

The Consultation-Liaison Psychiatry Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

and

The American Board of Psychiatry and Neurology



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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.

Consultation-Liaison Psychiatry 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.

PC1 — Consultative Patient Care: clarifying the question, gathering data and collateral information, interviewing the patient, suggesting appropriate diagnostic and treatment options, and communicating them effectively to the primary service				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs simple consultations with indirect supervision, with direct supervision immediately available	Manages simple consultations in inpatient and outpatient settings	Manages a broad range of routine consultation requests in inpatient and outpatient settings Recognizes and addresses unrecognized psychiatric issues that are uncovered during the process of consultation	Independently manages complicated and challenging consultation patients or situations (e.g., patients who cannot/will not participate in the interview, highly agitated/high risk patient, or patients with complicated medical/psychiatric illness)	Supervises and serves as a role model for trainees Effectively runs a Psychosomatic Medicine inpatient consult service or outpatient clinic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <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).

PC1 — Consultative Patient Care: clarifying the question, gathering data and collateral information, interviewing the patient, and suggesting appropriate diagnostic and treatment options and communicating them effectively to the primary service				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs simple consultations with indirect supervision, with direct supervision immediately available	Manages simple consultations in inpatient and outpatient settings	<p>Manages a broad range of routine consultation requests in inpatient and outpatient settings</p> <p>Recognizes and addresses unrecognized psychiatric issues that are uncovered during the process of consultation</p>	Independently manages complicated and challenging consultation patients or situations (e.g., patients who cannot/will not participate in the interview, are highly agitated/high-risk, or with complicated medical/psychiatric illness)	<p>Supervises and serves as a role model for trainees</p> <p>Effectively runs a psychosomatic medicine inpatient consult service or outpatient clinic</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

PC2 — Integrated Patient Care: performing, coordinating, and supervising care in multidisciplinary settings, inpatient or outpatient, and including liaison and educational roles				
Level 1	Level 2	Level 3	Level 4	Level 5
Provides basic psychiatric assessment and treatment recommendations, requiring indirect supervision with direct supervision available	Provides basic psychiatric information and recommendations to multidisciplinary medical treatment team	Provides comprehensive integrated care for patients through collaboration with other providers	Provides effective care, guidance, and education in a multidisciplinary medical treatment team, including managing complex dynamics affecting the patient and treatment team (e.g., patient who splits treatment team)	Leads the psychosocial component of a multidisciplinary medical treatment team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

MK1 — Knowledge regarding Psychiatric Illnesses in the Medically Ill: assessment and management of major psychiatric disorders, substance use disorders, somatic symptom disorders, adjustment disorders, and psychological factors affecting medical conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge regarding common psychiatric illnesses and their treatments in the medically ill	Demonstrates basic knowledge regarding epidemiology, etiology, phenomenology, prognosis, and treatment of common psychiatric illnesses in the medically ill, including common adverse effects and drug-drug interactions	Demonstrates comprehensive knowledge regarding the assessment and management of psychiatric illnesses in the medically ill, including detailed knowledge of adverse effects and drug-drug interactions	Demonstrates comprehensive knowledge regarding the presentation and assessment of complex/atypical psychiatric illnesses in the medically ill, including advanced knowledge in specific medical populations (e.g., cancer, transplant, OB-GYN)	Develops, synthesizes, or presents new knowledge regarding psychiatric illnesses and their treatments in the medically ill
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

MK2 — Knowledge regarding Psychiatric Manifestations of Medical Illnesses: assessment and management of physical and psychological reactions to medical illness and its treatment				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge regarding common psychiatric manifestations of medical illnesses and their treatments (e.g., delirium, syndromes and symptoms secondary to medical conditions)	Demonstrates basic knowledge regarding the presentation and treatment of psychiatric symptoms caused by common medical illnesses and their treatments	Demonstrates comprehensive knowledge regarding the assessment and management of psychiatric symptoms caused by common medical illnesses and their treatments	Demonstrates comprehensive knowledge regarding the assessment and management of psychiatric symptoms caused by complex/uncommon medical illnesses and their treatments	Develops, synthesizes, or presents new knowledge regarding psychiatric symptoms caused by medical illnesses and their treatments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

