

# The Ophthalmic Plastic and Reconstructive Surgery Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education  
and  
The American Board of Ophthalmology



July 2015

## The Ophthalmic Plastic and Reconstructive Surgery Milestone Project

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 assessment of the development of the fellow physician 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.

## **Ophthalmic Plastic and Reconstructive Surgery 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 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 to determine whether fellows overall are progressing.

For each period, review and reporting will involve selecting Milestone levels that best describe a 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.

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 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/acqmeweb/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 that best describes that fellow's performance in relation to those milestones.

Patient Care – Eyelid Surgery				
Level1	Level2	Level3	Level4	Level5
<ul style="list-style-type: none"> <li>• Performs biopsy of eyelid lesion</li> <li>• Performs primary eyelid repair (e.g., laceration)</li> </ul>	<ul style="list-style-type: none"> <li>• Performs excision and full thickness repair (e.g., tumor)</li> <li>• Performs upper eyelid blepharoplasty</li> </ul>	<ul style="list-style-type: none"> <li>• Performs moderately complex eyelid repair (e.g., sliding flap, canthotomy/cantholysis)</li> <li>• Independently performs repair of common eyelid malpositions (e.g., congenital ptosis, involutional ptosis, entropion and ectropion)</li> </ul>	<ul style="list-style-type: none"> <li>• Independently performs complex eyelid repair (e.g., transpositional flaps and grafts)</li> <li>• Independently performs complex lid malposition surgery (e.g., post blepharoplasty lagophthalmos, severe cicatricial malposition)</li> <li>• Independently performs lower eyelid blepharoplasty</li> </ul>	<ul style="list-style-type: none"> <li>• Independently performs reconstruction on patients with multiple previous procedures</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

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).

Patient Care — Orbital Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Assists with enucleation/evisceration</li> </ul>	<ul style="list-style-type: none"> <li>Independently performs enucleation/evisceration</li> </ul>	<ul style="list-style-type: none"> <li>Performs anterior (e.g., anterior to globe equator) orbitotomy</li> <li>Performs isolated orbital wall fracture repair</li> <li>Performs anophthalmic socket reconstruction (e.g., secondary orbital implant and/or grafts)</li> </ul>	<ul style="list-style-type: none"> <li>Independently performs orbitotomy (e.g., posterior to the equator with or without bone removal), orbital decompression, and orbital exenteration</li> </ul>	<ul style="list-style-type: none"> <li>Independently performs complex orbital fracture repair (e.g., zygomatic maxillary complex, nasoorbital ethmoidal)</li> <li>Performs complex orbital tumor removal with extraorbital extension (e.g., sinus, brain) with multidisciplinary team</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>				

Patient Care — Lacrimal Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Performs probing and irrigation of the lacrimal system</li> </ul>	<ul style="list-style-type: none"> <li>• Performs silicone stent intubation of lacrimal system</li> <li>• Performs repair of canalicular laceration</li> <li>• Performs endoscopy of the nasal and lacrimal system</li> </ul>	<ul style="list-style-type: none"> <li>• Independently performs basic dacryocystorhinostomy</li> </ul>	<ul style="list-style-type: none"> <li>• Independently performs complex dacryocystorhinostomy (e.g., re-operation, endoscopic) and conjunctival dacryocystorhinostomy with Jones tube</li> </ul>	<ul style="list-style-type: none"> <li>• Independently performs complex lacrimal reconstruction (e.g., craniofacial disorders, sinus tumors)</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>				



