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This document provides additional guidance and examples for the Gastroenterology Milestones. This is not designed to indicate any specific requirements for each level, but to provide insight into the thinking of the Milestone Work Group.

Included in this document is the intent of each Milestone and examples of what a Clinical Competency Committee (CCC) might expect to be observed/assessed at each level. Also included are suggested assessment models and tools for each subcompetency, references, and other useful information.

Review this guide with the CCC and faculty members. As the program develops a shared mental model of the Milestones, consider creating an individualized guide (Supplemental Guide Template available) with institution/program-specific examples, assessment tools used by the program, and curricular components.

Additional tools and references, including the Milestones Guidebook, Clinical Competency Committee Guidebook, and Milestones Guidebook for Residents and Fellows, are available on the Resources page of the Milestones section of the ACGME website.
**Patient Care 1: Data Gathering and Non-Procedural Diagnostic Testing**

**Overall Intent:** To use history and physical exam and appropriate diagnostic testing to evaluate patients

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Accesses data and gathers a history standard for general internal medicine</td>
<td>● Obtains a general history and performs a general physical exam on a patient presenting with symptoms of anemia and orders a complete blood count (CBC) and iron panel</td>
</tr>
<tr>
<td>Performs a physical examination standard for general internal medicine</td>
<td></td>
</tr>
<tr>
<td>Selects and interprets diagnostic tests, with significant assistance</td>
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</tr>
<tr>
<td><strong>Level 2</strong> Gathers a symptom-specific history and data, with assistance</td>
<td>● After discussing the patient with the attending, obtains a gastroenterology (GI)-specific history, performs a rectal exam and recommends an upper endoscopy and colonoscopy</td>
</tr>
<tr>
<td>Performs a symptom-specific physical examination, with assistance</td>
<td></td>
</tr>
<tr>
<td>Selects and interprets diagnostic tests, with moderate assistance</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong> Gathers data from multiple sources and collects symptom-specific history, including psychosocial issues</td>
<td>● Inquires about family history of peptic ulcer disease and colon cancer, personal history of alcohol use, and obtains prior CBC values</td>
</tr>
<tr>
<td>Performs a symptom-specific physical examination, without assistance</td>
<td>● Examines a patient with abnormal liver tests for cutaneous stigmata of chronic liver disease without direction from the attending</td>
</tr>
<tr>
<td>Selects and interprets diagnostic tests, with minimal assistance and general awareness of cost effectiveness and patient preferences</td>
<td>● Orders an <em>H. pylori</em> breath test on a young patient with dyspepsia and no alarm features instead of performing an endoscopy</td>
</tr>
<tr>
<td><strong>Level 4</strong> Consistently synthesizes data from multiple sources</td>
<td>● Consistently requests prior records on patients presenting with abdominal pain</td>
</tr>
<tr>
<td>Consistently performs a symptom-specific physical examination</td>
<td>● Evaluates for pelvic floor dysfunction during the rectal exam on patients presenting with constipation</td>
</tr>
<tr>
<td><strong>Independently selects and interprets diagnostic tests, with adjustments based on cost effectiveness and patient preferences</strong></td>
<td>● Recommends noninvasive tests for colorectal cancer screening in a patient who refuses colonoscopy</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Level 5 Role models gathering and synthesis of clinical information</strong></td>
<td>● After reaching out to other providers and reviewing medical records, creates a summary and corrects misinformation in the chart</td>
</tr>
<tr>
<td><strong>Interprets subtleties of diagnostic test results to improve patient care</strong></td>
<td>● Evaluates for celiac disease in a patient with elevated liver enzymes</td>
</tr>
</tbody>
</table>
| **Assessment Models or Tools** | ● Chart-stimulated recall  
● Direct observation  
● Multisource feedback |
| **Curriculum Mapping** |  
● |  
| **Notes or Resources** | ● Merck Manual. Evaluation of the Gastrointestinal Patient.  
## Patient Care 2: Patient Management in Gastrointestinal and Liver Disease

**Overall Intent:** To develop a comprehensive care plan for gastrointestinal and liver disease based on disease presentation and urgency

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Level 1** Develops focused care plans, with moderate assistance | • Prescribes an anti-secretory agent for a patient presenting with gastroesophageal reflux disease (GERD) but needs prompting to ask for alarm symptoms  
• After examining a patient presenting to the emergency department with a GI bleed, speaks with attending about next steps  
• Immediately calls the attending after the consult is received to determine when to re-evaluate patient |
| Requires direct supervision to prioritize and deliver patient care |
| Recognizes situations requiring urgent or emergent care, with significant assistance |
| **Level 2** Develops focused care plans, with minimal assistance | • Orders anti-secretory agent and endoscopy for a patient with GERD and alarm symptoms  
• Manages patient with chronic abdominal pain, diarrhea and asks attending if endoscopy is indicated  
• Independently evaluates the patient and confirms with attending the need for urgent endoscopic management |
| Manages patients with straightforward diagnoses, with minimal assistance |
| Recognizes situations requiring urgent or emergent care with minimal assistance |
| **Level 3** Independently develops focused care plans | • Independently synthesizes treatment plan for a patient with inflammatory bowel disease (IBD) |
| Independently manages patients with straightforward diagnoses |
| Manages urgent and emergent situations, with minimal assistance |
| **Level 4** Modifies care plans based on a patient’s clinical course, additional data, patient preferences, and cost-effectiveness principles | • For a patient with IBD, selects injectable therapy vs infusion therapy based on patient preference  
• Modifies management plan in a patient with IBD who develops complications  
• Independently develops and implements a plan for steroid taper for a patient with autoimmune hepatitis and monitors response, adjusting steroid dose between visits  
• Independently manages patients with autoimmune hepatitis with lack of response to steroid therapy suggesting overlap syndrome |
<p>| Independently manages patients with complex and undifferentiated syndromes and recognizes disease presentations that deviate from common patterns |</p>
<table>
<thead>
<tr>
<th>Gastroenterology Supplemental Guide</th>
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</thead>
<tbody>
<tr>
<td><strong>Independently manages urgent and emergent situations</strong></td>
</tr>
<tr>
<td><strong>Level 5</strong> Develops customized, prioritized care plans for complex patients, incorporating diagnostic uncertainty and cost-effectiveness principles</td>
</tr>
<tr>
<td><strong>Effectively manages unusual, rare, or complex disorders</strong></td>
</tr>
</tbody>
</table>
| **Assessment Models or Tools** | ● Chart-stimulated recall  
● Direct observation  
● Medical record (chart) review  
● Multisource feedback |
| **Curriculum Mapping** | ● |
# Patient Care 3: Procedures: Cognitive Components

