

# TOP 10 Things You Should Know About the Milestones Project



An educational resource brought to you by Margie Kleppick, President & CEO

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## *How the Milestones mesh with your curriculum – and your accreditation future.*

At the 2008 ACGME Educational Conference, Dr. Thomas Nasca, ACGME's President, announced his goal to achieve outcomes-based accreditation, grounded in the competencies. The "Milestones Project" is an essential component of that process.

- 1 Each of the 26 specialties will define the outcomes desired for that specialty** and the core methods for their assessment. Internal Medicine has led the way – and milestones for Pediatrics and Surgery are in active development.
- 2 Developmental milestones provide standards with behavioral anchors** – descriptions of the various skills, attitudes, and behaviors that the resident must demonstrate in each competency domain, within a progressive developmental framework. Milestones within each competency domain will describe the level of proficiency your resident should demonstrate at each level of training.
- 3 ACGME is not determining the milestones in a vacuum.** Experts in each specialty will develop the milestones rubrics through a team consisting of representatives from the ABMS Board, program directors' association, RRC, and residents.
- 4 Outcome assessment will be defined further.** In addition to determining the milestones in each competency, the specialty teams will be charged with defining the specific assessment methods to be used in evaluating achievement of each milestone – further enhancing development of national standards.
- 5 Milestones define "promotion criteria" more clearly.** With consensus on performance standards, resident advancement from year-to-year will not be a subjective determination.
- 6 In the midst of standardization, individual learning plans are enhanced!** Defined milestones in each of the competencies enable different residents to progress at different rates – and allow individual residents to master each of the competency domains at different rates – while remaining on track for graduation.
- 7 Developmental milestones provide individual programs with normative data** to gauge the progress of residents who are marginal performers – and provide a basis for documenting the need for remediation or academic probation.
- 8 Milestone markers within the residency years enable entry and exit standards.** Individual programs will be able to develop tools to assess residents on entry into the program. The final defined

milestones that must be attained for graduation describe the performance expected to be able to practice unsupervised in the specialty.

**9 Important "outcome to improvement" links.** Milestones in each competency domain enable the outcome data needed for programs to effectively conduct their annual program evaluation, and link the aggregate data on their residents' attainment of the milestones to improvements needed in rotation objectives and learning activities.

**10 When fully implemented, ACGME's Learning Portfolio** will provide a uniform means to gather outcome data on attainment of the defined milestones in each program – the next step in outcome-based accreditation of programs and institutions.

**Developmental milestones are on your program's horizon.** Program Directors, faculty, DIOs and GMECs need to become familiar with the concept and process.

**But what about the current program requirements?** Are you prepared to demonstrate on an ACGME site survey that you are in substantial compliance? **Why not join us on Thursday March 18, 2010 as we begin our four week webinar series, "How to Complete the PIF and Prepare for the Site Visit."** Get the latest information about the current requirements – along with lots of tips to make the process a good return on your investment of time and effort. We will give you a chance to ask your questions about writing a PIF – all from the convenience of your office!



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