

A high-angle, blue-tinted photograph of a man with dark hair, wearing a dark jacket, leaning over a stone ledge. He is looking down at a busy city street below. The street is filled with cars, including yellow taxis and a white van, and a large crowd of people. The scene is framed by the stone architecture of the building he is on.

Approaching Evaluation Using the Milestones: Step Away From The Ledge

Erik Stratman, MD
Marshfield Clinic
September 15, 2012

SYSTEMS-BASED PRACTICE	Beginning Resident	Junior Resident	Senior Resident	Graduating Resident	Advanced Resident/ Practicing Physician
I. Adapts easily and works effectively in various health care delivery settings and systems.	<p>1 Completes all required tasks for residency and first rotation site orientation.</p> <p>2 Articulates differences of health care mission at all training sites.</p>	<p>3 Utilizes EMR efficiently and independently.</p> <p>4 Adapts to clinical work in different sites and health care systems (e.g., university medical center, etc.).</p> <p>5 Maintains access to all needed systems.</p> <p>6 Identifies target patient populations and the differences in demographics and needs of these populations at each training site.</p> <p>7 Accesses support services appropriately at different practice sites.</p>	<p>8 Effectively navigates systems to overcome obstacles to optimal patient care (e.g., facilitating access to care).</p> <p>9 Identifies target patient populations, differences in demographics and can utilize the appropriate agencies/resources to address specific needs of these populations.</p>	<p>10 Recognizes the need to change systems rather than develop work-arounds (a bypass of a recognized system fault that attempts to improve efficiency), looks for opportunities to participate in a process that identifies at least one workaround, taking steps to improve the system fault that incited it.</p>	<p>11 Adapts learning from one system or setting to another. In this way, can effect or stimulate improvements in a system and does so when the need arises.</p>

Does this page contain 11 milestones I have to evaluate for each of my residents twice a year???

NO

rubric:

A printed set of scoring criteria for evaluating student work and for giving feedback.

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a scoring rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective.

SYSTEMS-BASED PRACTICE	Beginning Resident	Junior Resident	Senior Resident	Graduating Resident	Advanced Resident/ Practicing Physician
<p>I. Adapts easily and works effectively in various health care delivery settings and systems.</p> <p>1</p>	<p>Completes all required tasks for residency and first rotation site orientation.</p> <p>Articulates differences of health care missions at all training sites.</p>	<p>Utilizes EMR efficiently and independently.</p> <p>Adapts to clinical work in different sites and health care systems (e.g., VA, university medical center, etc.).</p> <p>Maintains access to all needed systems.</p> <p>Identifies target patient populations and the differences in demographics and needs of these populations at each training site.</p> <p>Accesses support services appropriately at different practice sites.</p>	<p>Effectively navigates systems to overcome obstacles to optimal patient care (e.g., facilitating access to care).</p> <p>Identifies target patient populations, differences in demographics and can utilize the appropriate agencies/resources to address specific needs of these populations.</p>	<p>Recognizes the need to change systems rather than develop work-arounds (a bypass of a recognized system fault that attempts to improve efficiency), Looks for opportunities to participate in a process that identifies at least one workaround, taking steps to improve the system fault that incited it.</p>	<p>Adapts learning from one system or setting to another. In this way, can effect or stimulate improvements in a system and does so when the need arises.</p>

This page contains 1 milestone I have to evaluate for each of my residents twice a year (The rest just tries to paint a picture to help you decide where along the Milestone continuum your resident is).