**Overall Intent:** To understand the indications and contraindications for endoscopic procedures as well as the interpretation of the normal and abnormal findings and therapeutic options, when necessary

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Level 1** Selects clinically indicated procedure(s), with significant assistance | ● Works with supervising attending to determine whether prepped or unprepped colonoscopy is indicated  
Recognizes normal and abnormal procedural findings  
Identifies immediate interventions and subsequent plan of care, with significant assistance | ● Recognizes cecal landmarks and can distinguish the ileocecal valve from a lipoma  
● Identifies inflamed mucosa such as gastritis or colitis  
● Identifies a bleeding ulcer and recognizes need for intervention but needs assistance from the attending to determine therapeutic modality and to initiate post-procedure medical therapy after endoscopic control of bleeding |
| **Level 2** Selects clinically indicated procedure(s), with moderate assistance | ● Works with supervising attending to determine urgency of the indicated procedure  
Identifies and interprets abnormal procedural findings, with moderate assistance  
Recognizes and selects immediate interventions and subsequent plan of care, with moderate assistance | ● Lists a differential for the finding of inflamed mucosa but requires assistance to prioritize that list  
● Lists options for endoscopic control of bleeding and post-procedural medical therapy |
| **Level 3** Selects clinically indicated procedure(s), with minimal assistance | ● Recognizes that a colonoscopy is indicated for a patient presenting with melena and a negative upper endoscopy  
Identifies and interprets abnormal procedural findings, with minimal assistance  
Selects appropriate immediate interventions and subsequent plan of care, with minimal assistance | ● Determines the most likely cause(s) of inflamed mucosa  
● Recognizes that advanced imaging techniques can be used to predict histology of a colonic polyp  
● Determines best option for endoscopic control of bleeding and initiates post-procedural medical therapy |
<p>| <strong>Level 4</strong> Independently selects clinically indicated procedure(s) based on assessment and indications, including capabilities and limitations of the procedure, resources, and risk/benefit ratio for the patient | ● In a patient with melena, consents and orders bowel preparation for a colonoscopy in anticipation that an upper endoscopy may be negative |</p>
<table>
<thead>
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<th>Gastroenterology Supplemental Guide</th>
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</table>
| **Independently identifies and interprets abnormal procedural findings** | ● Recognizes ischemia as the most likely cause of inflamed mucosa and appropriately aborts the procedure to prevent complications  
● Consistently uses advanced imaging techniques to assist in endoscopic management |
| **Independently selects appropriate immediate interventions and subsequent plan of care, with recognition of personal limitations** | ● Recognizes a large bleeding vessel that is not amenable to endoscopic therapy and consults interventional radiology and surgery |
| **Level 5 Recognizes when a novel or innovative procedure should be considered and seeks out assistance** | ● Recognizes the role of new natural orifice endoscopic procedures and refers appropriately |
| **Identifies and interprets atypical or rare variations during procedures** | ● Identifies characteristics of primary mucosal cancers versus metastatic lesions  
● Recognizes an ileal carcinoid incidentally found during screening colonoscopy |
| **Suggests and implements innovative and alternative interventions for versatile care plans** | ● Recognizes that some perforations can be managed endoscopically and refers for advanced clipping and suturing procedures |
| **Assessment Models or Tools** | ● Direct observation  
● Endoscopic assessment tool  
● Quality outcomes  
● Self-assessment |
| **Curriculum Mapping** | |
## Patient Care 4: Procedures: Technical Components

**Overall Intent:** To independently perform required endoscopic procedures (i.e. esophagogastroduodenoscopy (EGD), colonoscopy, (percutaneous endoscopic gastrostomy (PEG) placement), including all aspects of the pre- and post-procedural assessments, therapeutic interventions and follow-up

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
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</table>
| **Level 1** Performs peri-procedural assessment, including required diagnostic evaluation and selection of equipment, with moderate assistance | ● Evaluates patient, obtains informed consent, and likely needs attending physician guidance to determine type of endoscopic procedure indicated  
● Performs portions of the procedure, with significant assistance         |
| Performs portions of the procedure, with significant assistance            | ● Positions patient appropriately  
● Intubates the esophagus but not the pylorus  
● Unable to get past the sigmoid colon |
| **Level 2** Performs peri-procedural assessment, including required diagnostic evaluation and selection of equipment, with minimal assistance | ● Evaluates patient, determines type of sedation required, obtains informed consent, and determines type of endoscopic procedure indicated; seeks assistance from attending physician when a patient has post procedural abdominal pain  
● Performs significant portions of the procedure, with moderate assistance |
| Performs significant portions of the procedure, with moderate assistance   | ● Reaches cecum after attending reduces the loop and recommends abdominal pressure  
● Performs portions of the therapeutic interventions, with significant assistance |
| Performs portions of the therapeutic interventions, with significant assistance | ● Selects a clip for ulcer bleed but unable to deploy in adequate location for hemostasis |
| **Level 3** Independently performs peri-procedural assessment, including required diagnostic evaluation and selection of equipment in standard cases | ● Manages a patient with post procedural abdominal pain and recommends imaging to rule out a perforation  
● Performs the complete procedure to intended extent, including thorough visualization/examination, with minimal assistance |
| Performs the complete procedure to intended extent, including thorough visualization/examination, with minimal assistance | ● Reaches the cecum with verbal coaching only  
● Performs most standard therapeutic interventions, with minimal assistance |
| Performs most standard therapeutic interventions, with minimal assistance | ● Performs biopsy, cold snare, and hot snare polypectomy  
● Retrieves foreign body on endoscopy  
● Performs an esophageal dilation but doesn't recognize starting diameter |
| **Level 4** Independently performs peri-procedural assessment, including required diagnostic evaluation and selection of equipment in complex cases | ● Recognizes when to defer a procedure due to patient instability  
● Switches to a pediatric colonoscope if unable to get past a stricture  

