Welcome to the ACGME!

- Milestones are not new to you, but the process may be different than you are used to.
- A Development Group is working to create Milestones for LGG and CBG.
- First meeting in two weeks.
Thank You!

Tina Cowan  Sarah Elsea
Marzia Pasquali  Alejandro Iglesias
Kerri Bosfield  Rebecca Ganetzky
Kristina Cusmano-Ozog  Daniel Sharer
Thank You!

Swaroop Aradhya
Miriam Blitzer
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Josh Deignan
Celeste Eno

Colleen Jackson-Cook
Yuan Ji
Azra Ligon
Steve Moore
The Ultimate Goal of CBME

Competencies (Abilities)

Educational Outcomes (Milestones)

Quadruple Aim

Curriculum

Assessment
## Dreyfus Developmental Model Stages

<table>
<thead>
<tr>
<th>Dreyfus Stage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Rule driven; analytic thinking; little ability to prioritize information</td>
</tr>
<tr>
<td>Advanced beginner</td>
<td>Able to sort through rules based on experience; analytic and non-analytic for some common problems</td>
</tr>
<tr>
<td>Competent</td>
<td>Embraces appropriate level of responsibility; dual processing of reasoning for most common problems; can see big picture; complex problems default to analytic reasoning; performance can be exhausting</td>
</tr>
<tr>
<td>Proficient</td>
<td>More fully developed non-analytic and dual process thinking; comfortable with evolving situations; able to extrapolate; situational discrimination; can live with ambiguity</td>
</tr>
<tr>
<td>Expert</td>
<td>Experience in subtle variations; distinguishes situations</td>
</tr>
</tbody>
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## Purposes and Implications

### ACGME
- Accreditation – continuous quality improvement (CQI)
- Public Accountability – focus nationally on important competency outcomes
- Community of practice for evaluation and research, with focus on continuous improvement

### Training Programs
- Framework for CCC
- Guide curriculum development
- More explicit expectations of trainees
- Support better assessment
- Enhanced opportunities for early identification of under-performers

### Certification Boards
- Research ONLY
- *Not intended for SMB use*

### Residents and Fellows
- Increased transparency of performance requirements
- Encourage informed self-assessment and self-directed learning
- Better feedback
- Facilitate individualized learning plans

### Milestones

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Differences

Harmonized Milestones have been created for all specialties

Each specialty is asked to use these Milestones with edits specific to its needs
Supplemental Guide

Overall intent

Examples for Levels 1-5

Assessment methods

Resources

Available with the intent of the development group and as a Word document for use in your CCC
## Supplemental Guide

### Patient Care 3: Pre- and Post-Test Genetic Counseling

**Overall Intent:** To understand and convey the reasoning for and possible results of genetic testing

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Participates in pre-test counseling</td>
<td>Observes others providing pre- and post-testing counseling to patients and families with a diagnosis of intellectual disability</td>
</tr>
<tr>
<td><strong>Level 2</strong> Explains the rationale for the recommended testing</td>
<td>Explains to patient/family why CMA is a first-tier test for genetic evaluation of intellectual disability</td>
</tr>
<tr>
<td>Explains the results of the test</td>
<td>Communicates that a test was diagnostic or non-diagnostic to the patient/family</td>
</tr>
<tr>
<td><strong>Level 3</strong> Conveys the impact and limitations of disorder-specific targeted testing while obtaining informed consent</td>
<td>Explains to a family the possible need for testing in additional family members</td>
</tr>
<tr>
<td>Conveys the impact and limitations of diagnostic and non-diagnostic results</td>
<td>Explains that exome sequencing may not reliably detect triplet repeat disorders</td>
</tr>
<tr>
<td><strong>Level 4</strong> Clearly conveys the impact and limitations of complex untargeted testing while obtaining informed consent</td>
<td>Communicates the difference between clinical and molecular diagnosis in the context of non-diagnostic result</td>
</tr>
<tr>
<td>Conveys the impact and limitations of unexpected and ambiguous results</td>
<td>Resident effectively communicates possibility of identifying unexpected results including ACMG secondary findings, consanguinity, misattributed parentage, and/or variant of uncertain significance (VUS)</td>
</tr>
<tr>
<td><strong>Level 5</strong> Participates in the development of professional practice guidelines regarding testing and return of results</td>
<td>Participates in ClinVar variant resolution</td>
</tr>
<tr>
<td></td>
<td>is a member of ACMG practice guidelines committee</td>
</tr>
</tbody>
</table>

### Assessment Models or Tools
- Direct observation
- Chart review
- Resident self-reflection
- Patient/Family evaluations/questionnaires

### Notes or Resources
- ACMG Practice guidelines: [https://www.acmg.net/ACMG/Medical-Genetics-Practice-Resources/Practice-Guidelines.aspx](https://www.acmg.net/ACMG/Medical-Genetics-Practice-Resources/Practice-Guidelines.aspx)

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Implementation

- Survey for Public Comment will be later this fall
- Anticipate formal use and reporting of Milestones for the 2020-21 academic year
- Milestones are reported in the ACGME’s Accreditation Data System (ADS)
Where do I find...?
Milestones

ANNOUNCEMENT: Spring 2018 Milestones reporting window will be open April 23-June 22

Resources

Research

Engagement

Milestones by Specialty

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## Milestones Resources

### National Reports
- [2018 Milestones National Report](#)
- [2017 Milestones National Report](#)
- [2016 Milestones National Report](#)

### Guidebooks
- [Milestones Guidebook](#)
- [Milestones Guidebook for Residents and Fellows](#)
- [Clinical Competency Committee Guidebook](#)

### Other Resources
- [Milestones FAQs](#)
- [ACGME Milestones Project: Lessons Learned and What’s Next](#)
- [Clarification on Common Program Requirements and Milestones](#)
- [Use of Individual Milestones Data by External Entities for High Stakes Decisions](#)

### Quick Links
- [Overview](#)
- [Resources](#)
- [Research](#)
- [Engagement](#)
- [Milestones by Specialty](#)

### Feedback and Questions
- [milestones@acgme.org](mailto:milestones@acgme.org)
We are here to help

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it's all about which way you look.