

The Dermatopathology Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education,
The American Board of Dermatology,
and
The American Board of Pathology



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The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the fellow 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.

Dermatopathology Milestones

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Milestone Reporting

This document presents Milestones designed for programs to use in semi-annual review of fellow 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 fellow performance as a fellow moves from entry into fellowship through graduation. In the initial years of implementation, the Review Committee will examine Milestone performance data for each program's fellows as one element in the Next Accreditation System (NAS) to determine whether fellows overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe each fellow'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 fellow substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page v).

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

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

Level 3: The fellow continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for fellowship.

Level 4: The fellow has advanced so that he or she now substantially demonstrates the milestones targeted for fellowship. This level is designed as the graduation target.

Level 5: The fellow has advanced beyond performance targets set for fellowship 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 fellows will reach this level.

Additional Notes

Level 4 is designed as the graduation *target* and *does not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the fellowship 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.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to the ACGME supervision guidelines, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:

<http://www.acgme.org/acgmeweb/Portals/0/MilestonesFAQ.pdf>.

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 fellow’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow’s performance in relation to those milestones.

Dermatopathologic Diagnosis – PC1				
Level1	Level2	Level3	Level4	Level5
Differentiates between normal and abnormal histology; recognizes basic pathologic changes	Diagnoses many common skin disorders; forms a differential diagnosis for most cases	Consistently diagnoses common skin disorders; develops a competent differential diagnosis and workup plan for more difficult or complex cases	Consistently perceives subtle clues in the course of diagnosing cutaneous diseases; often makes correct diagnosis and suggestions for workup of difficult cases	Serves as a role model in the teaching and practice of dermatopathology; sought out by other healthcare providers as a consultant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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).