MK3 — Practice of Psychosomatic Medicine A. Ethics and legal issues B. Models of consultation and collaborative care C. Issues in diverse populations (e.g., cultural, ethnic, developmental, gender, sexual orientation)				
Level 1	Level 2	Level 3	Level 4	Level 5
1A Demonstrates limited knowledge of clinically relevant legal and ethical issues in medical settings (e.g., capacity evaluations)	2A Demonstrates knowledge of essential ethical and legal issues	3A Demonstrates comprehensive knowledge of clinically relevant legal and ethical issues in medical settings (e.g., capacity evaluations)	4A Demonstrates advanced knowledge of clinically relevant legal and ethical issues in medical settings, including in difficult and challenging situations	5A Functions as leader or expert in institutional ethical or legal processes
1B Demonstrates limited knowledge of consultation and collaborative care models	2B Demonstrates basic knowledge of common consultation and collaborative care models	3B Demonstrates comprehensive knowledge of consultation and collaborative care models	4B Demonstrates advanced knowledge of consultation and collaborative care models, including emerging new modes of clinical care	5B Explores new forms of care models or performs health services research in consultation and collaborative care
1C Recognizes importance of delivering culturally-competent care	2C Demonstrates recognition of issues in delivering culturally-competent care	3C Consistently demonstrates awareness and skill regarding the impact of cultural differences in patient care	4C Anticipates the impact of diversity on patient care and serves as role model in provision of care in diverse groups	5C Generates new understanding of diversity issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

SBP1 — Patient Safety and the Health Care Team A. Medical errors and quality improvement activities B. Communication and patient safety C. Regulatory and educational activities related to patient safety				
Level 1	Level 2	Level 3	Level 4	Level 5
1AB Describes the common system causes for errors (e.g., communication failures, equipment failures, and other failures of the health care delivery system) 1C Follows institutional safety policies, including reporting of problematic behaviors and processes, errors, and near misses	2A Describes systems and procedures that promote patient safety 2B Effectively and regularly uses all appropriate forms of communication to ensure accurate transitions of care 2C Follows regulatory requirements related to reporting requirements and prescribing practices	3A Understands and consistently uses safety procedures 3B Displays effective communication with colleagues and recognizes special circumstances that will affect safety 3C Effectively communicates safety procedures and requirements to trainees and other audiences	4A Skillfully participates and contributes in a multidisciplinary context in quality improvement and patient safety projects (e.g., morbidity and mortality conference, root cause analysis meeting) 4B Takes a leadership role in ensuring coordinated patient care, including accurate transitions of care 4C Develops content for and/or facilitates patient safety presentations/conferences focusing on systems-based errors in patient care	5A/B/C Provides organizational leadership or consultation to improve care quality and patient safety 5A/B/C Implements innovative systems to improve care quality and patient safety 5A/B/C Develops new curricula and approaches to education in safety and quality issues 5A/B/C Contributes on a regulatory level to safety and quality improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

SBP2 — Resource Management: costs of care and resource selection				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes disparities in health care at individual and community levels Knows the relative cost of care (e.g., medications, diagnostics, levels of care, procedures)	Coordinates patient access to community and system resources Understands health care funding and regulations related to organization of health care services	Consistently provides cost-effective care, using a variety of resources, including the Electronic Medical Record (EMR)	Practices efficient, cost-effective, high-value clinical care, using a full range of resources, in routine and complex cases	Designs new approaches to provide efficient care to monitor and educate regarding health care resource use Advocates for improved access to and additional resources within systems of care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

SBP3 — Community-based Care: community-based programs; self-help groups, including 12-step approaches; medical, psychiatric, and substance abuse recovery/rehabilitation programs				
Level 1	Level 2	Level 3	Level 4	Level 5
Has a basic knowledge of local health care delivery systems	Has a basic knowledge of community resources; coordinates care with community mental health agencies, schools, and other agencies; recognizes importance of self-help groups, and recovery and rehabilitation approaches	Incorporates community resources, self-help groups (including 12-step approaches), and social networks in clinical care; appropriately refers to rehabilitation and recovery programs	Skillfully uses a wide range of community-based resources for rehabilitation and recovery, including in challenging cases of co-morbid chronic medical and psychiatric illnesses	Develops new care programs and new approaches to link medical and community-based programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not yet achieved Level 1 <input type="checkbox"/>				