*Independently performs the complete procedure to intended extent, including thorough visualization/ examination* | ● Performs complete colonoscopy independently and meets established quality metrics  

*Independently performs standard therapeutic interventions* | ● Performs an esophageal dilation with appropriate selection of starting and concluding diameter  

| **Level 5** Efficiently performs the complete procedure to intended extent, including thorough visualization/ examination, in complex cases | ● Stays on time during a busy endoscopy day while performing all required interventions  

*Efficiently performs complex therapeutic interventions* | ● Independently removes polyps larger than 2 cm with lifting technique  

| Assessment Models or Tools | ● Direct observation  
● Procedure logs with cecal intubation times and percentage of independence  
● Simulation  

| Curriculum Mapping |  

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<tbody>
<tr>
<td>Milestones</td>
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</tr>
<tr>
<td><strong>Level 1</strong> Demonstrates basic knowledge of specialty disorders</td>
</tr>
<tr>
<td><strong>Level 2</strong> Demonstrates expanding knowledge of specialty disorders</td>
</tr>
<tr>
<td><strong>Level 3</strong> Demonstrates broad knowledge of specialty disorders</td>
</tr>
<tr>
<td><strong>Level 4</strong> Synthesizes advanced knowledge of specialty disorders to develop personalized interventions</td>
</tr>
<tr>
<td><strong>Level 5</strong> Demonstrates expert knowledge within a focused area</td>
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<tr>
<td>Assessment Models or Tools</td>
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<td>Curriculum Mapping</td>
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## Medical Knowledge 2: Clinical Reasoning

**Overall Intent:** To provide specialty-specific care for patients with gastrointestinal and hepatic diseases/disorders

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Creates a focused differential diagnosis with moderate assistance</td>
<td>● Needs assistance listing causes of acute abdominal pain</td>
</tr>
<tr>
<td><strong>Level 2</strong> Creates a focused differential diagnosis with minimal assistance</td>
<td>● Lists most common causes of acute abdominal pain</td>
</tr>
<tr>
<td><strong>Level 3</strong> Independently creates a succinct, plausible, and prioritized differential diagnosis appropriate for the presentation of a patient with an uncomplicated presentation</td>
<td>● Prioritizes acute appendicitis in a patient with migrating abdominal discomfort localizing to the right lower quadrant, rebound, and fever</td>
</tr>
<tr>
<td><strong>Level 4</strong> Independently creates a succinct, plausible, and prioritized differential diagnosis appropriate for the presentation of a patient with complex and/or multiple problems</td>
<td>● Synthesizes history and physical and diagnostic testing in neuroendocrine tumor (NET) of the terminal ileum</td>
</tr>
<tr>
<td><strong>Level 5</strong> Recognizes rare presentations of common diagnoses and/or presentations of rare diagnoses</td>
<td>● Recognizes that spiculation of mass on imaging raising NET as the etiology</td>
</tr>
</tbody>
</table>
| **Assessment Models or Tools** | ● Conference participation  
● Direct observation  
● Formative evaluation  
● Summative evaluation |

**Maintains a fixed differential diagnosis despite new information**  
● Does not expand the differential when a computerized tomography (CT) scan demonstrates inflammatory changes around the terminal ileum

**Consistently incorporates new information to adjust differential diagnosis**  
● Adds inflammatory bowel disease or Yersinia to the differential when a CT scan demonstrates inflammatory changes around the terminal ileum

**Consistently evaluates and adjusts differential diagnosis, integrating available new information and recognizing the factors that lead to bias**  
● Does not anchor on Crohn’s disease when learning about a family history of Crohn’s disease in a patient with chronic diarrhea, and weight loss

**Recognizes rare presentations of common diagnoses and/or presentations of rare diagnoses**  
● Recognizes potential towards anchoring bias, leads multidisciplinary conference to obtain input  
● Personally elicits input from other subspecialists in complex diagnostic cases
## Curriculum Mapping

### Notes or Resources

# Systems-Based Practice 1: Patient Safety and Quality Improvement

**Overall Intent:** To engage in the analysis and management of patient safety events, including relevant communication with patients, families, and health care professionals; to conduct a QI project

