Consultation-Liaison Psychiatry Milestones

The Accreditation Council for Graduate Medical Education

ACGME

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Consultation-Liaison Psychiatry Milestones

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 competence 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.

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Academy of Consultation-Liaison Psychiatry

American Board of Psychiatry and Neurology

Review Committee for Psychiatry

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Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident/fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in the educational program just as a senior fellow may be at a lower level later in the educational program. There is no predetermined timing for a resident to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

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

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Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, 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.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee and is not meant to demonstrate any required element or outcome.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On www.acgme.org, choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.

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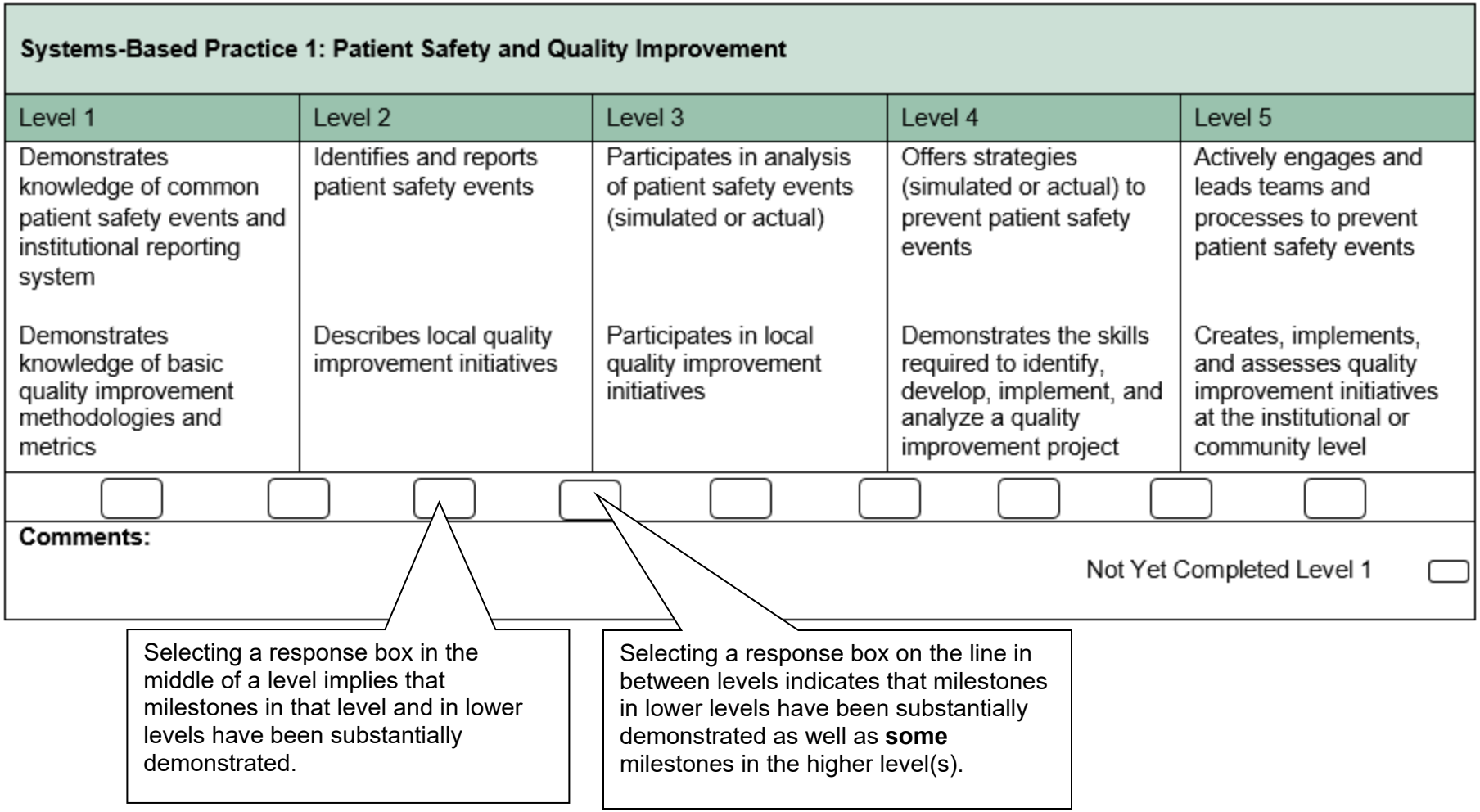
The diagram below presents an example set of milestones for one subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's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



Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events and institutional reporting system	Identifies and reports patient safety events	Participates in analysis of patient safety events (simulated or actual)	Offers strategies (simulated or actual) to prevent patient safety events	Actively engages and leads teams and processes to prevent patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level

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Patient Care 1: 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 straightforward consultations, with guidance	Manages routine and urgent consultations in inpatient and outpatient settings	Manages a broad range of routine and urgent consultation requests, including identification of unrecognized psychiatric issues	Independently manages complicated and challenging consultations	Effectively runs a consultation-liaison inpatient consult service or outpatient clinic and supervises and serves as a role model for other learners
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Patient Care 2: Collaborative Patient Care in Multidisciplinary Settings: performing, coordinating, and supervising inpatient or outpatient care, including liaison and educational roles				
Level 1	Level 2	Level 3	Level 4	Level 5
Provides basic psychiatric assessment and treatment recommendations	Provides a complete psychiatric assessment and recommendations to multidisciplinary medical treatment teams	Provides comprehensive assessment, treatment plan, and 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	Leads the biopsychosocial component of a multidisciplinary medical treatment team
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Patient Care 3: Digital Health

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies clinical cases that can be effectively and safely managed through a telehealth visit	Performs comprehensive telehealth assessment using approved technology	Integrates telehealth efficiently into clinical practice for assessment and treatment of straightforward cases	Integrates telehealth efficiently into clinical practice for the assessment and treatment of complex cases	Develops and innovates new ways to use emerging communication technologies
Documents basic patient information in the electronic health record (EHR)	Utilizes EHR to manage patients' health care information	Effectively utilizes EHR to manage patients' health care information and to communicate with other providers	Teaches others EHR use	

Comments:

Not Yet Completed Level 1
Not Yet Assessable

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Medical Knowledge 1: Knowledge regarding Psychiatric Disorders in the Medically Ill: assessment and management of major psychiatric disorders, substance use disorders, somatic symptom disorders, and psychological factors affecting medical conditions				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic 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 assessment and management of complex/atypical psychiatric illnesses in the medically ill, including advanced knowledge in specific medical populations (e.g., cancer, transplant, obstetrics and gynecology)	Develops, synthesizes, or presents new knowledge regarding psychiatric illnesses and their treatments in the medically ill
☐	☐	☐	☐	☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Medical Knowledge 2: 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 basic knowledge regarding common psychiatric effects or consequences of medical illnesses and their treatments	Demonstrates basic knowledge regarding the presentation and treatment of psychiatric effects or consequences caused by medical illnesses and their treatments	Demonstrates comprehensive knowledge regarding the assessment and management of psychiatric effects or consequences caused by medical illnesses and their treatments	Demonstrates comprehensive knowledge regarding the assessment and management of complex/atypical psychiatric effects or consequences caused by medical illnesses and their treatments	Develops, synthesizes, or presents new knowledge regarding psychiatric effects or consequences caused by medical illnesses and their treatments
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Comments:				
Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

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Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events and the institutional reporting system	Identifies and reports patient safety events	Participates in analysis of patient safety events (simulated or actual)	Offers strategies (simulated or actual) to prevent patient safety events	Actively engages and leads teams and processes to prevent patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
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Comments:				
Not Yet Completed Level 1 ☐				

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Systems-Based Practice 2: System Navigation for Patient-Centered Care **A: Coordinates patient care** **B: Safely transitions care** **C: Population and community health needs**				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Leads and efficiently coordinates patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Resolves conflicts in transitions of care between teams	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Identifies community health needs	Demonstrates general knowledge of population and community health needs	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care needs
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Comments: Not Yet Completed Level 1 ☐				

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Systems-Based Practice 3: Physician Role in Health Care Systems **A: Understanding and working within the health care system** **B: Health care financing and advocacy** **C: Ethical and legal Issues**				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the broader system	Manages various components of the complex health care system to provide high-value, efficient, and effective patient care and transition of care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care
Describes practice models and basic mental health payment systems	Identifies barriers to care in different health care systems	Engages with patients in shared decision making and advocates for appropriate care and parity	Advocates for patient care needs, including mobilizing community resources	Participates in advocacy activities for access to care in mental health and reimbursement
Identifies clinically relevant legal and ethical issues in medical settings	Applies basic knowledge of clinically relevant legal and ethical issues in medical settings	Applies comprehensive knowledge of clinically relevant legal and ethical issues in medical settings	Applies comprehensive knowledge of clinically relevant legal and ethical issues in challenging situations in medical settings	Functions as leader or expert in institutional ethical or legal processes
☐	☐	☐	☐	☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