SBP4 — Consultation to Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes how systems issues affect clinical care	Identifies systems issues in clinical care and clarifies required interactions and communication	Communicates with other providers and provides effective recommendations regarding systems issues in clinical care	Provides expert, advanced recommendations to address systems issues in clinical care, including in challenging and complex situations requiring novel management	Measures outcomes of systems-based interventions, contributes to improvement of existing service delivery systems, or develops new modes of health care delivery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PBLI1 — Lifelong Learning A. Self-assessment and self-improvement B. Use of evidence-based medical knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
1A Regularly seeks and incorporates feedback to improve performance; identifies self-directed learning goals and periodically reviews them with supervisory guidance 1B Formulates a searchable question from a clinical question	2A Demonstrates a balanced and accurate self-assessment of own competence, using clinical outcomes to identify areas for continued improvement 2B Selects an appropriate, evidence-based information tool ¹ to meet self-identified learning goals	3A Demonstrates improvement in clinical practice based on continual self-assessment and evidence-based information 3B Efficiently searches and uses medical literature to answer clinical questions; critically appraises different types of research, including randomized controlled trials, systematic reviews, meta-analyses, and practice guidelines	4A Identifies and meets self-directed learning goals with little external guidance; keeps up with relevant changes in medical knowledge using a system or process ² ; recognizes limits of own knowledge 4B Consistently makes informed, evidence-based clinical decisions; demonstrates a recognized mastery of the knowledge base of psychosomatic medicine	5A/B Synthesizes and presents new findings; develops educational methodology to communicate new medical knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not yet achieved Level 1 <input type="checkbox"/>				
Footnotes: ¹ Examples include: practice guidelines; PubMed Clinical Queries; Cochrane, DARE, or other evidence-based reviews; Up-to-Date, etc. ² Examples include: a performance-in-practice (PIP) module as included in the American Board of Psychiatry and Neurology (ABPN) Maintenance of Certification (MOC) process; or regular and structured readings of specific evidence sources.				

PBLI2 — Teaching A. Development as a teacher B. Observable teaching skills				
Level 1	Level 2	Level 3	Level 4	Level 5
1A Assumes a role in the clinical teaching of trainees, and assists faculty members in providing supervision to these learners 1B Recognizes role of physician as teacher	2A Participates in activities designed to develop and improve teaching skills, and assists faculty members in providing supervision to trainees (e.g., medical students, residents) in psychosomatic medicine settings 2B Evaluates and provides feedback to trainees, and communicates goals and objectives for instruction of trainees	3A Actively participates in didactic presentations on psychosomatic medicine topics to groups (e.g., grand rounds, case conference, journal club) 3B Effectively teaches individual trainees in clinical settings; effectively uses feedback on teaching to improve teaching methods and approaches	4A Independently develops and provides consistently effective presentations on psychosomatic medicine to groups, including to health professionals in non-psychiatric disciplines 4B Demonstrates recognized skill in the education of trainees, including those in non-psychiatric disciplines	5A Is recognized as an educator of colleagues, the broader professional community, and/or the public 5B Organizes and develops curriculum materials relevant to psychosomatic medicine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PROF1 — Compassion, Integrity, and Respect A. Compassion for others, self-reflection, sensitivity to diverse patient populations B. Adherence to ethical principles				
Level 1	Level 2	Level 3	Level 4	Level 5
1A Demonstrates capacity for self-reflection, empathy, openness to different beliefs, and respect for diversity; provides examples of the importance of attention to diversity in psychiatric evaluation and treatment 1B Recognizes ethical conflicts in practice and seeks supervision to manage them	2A Routinely displays empathy, compassion, and sensitivity to diversity in psychiatric evaluation and treatment 2B Analyzes and manages ethical issues in common clinical situations in the psychosomatic medicine setting	3A Facilitates positive communication and develops a mutually agreeable care plan in the context of conflicting physician, patient, and/or family values and beliefs 3A Discusses own cultural background and beliefs and the ways in which these affect interactions with patients 3B Manages ethical issues in a wide range of clinical situations in the psychosomatic medicine setting	4A Consistently displays compassion, integrity, and sensitivity, including in the more challenging areas of medical practice 4A Displays recognized expertise in, and leads educational activities regarding, ethical and practice issues 4B Systematically analyzes and manages complex ethical issues in psychosomatic medicine (e.g., end-of-life decisions)	5A Serves as a role model and teacher of compassion, integrity, respect for others, and sensitivity to diverse patient populations 5B Identifies emerging ethical issues within subspecialty practice and can discuss opposing viewpoints
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not yet achieved Level 1 <input type="checkbox"/>	