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Demonstrates knowledge of common patient safety events</td>
<td>• Lists patient misidentification or medication errors as common patient safety events</td>
</tr>
<tr>
<td>Demonstrates knowledge of how to report patient safety events</td>
<td>• Describes how to report errors in their institution</td>
</tr>
<tr>
<td>Demonstrates knowledge of basic quality improvement methodologies and metrics</td>
<td>• Describes Plan Do Study Act (PDSA) cycle</td>
</tr>
<tr>
<td><strong>Level 2</strong> Identifies system factors that lead to patient safety events</td>
<td>• Identifies lack of hand sanitizer dispenser at each clinical exam room may lead to increased infection rates</td>
</tr>
<tr>
<td>Reports patient safety events through institutional reporting systems</td>
<td>• Reports lack of hand sanitizer dispenser at each clinical exam room to the medical director</td>
</tr>
<tr>
<td>Describes local quality improvement initiatives</td>
<td>• Summarizes protocols resulting in decreased spread of hospital acquired <em>C. diff</em></td>
</tr>
<tr>
<td><strong>Level 3</strong> Participates in analysis of patient safety events (simulated or actual)</td>
<td>• Prepares for morbidity and mortality presentations</td>
</tr>
<tr>
<td>Participates in disclosure of patient safety events to patients and families (simulated or actual)</td>
<td>• Communicates with patients/families about a procedural complication</td>
</tr>
<tr>
<td>Participates in local quality improvement initiatives</td>
<td>• Participates in project identifying root cause of readmission for patients with cirrhosis</td>
</tr>
<tr>
<td><strong>Level 4</strong> Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)</td>
<td>• Collaborates with a team to conduct the analysis of a procedural complication and can effectively communicate with patients/families about those events</td>
</tr>
<tr>
<td>Discloses patient safety events to patients and families (simulated or actual)</td>
<td>• Participates in the completion of a QI project to improve viral hepatitis vaccination rates in patients with cirrhosis, including assessing the problem, articulating a broad goal, developing a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) objective plan, and monitoring progress and challenges</td>
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<tr>
<td>Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project</td>
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<tr>
<td><strong>Level 5</strong> Actively engages teams and processes to modify systems to prevent patient safety events</td>
<td>● Assumes a leadership role at the departmental or institutional level for patient safety</td>
</tr>
<tr>
<td>Role models or mentors others in the disclosure of patient safety events</td>
<td>● Conducts a simulation for disclosing patient safety events</td>
</tr>
<tr>
<td>Creates, implements, and assesses quality improvement initiatives at the national, institutional or community level</td>
<td>● Initiates and completes a QI project to improve county viral hepatitis vaccination rates in collaboration with the county health department and shares results with stakeholders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Models or Tools</th>
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<tbody>
<tr>
<td>● Direct observation</td>
<td></td>
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<tr>
<td>● E-module multiple choice tests</td>
<td></td>
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<tr>
<td>● Medical record (chart) audit</td>
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<tr>
<td>● Multisource feedback</td>
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<tr>
<td>● Portfolio</td>
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<tr>
<td>● Reflection</td>
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<tr>
<td>● Simulation</td>
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<tr>
<th>Curriculum Mapping</th>
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<thead>
<tr>
<th>Notes or Resources</th>
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</table>
# Systems-Based Practice 2: System Navigation for Patient-Centered Care

**Overall Intent:** To effectively navigate the health care system, including the interdisciplinary team and other care providers; to adapt care to a specific patient population to ensure high-quality patient outcomes.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Demonstrates knowledge of care coordination</td>
<td>• Identifies the intensive care unit (ICU) nurse as a key member of the team for a GI bleeding patient requiring endoscopy</td>
</tr>
<tr>
<td>Identifies key elements for safe and effective transitions of care and hand-offs</td>
<td>• Lists the essential components of an I-PASS sign-out and care transition and hand-offs</td>
</tr>
<tr>
<td>Demonstrates basic knowledge of population and community health needs and disparities</td>
<td>• Recognizes that disparities exist in colon cancer screening for specific population</td>
</tr>
<tr>
<td><strong>Level 2</strong> Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams</td>
<td>• For a patient with GI bleed, coordinates endoscopy with the ICU team and endoscopy team</td>
</tr>
<tr>
<td>Performs safe and effective transitions of care/hand-offs in routine clinical situations</td>
<td>• Routinely uses I-PASS for a stable patient during sign-out</td>
</tr>
<tr>
<td>Identifies specific population and community health needs and inequities for the local population</td>
<td>• Identifies that patients in rural settings may have less access to medical procedures like colonoscopy</td>
</tr>
<tr>
<td><strong>Level 3</strong> Coordinates care of patients in complex clinical situations, effectively using the roles of interprofessional teams</td>
<td>• Works with the social worker to coordinate care for a homeless patient who will need repeat endoscopy after discharge from the hospital</td>
</tr>
<tr>
<td>Performs safe and effective transitions of care/hand-offs in complex clinical situations</td>
<td>• Routinely uses verbal hand-off to communicate particularly complex patient information during transitions of care</td>
</tr>
<tr>
<td>Uses local resources effectively to meet the needs of a patient population or community</td>
<td>• Refers patients to a local pharmacy or medication assistance program which provides a sliding fee scale option and prints pharmacy coupons for patients in need</td>
</tr>
<tr>
<td><strong>Level 4</strong> Role models effective coordination of patient-centered care among different disciplines and specialties</td>
<td>• During inpatient rotations, leads multidisciplinary rounds for the team</td>
</tr>
<tr>
<td>Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings</td>
<td>● Prior to going on vacation, proactively informs the covering fellow about a plan of care for an IBD patient who starts anti-TNF in the hospital and will need outpatient office visit and infusion coordination.</td>
</tr>
<tr>
<td>Tailors individual practice to provide for the needs of a specific population or community</td>
<td>● Routinely involves a social worker to provide individualized counseling meetings for patients with substance use disorder</td>
</tr>
<tr>
<td>Level 5 Analyzes the process of care coordination and leads in the design and implementation of improvements</td>
<td>● Leads a multidisciplinary team to enhance efficiency for inpatients receiving endoscopy</td>
</tr>
<tr>
<td>Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes</td>
<td>● Develops a protocol to improve transitions for patients with complex IBD from inpatient to outpatient care</td>
</tr>
<tr>
<td>Leads innovations and advocates for populations and communities with health care inequities</td>
<td>● Leads development of telehealth treatment services for patients with viral hepatitis</td>
</tr>
<tr>
<td>Assessment Models or Tools</td>
<td>● Direct observation</td>
</tr>
<tr>
<td></td>
<td>● Medical record (chart) audit</td>
</tr>
<tr>
<td></td>
<td>● Multisource feedback</td>
</tr>
<tr>
<td></td>
<td>● Objective structured clinical examination (OSCE)</td>
</tr>
<tr>
<td></td>
<td>● Quality metrics</td>
</tr>
<tr>
<td></td>
<td>● Review of sign-out tools, use and review of checklists</td>
</tr>
<tr>
<td>Curriculum Mapping</td>
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<tr>
<td></td>
<td>● The published literature has many examples of, descriptive studies and results of interventions focus on hand-offs and care transitions within hepatology and inflammatory bowel disease. These papers can serve as tools for journal club or to guide the development of a quality improvement project.</td>
</tr>
</tbody>
</table>
## Systems-Based Practice 3: Physician Role in Health Care Systems