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Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and summarize available evidence for routine conditions	Articulates clinical questions and initiates literature searches to provide evidence-based care	Locates and applies the best available evidence to the care of patients applying a hierarchy of evidence	Critically appraises and applies evidence even in the face of uncertainty and conflicting evidence to guide care, tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients, and/or participates in the development of evidence-based guidelines and other scholarly works
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Comments:				
Not Yet Completed Level 1 ☐				

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Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies gap(s) between expectations and actual performance Establishes goals for personal and professional development	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance Identifies opportunities for performance improvement; designs a learning plan	Demonstrates improvement in clinical practice based on continual self-assessment Integrates practice data and feedback with humility to implement a learning plan	Continuously reflects on remaining gaps and institutes behavioral adjustments to narrow them Uses performance data to measure the effectiveness of the learning plan and adapts when necessary	Coaches/mentors others on reflective practice Coaches/mentors others in the design and implementation of learning plans
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Professionalism 1: Professional Behavior and Ethical Principles				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations and knows how to report professionalism lapses Demonstrates knowledge of ethical principles underlying shared decision making and patient confidentiality	Demonstrates professional behavior in stressful situations Seeks help in managing and resolving complex ethical situations	Demonstrates insight into personal triggers for professionalism lapses; develops mitigation strategies Analyzes straightforward situations using ethical principles	Recognizes and intervenes in complex situations to prevent professionalism lapses in oneself and others Recognizes and uses appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, literature review)	Coaches/mentors 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
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Comments:				
Not Yet Completed Level 1 ☐				

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Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility to complete tasks and recognizes limits in one's own knowledge/skills and seeks help	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations	Recognizes when others are unable to complete tasks and responsibilities in a timely manner and assists in problem solving	Develops systems to enhance others' ability to efficiently complete patient-care tasks and responsibilities
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Not Yet Completed Level 1 ☐				

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Professionalism 3: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies elements of well-being and describes risk factors for burnout and signs and symptoms of burnout and depression in oneself or others	With assistance, recognizes status of well-being and risk factors for maladaptation in oneself or others	Independently recognizes status of well-being in oneself or others and reports concerns to appropriate personnel	Develops and implements a plan to improve well-being of oneself or others, including use of institutional or external resources	Recommends and facilitates system changes to promote well-being in a practice or institution
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Comments:				
Not Yet Completed Level 1 ☐				

This subcompetency is not intended to evaluate a fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect well-being, and available resources and tools to improve well-being.

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Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates respect and establishes rapport with patients and their family Identifies common barriers to effective communication	Establishes a therapeutic relationship in straightforward encounters Identifies complex barriers to effective communication	Establishes a therapeutic relationship in challenging encounters When prompted, reflects on biases that may contribute to communication barriers	Facilitates difficult discussions specific to a patient's and patient's family's preferences Independently recognizes biases and attempts to minimize their contribution to communication barriers	Mentors others in situational awareness and critical self-reflection Role models self-awareness practice while identifying and teaching a contextual approach to minimize communication barriers
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
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Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully interacts and actively communicates with all members of the health care team	Communicates in an approachable and effective manner to facilitate the psychiatric consultation	Actively recognizes and mitigates communication barriers with members of the health care team	Leads and coordinates recommendations from multidisciplinary members of the health care team, including conflict resolution	Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed
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Comments:				
Not Yet Completed Level 1 ☐				

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Interpersonal and Communication Skills 3: Leadership and Education Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands role of the liaison in consultation psychiatry	Provides liaison services in straightforward cases	Provides liaison communication in a broad range of cases without direct oversight	Provides effective liaison leadership in complex clinical situations	Supervises others in providing liaison services, expands the relationship with a clinic or program
Communicates about administrative issues through appropriate channels, as required by institutional policy	Respectfully communicates concerns about the system	Uses appropriate channels to offer clear and constructive suggestions to improve the system	Initiates difficult conversations with appropriate stakeholders to improve the system	Facilitates dialogue and improvement regarding systems issues among appropriate stakeholders
☐	☐	☐	☐	☐ ☐ ☐ ☐ ☐
Comments:				
				Not Yet Completed Level 1 ☐

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