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Ancillary Testing – PC2				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes importance of ancillary studies in histologic diagnosis	Demonstrates knowledge of relevant ancillary studies in histologic diagnosis	Usually selects cost-effective and relevant ancillary studies in common disorders	Consistently selects cost-effective and relevant ancillary studies	Instructs others in the use of cost-effective and relevant ancillary studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Histopathologic Patterns – MK1				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the difference between inflammatory and neoplastic patterns	Demonstrates knowledge of the types of inflammatory reaction patterns and types of neoplasia	Demonstrates knowledge of how clinical history and ancillary tests help to refine differential diagnosis	Demonstrates an in-depth knowledge of pathogenesis and biologic behavior of cutaneous disease	Teaches others the pathogenesis and biologic behavior of cutaneous disease
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Immunohistochemistry – MK2				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands application and purpose of immunohistochemistry testing and has a basic understanding of tissue processing	Demonstrates knowledge of situations in which immunohistochemical stains are necessary Can select a reasonable panel of antibodies for diagnosis of cutaneous disease	Consistently identifies best panel of antibodies for diagnosis of cutaneous disease	Demonstrates knowledge of expected and unexpected patterns of immunoreactivity, including artifacts	Demonstrates knowledge of how to troubleshoot and minimize artifacts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Health Care teams — SBP1				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of the dermatopathologist’s role in the health care team	With substantial guidance, plays a role in the health care team (e.g., case presentation, consultation, biopsy technique guidance)	With minimal guidance, plays a role in the health care team (e.g., case presentation, consultation, biopsy technique guidance)	Independently plays a role in the health care team (e.g., case presentation, consultation, biopsy technique guidance)	Participates on an institutional patient care team (e.g., risk management committee, cancer committee)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Patient Safety — SBP2				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of identity and integrity of the specimen and requisition form, and verifies the identity of the specimen</p> <p>Understands the risk inherent in hand-offs</p>	<p>Consistently checks identity and integrity of specimen</p> <p>Independently obtains clinical information when needed</p> <p>Handles deviations from policies (waivers) with supervision</p> <p>Performs hand-offs in an appropriate manner, according to guidelines</p>	<p>Trouble-shoots misidentified patient specimens, as needed, with minimal supervision</p> <p>Follows patient safety policies and accreditation requirements</p>	<p>Independently trouble-shoots patient safety issues</p>	<p>Models patient safety practices</p> <p>Writes and implements policies on patient safety, as needed</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Evidence-based Practice — PBLI1				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of evidence-based practice	With substantial guidance, critically reviews the literature	With minimal guidance, critically reviews the literature	Independently performs critical reviews of the literature	Contributes to the evidence-based utilization of the literature
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Process Improvement and Patient Safety — PBLI2				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of common sources of error in laboratory processes and transitions in care	Consistently demonstrates work habits that minimize error; consistently and promptly communicates discrepancies to appropriate team members and acts to resolve them	Assists with practice change based on an identified error or systematic problem (e.g., post-analytic, pre-analytic, laboratory or interpretative)	Able to develop and lead a process improvement exercise (e.g., root-cause analysis, work-flow analysis)	Participates in an institutional quality improvement team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Accountability, Honesty, and Integrity — PROF1				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of completing assigned tasks on time</p> <p>Behaves honestly and understand the concepts of ethical behavior; seeks counsel when ethical questions arise</p>	<p>Dependably completes assigned tasks in a timely manner; assists team members when requested; respects assigned schedules</p> <p>Acknowledges personal near misses and errors, and putting the needs of patients first; engages in ethical behavior</p>	<p>Anticipates team needs and steps in to assist as needed</p> <p>Demonstrates honesty with all members of the health care team</p> <p>Identifies, communicates, and corrects errors</p> <p>Recognizes conflict of interest in the ethical ordering of ancillary testing</p>	<p>Anticipates team needs and takes a leadership role to independently implement solutions</p> <p>Is viewed by members of the health care team as a role model in accepting personal responsibility, and in always putting the needs of the patient above his/her own interests</p> <p>Practices ethical ordering of ancillary testing</p>	<p>Exemplifies effective management of multiple competing tasks, with reliable follow up; is source of support/guidance to other members of the health care team</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Giving and Receiving Feedback — PROF2				
Level 1	Level 2	Level 3	Level 4	Level 5
Receives feedback constructively	Accepts feedback constructively and modifies practice in response to feedback	Provides constructive feedback	Exemplifies giving and receiving constructive feedback; encourages and actively seeks feedback to improve performance	Models giving and receiving constructive feedback; encourages and actively seeks feedback to improve performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Personnel Management and Conflict Management – ICS1				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the challenge in managing clinical, clerical, and laboratory personnel (e.g., competency assessment, performance evaluation)	With substantial guidance, manages clinical, clerical, and laboratory personnel	With minimal guidance, manages clinical, clerical, and laboratory personnel	Demonstrates the ability to independently manage clinical, clerical, and laboratory personnel	Develops job descriptions and competency assessments for clinical, clerical, and laboratory personnel
Understands the importance of conflict management	With substantial guidance, manages conflicts and complaints	With minimal guidance, manages conflicts and complaints	Independently manages conflicts and complaints	Teaches concepts of emotional intelligence and team building
	Understands the importance of personal emotional awareness and empathy and their impact on team members	Understands the importance of a collegial and respectful atmosphere among all team members	Fosters a collegial and respectful atmosphere among all team members	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Diagnostic Reporting — ICS2				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of timely and effective communication of diagnosis, and their impact on patients</p> <p>Understands that the written report is a form of communication that must be clear and understandable to the treating clinician</p> <p>Becomes familiar with synoptic reports</p>	<p>With substantial guidance, provides timely and effective communication of diagnosis</p> <p>With substantial guidance, produces a clear and understandable written report</p> <p>Knows when synoptic reporting is required</p>	<p>With minimal guidance, provides timely and effective communication of diagnosis</p> <p>Recognizes when direct communication is required with the clinician</p> <p>With minimal guidance, produces a clear and understandable written report</p> <p>Completes a synoptic report accurately</p>	<p>Effectively communicates complex, difficult, or challenging information (e.g., errors, adverse events)</p> <p>Designs a clear and effective written report</p> <p>Teaches synoptic reporting to junior learners</p>	<p>Serves as a role model for effective and professional communication to health care providers</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>