### Overall Intent:
To understand the role in the complex health care system and how to optimize the system to improve patient care and the health system’s performance

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology)</td>
<td>• Articulates differences between skilled nursing and long-term care facilities</td>
</tr>
<tr>
<td><strong>Level 2</strong> Describes how components of a complex health care system are interrelated, and how this impacts patient care</td>
<td>• Explains that improving patient satisfaction impacts patient adherence and payment to the health system</td>
</tr>
<tr>
<td><strong>Level 3</strong> Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</td>
<td>• Ensures that a patient with decompensated cirrhosis has a scheduled follow-up appointment at discharge within seven days to reduce the risk of readmission</td>
</tr>
<tr>
<td><strong>Level 4</strong> Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</td>
<td>• Effectively coordinates transition of an inpatient with a new diagnosis of IBD to a community provider to manage steroid taper</td>
</tr>
<tr>
<td><strong>Level 5</strong> Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transitions of care</td>
<td>• Organizes hepatitis C screening and linkage to care at a community health fair</td>
</tr>
<tr>
<td>Leads health policy advocacy activities related to access and payment reform</td>
<td>● Organizes lobbying activity to promote access and education for colorectal cancer screening in underserved populations through professional society or other advocacy group</td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| Assessment Models or Tools | ● Direct observation  
● Medical record (chart) audit  
● Multiple choice exam |
| Curriculum Mapping | ● |
**Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice**

**Overall Intent:** To incorporate evidence and patient values into clinical practice

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Demonstrates how to access and use available evidence and incorporate patient preferences and values to take care of a routine patient</td>
<td>● Identifies evidence-based guidelines for treatment of IBD using professional society practice guidelines and available quality indicators</td>
</tr>
<tr>
<td><strong>Level 2</strong> Articulates clinical questions and elicits patient preferences and values to guide evidence-based care</td>
<td>● In a patient with nondysplastic Barrett’s averse to taking proton pump inhibitors (PPIs), identifies and discusses risks, benefits and alternatives of long-term PPI use, and solicits patient perspective</td>
</tr>
<tr>
<td><strong>Level 3</strong> Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients</td>
<td>● Understands and appropriately uses clinical practice guidelines in making patient care decisions while eliciting patient preferences</td>
</tr>
<tr>
<td><strong>Level 4</strong> Critically appraises and applies evidence even in the face of uncertainty and conflicting evidence to guide care, tailored to the individual patient</td>
<td>● Assesses the primary literature to determine the risks and benefits of ablation versus surveillance in a patient with Barrett’s and low-grade dysplasia</td>
</tr>
<tr>
<td><strong>Level 5</strong> Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of guidelines</td>
<td>● Runs an evidence-based medicine journal club for medical residents</td>
</tr>
</tbody>
</table>

**Assessment Models or Tools**

- Direct observation
- Medical record (chart) audit
- Oral or written examinations
- Presentation evaluation