PROF2 — Accountability to Self, Patients, Colleagues, and Profession A. Work balance and fatigue management B. Professional behavior and participation in professional community				
Level 1	Level 2	Level 3	Level 4	Level 5
1A Notifies team and enlists appropriate coverage for clinical and non-clinical responsibilities when fatigued or ill 1B Follows institutional policies for physician conduct and responsibility	2A Identifies and manages situations in which maintaining personal health is challenged, and seeks assistance when needed 2B Recognizes the importance of participating in one’s professional community	3A Demonstrates healthy and responsible work style; takes steps to address impairment in self and in colleagues if present 3B Displays professionalism in work, collaborates effectively with colleagues, maintains skills (e.g., prepares for obtaining and maintaining board certification), and consistently displays responsibility for ensuring that patients receive the best possible care	4A Effectively prioritizes and balances conflicting interests of self, family, and others to optimize medical care and practice of profession 4B Participates in the primary specialty and subspecialty professional community (e.g., professional societies, patient advocacy groups, community service organizations); displays exemplary professionalism and serves as role model in ensuring that patients receive best possible care	5A Participates as an active member on committees or in organizations that address physician wellness 5B Develops organizational policies, programs, or curricula for professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

ICS1 — Relationship Development and Conflict Management				
A. Relationship with patients				
B. Conflict management with patients, families, colleagues, and members of the health care team				
Level 1	Level 2	Level 3	Level 4	Level 5
1A Develops therapeutic relationship with patients and their families, is aware of cultural diversity in communicating with people of different backgrounds 1B Recognizes communication conflicts in work relationships	2A Develops therapeutic relationships with patients; is respectful of cultural diversity in discussions with patients and their families 2B Develops working relationships across specialties and systems of care in uncomplicated situations	3A Skillfully forms therapeutic relationship with a wide range of patients in the psychosomatic medicine setting 3B Appropriately sustains working relationships in the face of conflict or differences in opinions with other services or colleagues, and is able to efficiently resolve routinely-encountered conflicts	4A/B Sustains therapeutic and working relationships in complex and challenging contexts, including in situations with significant differences of opinion among care providers, families, and patients	5A/B Develops approaches to managing difficult situations and communications in the psychosomatic medicine setting 5A/B Effectively mentors other health care providers in leadership, communication skills, and conflict management 5A/B Engages in scholarly activity (e.g., teaching, research) regarding teamwork and conflict management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not yet achieved Level 1 <input type="checkbox"/>	

ICS2 — Information Sharing and Record Keeping				
A. Accurate documentation and effective communication with health care team and patients				
B. Maintaining professional boundaries				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>1A Ensures transitions of care are accurately documented, and that the written record is accurate and timely, with attention to preventing confusion and error, consistent with institutional policies</p> <p>1A Organizes both written and oral information to be shared with patient, family, team, and others</p> <p>1B Maintains appropriate boundaries in sharing information by electronic communication and in the use of social media</p>	<p>2A Provides complete, timely, and accurate documentation</p> <p>2A Consistently demonstrates communication strategies to ensure patient and family understanding, including use of easy-to-understand language, skillful use of interpreters, and face-to-face interaction while using EMR</p> <p>2B Demonstrates respect for patient confidentiality</p>	<p>3A Demonstrates effective verbal and written communication with patients, families, colleagues, and other health care providers that is appropriate, efficient, concise, and pertinent</p> <p>3A Consistently engages patients and families in shared decision making</p> <p>3B Consistently maintains professional boundaries and respect for confidentiality</p>	<p>4A Demonstrates communication that is appropriate, efficient, concise, and pertinent in challenging situations (e.g., significant differences of opinion, with patients with limited communication and/or cognitive abilities, etc.)</p> <p>4A Recruits appropriate assistance when cultural differences create barriers to patient care</p> <p>4B Uses discretion and judgment in the inclusion of sensitive patient material in the medical record and in all communication with patients, families, and colleagues</p>	<p>5A/B Develops new modes of system organization to facilitate communication and maintenance of professional relationships</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"/>