Patient Care — Eyelid Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Performs biopsy of eyelid lesion</li> <li>• Performs primary eyelid repair (e.g., laceration)</li> </ul>	<ul style="list-style-type: none"> <li>• Performs excision and full thickness repair (e.g., tumor)</li> <li>• Performs upper eyelid blepharoplasty</li> </ul>	<ul style="list-style-type: none"> <li>• Performs moderately complex eyelid repair (e.g., sliding flap, canthotomy/cantholysis)</li> <li>• Independently performs repair of common eyelid malpositions (e.g., congenital ptosis, involutional ptosis, entropion and ectropion)</li> </ul>	<ul style="list-style-type: none"> <li>• Independently performs complex eyelid repair (e.g., transpositional flaps and grafts)</li> <li>• Independently performs complex lid malposition surgery (e.g., post-blepharoplasty lagophthalmos, severe cicatricial malposition)</li> <li>• Independently performs lower eyelid blepharoplasty</li> </ul>	<ul style="list-style-type: none"> <li>• Independently performs reconstruction on patients with multiple previous procedures</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Patient Care — Oculofacial Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Performs repair of routine oculofacial laceration (e.g., forehead, brow, cheek)</li> </ul>	<ul style="list-style-type: none"> <li>Performs repair of complex oculofacial laceration (e.g., multiple layer involvement)</li> <li>Performs injection of neuromodulators for cervical facial dystonias</li> </ul>	<ul style="list-style-type: none"> <li>Performs direct brow lifting</li> <li>Performs adjacent tissue transfer to repair oculofacial defects</li> </ul>	<ul style="list-style-type: none"> <li>Independently performs forehead/brow lifting (e.g., endoscopic or coronal)</li> <li>Independently performs mid-face lifting</li> <li>Independently performs harvesting and use of large facial flaps (e.g., cervical facial)</li> <li>Uses neuromodulators/ fillers in the aesthetic patient</li> </ul>	<ul style="list-style-type: none"> <li>Performs complex oculofacial reconstruction (e.g., craniofacial anomalies, facial reanimation) with multidisciplinary team</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

<b>Medical Knowledge — Anatomy and Pathophysiology</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates essential knowledge of eyelid, orbital, and lacrimal anatomy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the anatomic and pathophysiologic changes of commonly diagnosed oculofacial disorders (e.g., ptosis, entropion, ectropion)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates essential knowledge of facial, nasal, sinus, head, and neck anatomy and pathophysiology as it relates to the orbit and adnexa</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of complex anatomy and pathophysiology as it relates to oculofacial disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Publishes original research in a peer-review journal</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Medical Knowledge — Diagnosis				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Describes basic clinical features of common oculofacial disorders, (e.g., eyelid, orbital, lacrimal)</li> <li>• Synthesizes history and clinical findings to propose a differential diagnosis for common oculofacial disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an expanded differential diagnosis</li> <li>• Prioritizes potential causes of patient complaint; compares and contrasts diagnoses under consideration</li> <li>• Incorporates imaging and laboratory data to refine the differential diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes clinical facts in a hierarchical level of importance</li> <li>• Identifies discriminating features between similar patients</li> <li>• Generates focused differential diagnosis and appropriate evaluation strategy (e.g., physical examination, laboratory testing, imaging)</li> <li>• Verifies diagnostic assessments of junior members of the health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately diagnoses a condition and develops a management plan</li> <li>• Describes the risks, benefits, and cost effectiveness of further testing to avoid unnecessary testing</li> </ul>	<ul style="list-style-type: none"> <li>• Publishes original research in a peer-review journal</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Systems-based Practice — Health Care Economics				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Describes how practice variations affect cost and resource consumption</li> <li>• Understands basic principles of coding (e.g., diagnosis, evaluation and management, procedure)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses health care resources, including electronic medical records, responsibly</li> <li>• Codes routine diagnoses, encounters, and surgical procedures; documents medical necessity</li> </ul>	<ul style="list-style-type: none"> <li>• Practices cost-effective care to lower health care costs (e.g., generic medicines, time management, cost analysis)</li> </ul>	<ul style="list-style-type: none"> <li>• Codes complex and unusual diagnoses, encounters, and surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for cost-effective care and use of risk-benefit analyses within health care system</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Systems-based Practice — Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Adheres to standards for maintenance of a safe working environment</li> <li>Recognizes adverse events (e.g., wrong site, wrong patient, burns, operating room fire)</li> <li>Routinely uses basic patient safety practices, such as procedural time-outs</li> </ul>	<ul style="list-style-type: none"> <li>Describes patient safety concepts</li> <li>Understands responsibilities as part of the surgical team (e.g., choice of implants, special equipment, time-out)</li> </ul>	<ul style="list-style-type: none"> <li>Leads team by promoting situational awareness and input by all team members</li> <li>Employs processes, personnel, and technologies that optimize patient safety (e.g., checklists, Situation Background Assessment Recommendation [SBAR])</li> </ul>	<ul style="list-style-type: none"> <li>Participates in an institutional process improvement plan to optimize departmental practice and patient safety (e.g., root cause analysis, quality improvement, peer-review)</li> <li>Leads procedural time-outs</li> </ul>	<ul style="list-style-type: none"> <li>Uses analytical tools to assess health care quality and safety, and to reassess quality improvement programs for effectiveness for patients and populations</li> <li>Develops and evaluates measures of professional performance and process improvement, and implements them to improve departmental practice</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Practice-based Learning and Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Identifies level of knowledge and expertise and uses feedback from mentors, colleagues, and patients</li> <li>Teaches patients, families, and junior learners</li> </ul>	<ul style="list-style-type: none"> <li>Continually seeks and incorporates feedback to improve performance</li> <li>Develops a self-directed learning plan</li> <li>Assesses and provides feedback to junior learners</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a balanced and accurate self-assessment of competence, and investigates clinical outcomes and areas for continued improvement</li> <li>Selects evidence-based information to answer specific questions</li> </ul>	<ul style="list-style-type: none"> <li>Performs self-directed learning with little external guidance using evidence-based information</li> <li>Develops a process to remain current in knowledge throughout career</li> <li>Organizes educational activities at the program level</li> </ul>	<ul style="list-style-type: none"> <li>Independently plans and executes a research project</li> <li>Develops an educational curriculum and assessment tools</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Demonstrates behavior that conveys compassion, honesty, and genuine interest in patients and families</li> <li>• Exhibits professional behavior (e.g., reliability, industry, integrity, and confidentiality)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes ethical issues in practice, and is able to discuss, analyze, and manage ethical situations (e.g., visual impairment, functional vs. cosmetic surgery)</li> <li>• Recognizes individual limits in clinical situations and asks for assistance when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the beliefs, values, and practices of diverse and vulnerable patient populations, and the potential impact of these on patient care</li> <li>• Prioritizes and balances conflicting viewpoints between the physician, the family, and others to optimize medical care</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a mutually agreeable care plan in the context of conflicting physician and patient values and beliefs</li> <li>• Recognizes signs of physician impairment and demonstrates appropriate steps to address impairment in self and in colleagues</li> <li>• Recognizes and addresses real or potential conflicts of interest (e.g., industry, hospital, third-party payor)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops programs to ensure equality of care in diverse, vulnerable, and underserved populations</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				