**Curriculum Mapping**

# Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth

**Overall Intent:** To seek clinical performance information with the intent to improve care; to reflect on all domains of practice, personal interactions, and behaviors, and their impact on colleagues and patients (reflective mindfulness); to develop clear objectives and goals for improvement in some form of a learning plan.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Demonstrates openness to performance data (feedback and other input) to inform goals</td>
<td>• Sets a personal practice goal of documenting use of screening guidelines for colorectal cancer</td>
</tr>
<tr>
<td>Identifies the factors which contribute to gap(s) between expectations and actual performance</td>
<td>• Identifies insufficient reading as cause of knowledge gap in managing IBD</td>
</tr>
<tr>
<td>Actively seeks opportunities to improve</td>
<td>• Asks for feedback from patients, families, and patient care team members</td>
</tr>
<tr>
<td><strong>Level 2</strong> Accepts responsibility for personal and professional development by establishing goals</td>
<td>• Integrates endoscopic findings to adjust timing of colorectal cancer screening</td>
</tr>
<tr>
<td>Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance</td>
<td>• Assesses time management skills and how it impacts timely completion of clinic notes and literature reviews</td>
</tr>
<tr>
<td>Designs and implements a learning plan, with prompting</td>
<td>• At the end of each week with an attending, asks the attending about performance and creates plans for improvement</td>
</tr>
<tr>
<td><strong>Level 3</strong> Seeks performance data episodically, with adaptability and humility</td>
<td>• Performs effective, guideline based colorectal cancer screening with review of cecal intubation rate</td>
</tr>
<tr>
<td>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</td>
<td>• Completes a comprehensive literature review prior to patient encounters</td>
</tr>
<tr>
<td>Independently creates and implements a learning plan</td>
<td>• Consistently identifies ongoing gaps and chooses areas for further development</td>
</tr>
<tr>
<td><strong>Level 4</strong> Intentionally seeks performance data consistently with adaptability and humility</td>
<td>• Does a chart audit to determine personal cecal intubation rate</td>
</tr>
<tr>
<td>Consistently evaluates and challenges one’s own assumptions, and considers alternative strategies to narrow the gap(s) between expectations and actual performance</td>
<td>• After patient encounter, debriefs with the attending and other patient care team members to optimize future collaboration in the care of the patient and family</td>
</tr>
<tr>
<td>Uses performance data to measure the effectiveness of the learning plan and when necessary, adjusts it</td>
<td>• Performs a chart audit on personal documentation of their use of screening guidelines</td>
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</tr>
<tr>
<td>Level 5 Role models consistently seeking performance data with adaptability and humility</td>
<td>• Models practice improvement and adaptability</td>
</tr>
<tr>
<td>Coaches others on reflective practice</td>
<td>• Develops educational module for collaboration with other patient care team members</td>
</tr>
<tr>
<td>Facilitates the design and implementation of learning plans for others</td>
<td>• Assists residents/junior fellows in developing their individualized learning plans</td>
</tr>
<tr>
<td>Assessment Models or Tools</td>
<td>• Direct observation</td>
</tr>
<tr>
<td></td>
<td>• Medical record (chart) audit</td>
</tr>
<tr>
<td></td>
<td>• Review of learning plan</td>
</tr>
<tr>
<td>Curriculum Mapping</td>
<td>•</td>
</tr>
<tr>
<td>Milestones</td>
<td>Examples</td>
</tr>
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</tr>
</tbody>
</table>
| **Level 1** Demonstrates professional behavior in routine situations | ● Understands that being tired can cause a lapse in professionalism  
Demonstrates knowledge of the ethical principles underlying informed consent, confidentiality, and related topics | ● Articulates how the principle of “do no harm” applies to a patient who may not need a procedure even though the training opportunity exists |
| **Level 2** Demonstrates professional behavior in complex or stressful situations | ● Respectfully approaches a team member who is late to rounds about the importance of being on time  
Recognizes the need to seek help in managing and resolving straightforward ethical situations | ● Identifies and applies ethical principles involved in informed consent when the fellow is unclear of all of the risks |
| **Level 3** Identifies and demonstrates insight into potential triggers for lapses in professional behavior  
Recognizes the need to seek help in managing and resolving complex ethical situations | ● Appropriately responds to a distraught family member, following a procedural complication  
• After noticing a colleague’s inappropriate social media post, reviews policies related to posting of content and seeks guidance |
| **Level 4** Acts to prevent lapses in professional behavior in themselves and in others  
Recognizes and uses appropriate resources for managing and resolving ethical situations as needed (e.g., ethics consultations, literature review, risk management/legal consultation) | ● Models respect for patients and promotes the same from colleagues, when a patient has been waiting an excessively long time to be seen  
• Recognizes and uses ethics consults, literature, risk-management/legal counsel in order to resolve ethical dilemmas |
| **Level 5** Coaches others when their behavior fails to meet professional expectations  
Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution | ● Coaches others when their behavior fails to meet professional expectations, and creates a performance improvement plan to prevent recurrence  
• Engages stakeholders to address excessive wait times in clinic to decrease patient and provider frustrations that lead to unprofessional behavior |
| **Assessment Models or Tools** | ● Direct observation  
• Multisource feedback  
• Oral or written self-reflection |
## Curriculum Mapping

- Simulation

## Notes or Resources

# Professionalism 2: Accountability/Conscientiousness

**Overall Intent:** To take responsibility for one’s own actions and their impact on patients and other members of the health care team

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Level 1** Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future  
Responds promptly to requests or reminders to complete tasks and responsibilities | ● Responds promptly to reminders from program administrator to complete work hour logs  
● Timely attendance at conferences |
| **Level 2** Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations  
Recognizes situations that may impact one’s own ability to complete tasks and responsibilities in a timely manner | ● Completes clinic notes in a timely fashion  
● Completes administrative tasks such as end-of-rotation evaluations  
● Before going out of town, completes tasks in anticipation of inability to access computer while traveling  
● Anticipates need for patient or test result follow up after completing a rotation |
| **Level 3** Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations  
Proactively implements strategies to ensure that the needs of patients, teams, and systems are met | ● Notifies attending of multiple competing demands on-call, appropriately triages tasks, and asks for assistance from other fellows or faculty members as needed  
● In preparation for being out of the office, arranges coverage for assigned clinical tasks on continuity clinic patients and ensures appropriate continuity of care |
| **Level 4** Recognizes and acts on situations that may impact the team’s ability to complete tasks and responsibilities in a timely manner | ● Takes responsibility for inadvertently omitting key patient information during sign-out and professionally discusses with the patient, family and interprofessional team |
| **Level 5** Takes ownership of system outcomes | ● Sets up a meeting with the endoscopy unit nurse manager to streamline patient discharges and leads team to find solutions to the problem  
● Personally facilitates and ensures follow up procedures on patients being discharged from the hospital by contacting schedulers and procedural staff members |

**Assessment Models or Tools**  
● Compliance with deadlines and timelines  
● Direct observation  
● Multisource feedback  
● Self-evaluations and reflective tools
<table>
<thead>
<tr>
<th>Curriculum Mapping</th>
<th>Notes or Resources</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>● Institution/GME Code of ethics</td>
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<td></td>
<td>● Code of conduct from fellow/resident institutional manual</td>
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<td></td>
<td>● Expectations of fellowship program regarding accountability and professionalism</td>
</tr>
</tbody>
</table>
# Professionalism 3: Self-Awareness and Help-Seeking

**Overall Intent:** To identify, use, manage, improve, and seek help for personal and professional well-being for self and others

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Level 1** Recognizes status of personal and professional well-being, with assistance | ● Acknowledges own response to patient’s stage 4 pancreatic cancer diagnosis  
  Recognizes limits in the knowledge/skills of oneself or the team, with assistance  
  ● Accepts and internalizes feedback on missed emotional cues after a family meeting |
| **Level 2** Independently recognizes status of personal and professional well-being | ● Independently identifies and communicates impact of a personal family tragedy  
  Independently recognizes limits in the knowledge/skills of oneself or the team  
  ● Recognizes a pattern of missing emotional cues during family meetings and asks for feedback |
| **Level 3** With assistance, proposes a plan to optimize personal and professional well-being | ● Develops a reflective response to deal with personal impact of difficult patient encounters and disclosures with help from the supervising attending  
  With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of oneself or the team  
  ● Integrates feedback from supervising attendings and program director to develop a plan for identifying and responding to emotional cues during patient and family interactions |
| **Level 4** Independently develops a plan to optimize personal and professional well-being | ● Independently identifies ways to manage personal stress and reassesses progress based on the initial plan  
  Independently develops a plan to remediate or improve limits in the knowledge/skills of oneself or the team  
  ● Self-assesses and seeks additional feedback on skills responding to emotional cues during patient and family interactions |
| **Level 5** Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations | ● Assists in organizational efforts to address clinician well-being after patient diagnosis/prognosis/death  
  ● Works with multidisciplinary team to develop a feedback framework for learners around family meetings |

