Clinical Competency Committees (CCC’s) and Milestones

Joseph Gilhooly, MD, Chair, RC for Pediatrics
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Next Accreditation System (NAS) Overview

- ACGME Oversight
  - Annual review of Data Elements
  - Site visits as “needed”
  - Ten year self-study with full site visit
- Internal Oversight
  - Annual Program Evaluation by the Program Evaluation Committee
  - GMEC
Program Responsibilities

1. Annual data update
2. Program Evaluation Committee (PEC)
3. Clinical Competency Committee (CCC)
4. Milestone reporting
5. Faculty Survey
6. Resident/Fellow Survey
Clinical Competency Committee (CCC)

- Must be composed of at least 3 faculty
  - Additional non-physician members may be included
  - Program Director can be a member in some capacity
- Written descriptions of responsibilities
  - Review all resident/fellow evaluations by all evaluators semi-annually
  - Prepare/assure reporting of Milestone evaluations of each resident/fellow to ACGME semi-annually
  - Make recommendations to the PD for resident/fellow progress, including, promotion, remediation and dismissal
Clinical Competency Committee

- Must understand the Milestones
- Review all evaluations for each resident/fellow
- Assess the quality of the source of information
- For each resident/fellow, decide for each Milestone the narrative that best fits that resident/fellow
- Identify gaps in existing evaluation system
Assessment of Milestones

- Milestones are not an assessment tool
- They are descriptors of behavior along a continuum of performance from novice to expert practitioner
  - Use your existing evaluation tools
  - New tools will come later
Clinical Competency Committee

- Nursing and Ancillary Personnel Evaluations
- Direct Observation*
- Peer Evaluations
- End of Rotation Evaluations
- ITE
- Sim Lab
- Self Evaluations
- Procedure Logs
- Ad Hoc Evaluations
- Student, Resident Evaluations
- Patient / Family Evaluations

Assessment of Milestones
The Importance of Direct Observation
Reporting on Milestones
Documenting Resident/Fellow Outcomes

- Reporting tool/form will be available in ADS
- Reporting of the Milestones to ACGME for pediatric subspecialty programs:
  - November 1, - December, 31, 2014
  - May 1 – June 15, 2015
BUT WHAT ARE MILESTONES?
What Are Milestones?

- 6 Domains of Competency
- 48 competencies within the 6 domains
- Each of these 48 competencies has 4 to 5 Milestones

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The Pediatrics Milestone Project

A Joint Initiative of
the Accreditation Council for Graduate Medical Education
and
the American Board of Pediatrics
Pediatric Milestones

- Narrative descriptors of behavior/skills/attitudes along a continuum of physician development from novice to expert practitioner
- Tied to a specific competency within the 6 domains
Core Program vs. Subspecialties

• Core programs are reporting Milestones to the ACGME on a subset of 21 competencies (instead of all 48).

• Subspecialty programs are reporting Milestones on a different subset of 21 competencies.
<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>SUBCOMPETENCY NUMBER</th>
<th>PAGE IN PEDIATRIC MILESTONES PROJECT BOOKLET</th>
<th>SUBCOMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care (PC)</td>
<td>3</td>
<td>11 &amp; 19</td>
<td>Provide transfer of care that insures seamless transitions</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>18 &amp; 22</td>
<td>Make informed diagnostic and therapeutic decisions that result in optimal clinical judgment</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>21 &amp; 27</td>
<td>Develop and carry out management plans</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>32 &amp; 34</td>
<td>Provide appropriate role modeling</td>
</tr>
<tr>
<td>Medical Knowledge (MK)</td>
<td>2</td>
<td>40 &amp; 53</td>
<td>Locate, appraise and assimilate evidence from scientific studies related to their patients’ health problems</td>
</tr>
<tr>
<td>Systems-Based Practice (SBP)</td>
<td>1</td>
<td>85 &amp; 87</td>
<td>Work effectively in various health care delivery settings and systems relevant to their clinical specialty</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>87 &amp; 88</td>
<td>Coordinate patient care within the health care system relevant to their clinical specialty</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>90 &amp; 91</td>
<td>Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>94 &amp; 95</td>
<td>Work in inter-professional teams to enhance patient safety and improve patient care quality</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>96 &amp; 98</td>
<td>Participate in identifying system errors and implementing potential systems solutions</td>
</tr>
<tr>
<td>Practice- Based Learning and Improvement (PBLI)</td>
<td>1</td>
<td>40 &amp; 41</td>
<td>Identify strengths, deficiencies, and limits in one’s knowledge and expertise</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>49 &amp; 50</td>
<td>Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>56 &amp; 57</td>
<td>Use information technology to optimize learning and care delivery</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>61 &amp; 62</td>
<td>Participate in the education of patients, families, students, residents, and other health professionals</td>
</tr>
<tr>
<td>Professionalism (PROF)</td>
<td>2</td>
<td>80 &amp; 81</td>
<td>Professional Conduct: High standards of ethical behavior which includes maintaining appropriate professional boundaries</td>
</tr>
<tr>
<td></td>
<td>5 (PPD**)</td>
<td>111 &amp; 112</td>
<td>Trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</td>
</tr>
<tr>
<td></td>
<td>6 (PPD)</td>
<td>116 &amp; 117</td>
<td>Provide leadership skills that enhance team function, the learning environment, and/or the health care delivery system/ environment with the ultimate intent of improving care of patients</td>
</tr>
<tr>
<td></td>
<td>8 (PPD)</td>
<td>119 &amp; 120</td>
<td>The capacity to accept that ambiguity is part of clinical medicine and to recognize the need for and to utilize appropriate resources in dealing with uncertainty</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills (ICS)</td>
<td>3</td>
<td>69 &amp; 70</td>
<td>Communicate effectively with physicians, other health professionals, and health related agencies</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>71 &amp; 72</td>
<td>Work effectively as a member or leader of a health care team or other professional group</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>74 &amp; 75</td>
<td>Act in a consultative role to other physicians and health professionals</td>
</tr>
</tbody>
</table>