Interpersonal and Communication Skills — Communication with Patients and Families				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Adheres to the Health Insurance Portability and Accountability Act (HIPAA) and institutional confidentiality policies</li> <li>Exhibits basic communication skills and effectively communicates with patients and families, including with challenging patients (e.g., cognitive impairment, anxious patients, cultural differences, language barriers, low health literacy)</li> <li>Obtains informed consent for basic procedures</li> </ul>	<ul style="list-style-type: none"> <li>Refines communication skills in complicated situations (e.g., abnormal results, multiple previous procedures and/or providers, sub-optimal outcomes)</li> <li>Obtains informed consent for complex oculofacial procedures</li> </ul>	<ul style="list-style-type: none"> <li>Oversees and teaches junior members of the health care team regarding how to communicate effectively with patients, families, and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Serves as a role model for effective and compassionate communication for the health care team</li> <li>Communicates medical errors, complications, and adverse events (per institutional policy)</li> </ul>	<ul style="list-style-type: none"> <li>Develops guidelines for communication or seeks leadership opportunities in the department and/or national professional organizations with regards to patient-centered communication</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

Interpersonal and Communication Skills — Interdisciplinary Care Teams				
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Coordinates consults amongst multiple services for a complex oculofacial patient</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the composition and management of a multidisciplinary care team</li> </ul>	<ul style="list-style-type: none"> <li>Develops his or her role within the care team, and understands the skills of the other team members</li> <li>Understands and works to resolve potential conflict between team members</li> </ul>	<ul style="list-style-type: none"> <li>Participates actively in a multidisciplinary surgical care team (e.g., skull base team, craniofacial team, head-neck oncology team)</li> </ul>	<ul style="list-style-type: none"> <li>Develops and/or leads a new interdisciplinary care team</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>				