**Assessment Models or Tools**
- Direct observation
- Institutional online training modules
- Self-assessment and personal learning plan

**Curriculum Mapping**

**Notes or Resources**
- Local resources, including Employee Assistance and Employee/Student Health Services
Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication

**Overall Intent:** To deliberately use language and behaviors to form constructive relationships with patients, identify communication barriers including self-reflection on personal biases, and minimize those biases in the doctor-patient relationship; organize and lead communication around shared decision making

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Demonstrates respect and establishes rapport</td>
<td>• Introduces self and team members, identifies patient and others in the room, and engages all parties in health care discussion</td>
</tr>
<tr>
<td>Recognizes the need to adjust communication strategies based on patient need and context</td>
<td>• Identifies need for trained interpreter with non-English-speaking patients</td>
</tr>
<tr>
<td>• Uses language appropriate the patient’s level of understanding</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong> Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</td>
<td>• Avoids medical jargon and restates patient perspective when discussing colorectal cancer screening</td>
</tr>
<tr>
<td>Identifies barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system</td>
<td>• Recognizes the need for handouts with diagrams and pictures to communicate information to a patient who is unable to read</td>
</tr>
<tr>
<td>Verifies patient’s/family’s understanding of the clinical situation to optimize effective communication</td>
<td>• Prioritizes and sets agenda at the beginning of the appointment for a new patient with chronic abdominal pain</td>
</tr>
<tr>
<td><strong>Level 3</strong> Establishes a therapeutic relationship in challenging patient encounters using active listening and clear language</td>
<td>• Acknowledges patient’s request for an MRI for chronic abdominal pain without red flags and arranges timely follow-up visit to align diagnostic plan with goals of care</td>
</tr>
<tr>
<td>When prompted, reflects on personal biases while attempting to minimize communication barriers</td>
<td>• In a discussion with the family member, acknowledges difficulty in patient finding a medical provider to manage their chronic abdominal discomfort</td>
</tr>
<tr>
<td>With guidance, uses shared decision making to align patient’s/family’s values, goals, and preferences with treatment options to make a personalized care plan</td>
<td>• Conducts a family meeting to determine a plan for chronic abdominal discomfort including but not limited to involving chronic pain service, alternative and complementary medicine, and psychiatric care</td>
</tr>
<tr>
<td><strong>Level 4</strong> Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</td>
<td>• Continues to engage representative family members with disparate goals in the care of a patient with a terminal illness</td>
</tr>
<tr>
<td>Gastroenterology Supplemental Guide</td>
<td></td>
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<tr>
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</tr>
<tr>
<td><strong>Independently recognizes personal biases while attempting to proactively minimize communication barriers</strong></td>
<td>• Reflects on personal bias related to colon cancer death of learner’s father and solicits input from faculty members about mitigation of bias when counseling patients around colon cancer screening</td>
</tr>
<tr>
<td><strong>Independently uses shared decision making to make a personalized care plan</strong></td>
<td>• Uses patient and family input to engage pastoral care and develop a plan for home hospice in the terminally ill patient, aligned with the patient’s values</td>
</tr>
<tr>
<td><strong>Level 5</strong> Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</td>
<td>• Leads a discussion group on personal experience of moral distress</td>
</tr>
<tr>
<td>Role models self-awareness while identifying a contextual approach to minimize communication barriers</td>
<td>• Develops a fellowship curriculum on social justice that addresses unconscious bias</td>
</tr>
<tr>
<td>Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict</td>
<td>• Serves on a hospital bioethics committee</td>
</tr>
<tr>
<td><strong>Assessment Models or Tools</strong></td>
<td>• Direct observation</td>
</tr>
<tr>
<td></td>
<td>• OSCE</td>
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<tr>
<td></td>
<td>• Self-assessment including self-reflection exercises</td>
</tr>
<tr>
<td></td>
<td>• Skills needed to Set the state, Elicit information, Give information, Understand the patient, and End the encounter (SEGUE)</td>
</tr>
<tr>
<td></td>
<td>• Standardized patients</td>
</tr>
<tr>
<td><strong>Curriculum Mapping</strong></td>
<td>•</td>
</tr>
</tbody>
</table>
## Interpersonal and Communication Skills 2: Interprofessional and Team Communication

**Overall Intent:** To effectively communicate with the health care team, including consultants, in both straightforward and complex situations

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Respectfully receives a consultation request</td>
<td>● Receives inpatient consult request and asks clarifying questions politely and with mutual respect</td>
</tr>
<tr>
<td>Uses language that values all members of the health care team</td>
<td>● Acknowledges the contribution of each member of the team to the patient</td>
</tr>
<tr>
<td><strong>Level 2</strong> Clearly and concisely responds to a consultation request</td>
<td>● Communicates diagnostic evaluation recommendations clearly and concisely in an organized and timely manner</td>
</tr>
<tr>
<td>Communicates effectively with all health care team members, including inpatient and outpatient providers</td>
<td>● Sends a message in electronic health record to the patient’s primary outpatient Gastroenterologist informing them of patients hospitalization due to a procedure-related adverse event</td>
</tr>
<tr>
<td><strong>Level 3</strong> Checks understanding of primary team when providing consultation recommendations</td>
<td>● After a consultation has been completed, communicates with the primary care team to verify they have received and understand the recommendations</td>
</tr>
<tr>
<td>Uses active listening to adapt communication style to fit team needs</td>
<td>● When receiving treatment recommendations from an attending physician, repeats back the plan to ensure understanding</td>
</tr>
<tr>
<td><strong>Level 4</strong> Coordinates recommendations from different members of the health care team to optimize patient care and resolve conflicts over recommendations</td>
<td>● Initiates a multidisciplinary meeting to develop a shared care plan regarding management of pancreatic necrosis including explaining rationale for endoscopic necrosectomy instead of surgery with the primary medicine team, interventional radiology, and surgery</td>
</tr>
<tr>
<td><strong>Level 5</strong> Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed</td>
<td>● Mediates a conflict resolution between different members of the health care team</td>
</tr>
</tbody>
</table>

