patient	Coaches others to critically appraise and apply evidence for the care of complex patients; and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Establishes personal and professional development goals and tracks own progress	Recognizes when performance falls short of expectations and seeks feedback for improvement	Seeks performance data with the intention to improve; independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan and identifies when the plan should be modified	Is able to coach others in the identification of gaps between knowledge and performance and formulate an improvement plan
Seeks and is receptive to feedback	Adapts behavior based on feedback	Accurately self-assesses strengths, weaknesses, and opportunities for improvement		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 1: Professional and Ethical Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies ethical decision-making skills specific to clinical work</p> <p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</p>	<p>Identifies and describes potential triggers for professionalism lapses</p> <p>Applies knowledge of ethical principles</p>	<p>Demonstrates professional behavior in routine and complex situations</p> <p>Recognizes need to seek help from team members to manage and resolve complex ethical situations</p>	<p>Demonstrates professional behavior in conflictual and/or stressful situations</p> <p>Uses appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)</p>	<p>Intervenes to prevent professional and ethical lapses in self and others</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 2: Accountability and Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Completes tasks and assigned responsibilities, with guidance</p> <p>Arrives on time and prepared for work</p>	<p>Independently completes tasks and assigned responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Takes responsibility for personal actions and performance</p>	<p>Independently completes tasks and assigned responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Admits errors and proposes remediation as necessary</p>	<p>Proactively communicates with program staff members regarding situations that may impact own ability to complete tasks and responsibilities in a timely manner</p>	<p>Intervenes in situations that impact others' ability to complete tasks and responsibilities in a timely manner</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 3: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize lifelong personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
Recognizes limits in the knowledge/skills of self, with assistance	Independently recognizes limits and the knowledge/skills of self or team and demonstrates appropriate help-seeking behaviors	With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team	Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team	Strives for self-improvement to provide the highest quality of patient care through lifelong learning and education
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 1: Patient and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and nonverbal behavior to demonstrate respect and establish rapport</p> <p>Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system</p> <p>Identifies the need to adjust communication strategies based on assessment of patient/family expectations</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural, personal bias)</p> <p>Organizes and initiates communication with patient/family to clarify expectations</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>Identifies and uses available resources to ameliorate barriers in communication</p> <p>With guidance, sensitively and compassionately delivers medical information and elicits patient/family values</p>	<p>Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Anticipates and consistently uses resources to ameliorate barriers in communication</p> <p>Independently, uses shared decision making to make a personalized care plan</p>	<p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Develops educational tools or methods to ameliorate communication barriers</p> <p>Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a routine consultation	Clearly and concisely explains clinical scenario and rationale for consultation	Checks own understanding of consultant recommendations	Coordinates recommendations from different members of the health care team to optimize patient care	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
Uses language that values all members of the health care team	Communicates information effectively with all health care team members	Uses active listening to adapt communication style to fit team needs		
Provides prompt, objective and honest feedback on evaluations	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Concisely reports diagnostic and therapeutic reasoning in the patient record	Communicates clearly, concisely, and in a timely manner, and in an organized written form, with anticipatory guidance	Provides feedback to improve others' written communication
Identifies and understands the importance of safeguarding protected health information	Consistently safeguards protected health information	Identifies breaches of protected health information and works to correct them	Provides guidance and feedback to other team members on ways to safeguard protected health information	Identifies potential systemic breaches of protected health information and works to correct them
Documents required data in formats specified by institutional policy	Uses documentation shortcuts accurately, appropriately, and in a timely manner	Appropriately selects direct (e.g. telephone, in-person) and indirect (e.g., progress notes, text messages, pager) forms of communication based on context and as required by institutional policy	Produces written or verbal communications (e.g., patient notes, e-mail) that serve as an example for others to follow	Identifies potential systemic gaps in communication and works to correct them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level <input type="checkbox"/>