*GRAY shaded competencies indicate milestones also to be reported by General Pediatrics Residency Programs

**Personal and Professional Development


http://acgme.org/acgme/web/Portals/0/PDFs/Milestones/Pediatrics%20Subspecialty%20Milestones.pdf

http://pedsubs.org/issues/pdfs/Pediatrics_Subspecialty_Milestones_Reported_Semi_annually.pdf
SO THEN WHAT IS AN “EPA” AND WHAT DOES IT HAVE TO DO WITH PEDIATRIC SUBSPECIALTIES?
Pediatric Subspecialty Milestones?

• Rather than each Pediatric Subspecialty creating its own set of Milestones…

• Use the same Pediatric Milestones but place them in the context of subspecialty practice using Entrustable Professional Activities (EPAs).
Entrustable Professional Activities
Olle ten Cate, Fedde Scheel
Acad Med 2007;82:542-547

- Describe what we do in our profession
  - i.e. Resuscitation of the extreme preterm infant
- Create a “context” for several (5-8) competencies
- Faculty increasingly “trust” fellows to assume responsibility for these activities
- As trust increases, supervision is adjusted
What is Meant by “Context”?

- Domain: Systems-based Practice
  - Competency: Work in interprofessional teams to enhance patient safety and improve patient care quality
    - “Context Independent”
- Placing this competency within an EPA describing the resuscitation of an extreme preterm newborn places it within a “context”…and makes it relevant to faculty doing the evaluation of the fellow
EPAs for Subspecialties

• In development, led by the American Board of Pediatrics
# ACGME Milestones Reporting Form in ADS

**SBP5. Participate in identifying system errors and implementing potential systems solutions**

<table>
<thead>
<tr>
<th>Not yet Assessable</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defensive or blaming when encountering medical error; no perception of personal responsibility for individual or systems error correction; not open to discussion of error or identification of the type of error; approaches error prevention from an individual case perspective only</td>
<td>Occasionally open to discussion of error without a defensive or blaming approach; some awareness of personal responsibility for individual or systems error correction; identifies medical error events, but cannot identify the type (active versus latent) of error; begins to perceive that error may be more than the mistake of an individual</td>
<td>Usually open to a discussion of error; actively identifies medical error events and seeks to determine the type of error; occasionally identifies the element of personal responsibility for individual or systems error correction; sees examination and analysis of error as an important part of the preventive process</td>
<td>Usually encourages open and safe discussion of error; actively identifies medical error events; accepts personal responsibility for individual or systems error correction, regularly determining the type of error and beginning to seek system causes of error</td>
<td>Consistently encourages open and safe discussion of error; characteristically identifies and analyzes error events, habitually approaching medical error with a system solution methodology; actively and routinely engaged with teams and processes through which systems are modified to prevent medical error</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Program Resources

- ACGME Pediatrics Webpage
  http://acgme.org/acgmeweb/tabid/143/ProgramandInstitutionalAccreditation/MedicalSpecialties/Pediatrics.aspx
  - Program Requirements
  - Milestones
  - Presentations

- ACGME NAS Webpage

- Weekly e-Communication
  - Contains GME information: NAS updates, New requirements, RC updates on ACGME issues/initiatives
Program Resources (cont’d)

http://www.pedsubs.org/about/index.cfm
Questions???