**Assessment Models or Tools**
- Direct observation
- Medical record (chart) audit
- Multisource feedback
- Simulation

**Curriculum Mapping**
- 

**Notes or Resources**
- Green M, Parrott T, Cook G., Improving your communication skills. *BMJ.* 2012;344:e357. [https://www.bmj.com/content/344/bmj.e357](https://www.bmj.com/content/344/bmj.e357), 2019.
<table>
<thead>
<tr>
<th>Source</th>
<th>Details</th>
</tr>
</thead>
</table>
## Interpersonal and Communication Skills 3: Communication within Health Care Systems

**Overall Intent:** To effectively communicate using a variety of methods

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Level 1** *Accurately records information in the patient record* | - Creates documentation that is accurate but may include extraneous information and/or information which is copied forward without review  
- Shreds patient list after rounds; avoids talking about patients in the elevator |
| *Safeguards patient personal health information* |  

**Level 2** *Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record* | - Creates organized and accurate documentation outlines clinical reasoning that supports the treatment plan  
- Develops disease specific documentation templates |
| *Demonstrates accurate and appropriate use of documentation shortcuts* |  
- Recognizes that a communication breakdown has happened and respectfully brings the breakdown to the attention of the chief fellow or faculty member |
| *Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)* |  

**Level 3** *Reports diagnostic and therapeutic reasoning in the patient record in a timely manner* | - When new data is available, documents an updated differential and plan of care in the medical record  
- Calls patient immediately about potentially critical test result  
- Offers ideas for how to have more interactive fellows’ conference during the annual program evaluation committee meeting |
| *Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context* |  

**Level 4** *Communicates clearly, concisely, efficiently, and in an organized written form, and provides anticipatory guidance* | - If the evening hemoglobin is less than 7 gm/L, specifies to transfuse and call the on-call fellow in the daily consult progress note  
- Provides verbal face to face organized concise weekend sign-out to on call fellow with next steps along with a written sign-out document |
| *Achieves written or verbal communication (patient notes, email, etc.) that serves as an example for others to follow* |  

<table>
<thead>
<tr>
<th><strong>Initiates difficult conversations with appropriate stakeholders in a professional manner to improve the system</strong></th>
<th>● Talks directly to an emergency room physician about breakdowns in communication in order to prevent recurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 5 Models feedback to improve others’ written communication</strong></td>
<td>● Participates in a divisional workgroup to create a more organized and clear inpatient consultation template</td>
</tr>
<tr>
<td><strong>Guides departmental or institutional communication around policies and procedures</strong></td>
<td>● Leads a task force established by the hospital QI committee to develop a plan to improve house staff hand-offs</td>
</tr>
<tr>
<td><strong>Facilitates dialogue regarding systems issues among larger community stakeholders (institution, health care system, field)</strong></td>
<td>● Meaningfully participates in a committee to examine readmissions for GI bleeding</td>
</tr>
<tr>
<td><strong>Assessment Models or Tools</strong></td>
<td>● Audit of written sign-out</td>
</tr>
<tr>
<td></td>
<td>● Chart stimulated recall</td>
</tr>
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<td>● Direct observation</td>
</tr>
<tr>
<td></td>
<td>● Medical record (chart) audit</td>
</tr>
<tr>
<td></td>
<td>● Multisource feedback</td>
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<tr>
<td><strong>Curriculum Mapping</strong></td>
<td>●</td>
</tr>
</tbody>
</table>
Available Milestones Resources

Clinical Competency Committee Guidebook, updated 2020 -
https://www.acgme.org/Portals/0/ACGMEClinicalCompetencyCommitteeGuidebook.pdf?ver=2020-04-16-121941-380

Clinical Competency Committee Guidebook Executive Summaries, New 2020 - 
https://www.acgme.org/What-We-Do/Accreditation/Milestones/Resources - Guidebooks - Clinical Competency Committee Guidebook Executive Summaries


Milestones Guidebook for Residents and Fellows, updated 2020 -
https://www.acgme.org/Portals/0/PDFs/Milestones/MilestoneGuidebookforResidentsFellows.pdf?ver=2020-05-08-150234-750


Assessment Guidebook, new 2020 -
https://www.acgme.org/Portals/0/PDFs/Milestones/Guidebooks/AssessmentGuidebook.pdf?ver=2020-11-18-155141-527

Milestones National Report, updated each Fall -

Milestones Bibliography, updated twice each year -
https://www.acgme.org/Portals/0/PDFs/Milestones/MilestonesBibliography.pdf?ver=2020-08-19-153536-447

Developing Faculty Competencies in Assessment courses - https://www.acgme.org/Meetings-and-Educational-Activities/Other-Educational-Activities/Courses-and-Workshops/Developing-Faculty-Competencies-in-Assessment

Assessment Tool: Direct Observation of Clinical Care (DOCC) - https://dl.acgme.org/pages/assessment

Assessment Tool: Teamwork Effectiveness Assessment Module (TEAM) - https://dl.acgme.org/pages/assessment

Learn at ACGME has several courses on Assessment and Milestones - https://dl.acgme.org/