MILESTONES ASSESSMENT FOR DERMATOLOGY RESIDENTS

Resident Name: _____ PGY Level _____ Date of Evaluation: _____

		Beginning Resident			JR Resident		SR Resident		Graduate	Advanced	
		1	2	3	4	5	6	7	8	9	10
	PATIENT CARE										
I.1	Performing History, Examination & Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.2	Performing and Interpreting Diagnostic Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.3	Dermatopathology, Application and Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.4	Medical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.5	Pediatric Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.6	Surgical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.7	Diagnosis, Management Decisions & Patient Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MEDICAL KNOWLEDGE	1	2	3	4	5	6	7	8	9	10
II.1	Medical Dermatology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.2	Pediatric Dermatology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.3	Dermatologic Surgery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.4	Dermatopathology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.5	Application of Basic Science Knowledge to Clinical Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PRACTICE-BASED LEARNING & IMPROVEMENT	1	2	3	4	5	6	7	8	9	10
III.1	Appraises & assimilates scientific evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III.2	Continuously improves through self-assessment of competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III.3	Integrates Quality Improvement Concepts & Activities in Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III.4	Teaches Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	INTERPERSONAL & COMMUNICATION SKILLS	1	2	3	4	5	6	7	8	9	10
IV.1	Communication and rapport with patients and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV.2	Having Difficult Conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV.3	Team Member Respect & Care Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV.4	Communication & Consultation with Other Physicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV.5	Medical Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PROFESSIONALISM	1	2	3	4	5	6	7	8	9	10
V.1	Adheres to basic ethical principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V.2	Committed to life-long learning and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V.3	Patient care is always the first priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SYSTEMS-BASED PRACTICE	1	2	3	4	5	6	7	8	9	10
VI.1	Adapts easily and works effectively in various health care delivery settings and systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI.2	Works effectively within an inter-professional team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI.3	Improves health care delivery by identifying system errors and implementing potential systems solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI.4	Advocates for quality patient care and optimal patient care systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI.5	Practices cost-conscious care for patients and populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FEEDBACK AND COMMENTS TO HELP THE RESIDENT IMPROVE PERFORMANCE:

The entire
Milestones
Assessment
can be
completed
using a one
page form

(Click 28 boxes twice a year per resident. The End)

How can something so small...



**...Grow into
something so much
bigger and purposeful
than the seed that
planted it?
(Mustard Seed)**



**...Cause so much pain in
adults?
(Kidney Stones)**

Categories of Performance Divided into 5 Milestones Categories

		Beginning Resident			JR Resident		SR Resident		Graduate	Advanced
		1	2	3	4	5	6	7	8	9
PATIENT CARE										
I.1	Performing History, Examination & Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.2	Performing and Interpreting Diagnostic Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.3	<u>Dermatopathology</u> Application and Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.4	Medical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.5	Pediatric Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.6	Surgical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.7	Diagnosis, Management Decisions & Patient Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MEDICAL KNOWLEDGE										
II.1	Medical Dermatology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.2	Pediatric Dermatology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.3	Dermatologic Surgery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Each line item is linked to one of the 28 Dermatology Milestones, arranged by the 6 Competencies

Scoring within the 5 Milestones Categories is further subdivided into a 10 point scale, consistent with other ACGME Milestones Assessments

	Beginning Resident			JR Resident		SR Resident		Graduate	Advanced	
	1	2	3	4	5	6	7	8	9	10
PATIENT CARE										
History, Examination & Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasoning and Interpreting Diagnostic Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pathology Application and Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pediatric Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score of 1 suggests unacceptable skills at entry (Below beginner skill rubric)

Score of 8 is where majority of residents should be scored at conclusion of residency (not 9 or 10)

Score of 9 or 10 reserved for the exceptional resident performing at the level of attending, master clinician

	Beginning Resident			JR Resident		SR Resident		Graduate	Advanced
	1	2	3	4	5	6	7	8	10
ENT CARE									
History, Examination & Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Interpreting Diagnostic Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History Application and Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pediatric Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surgical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management Decisions & Patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consistently identifies information and subtle clinical patterns to diagnose complex diagnoses.

Hover feature allows those less familiar with the definitions of the milestone performance levels (AKA the Milestone Rubric) to view before assigning a score. Just Hover over the button to view the definition for the numeric score assignment

		Beginning Resident			JR Resident		SR Resident		Grad
		1	2	3	4	5	6	7	8
PATIENT CARE									
I.1	Performing History, Examination & Presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.2	Performing and Interpreting Diagnostic Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.3	<u>Dermatopathology</u> Application and Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.4	Medical Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.5	Pediatric Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.6	Surgical Treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.7	Diagnosis, Management Decisions & Patient Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MEDICAL KNOWLEDGE									
II.1	Medical Dermatology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.2	Pediatric Dermatology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.3	Dermatologic Surgery	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.4	<u>Dermatopathology</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II.5	Application of Basic Science Knowledge to Clinical Care	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICE-BASED LEARNING &		1	2	3	4	5	6	7	8

Each Milestone's score is a spoke on the Competency Milestone Performance Radar Plot

Milestone

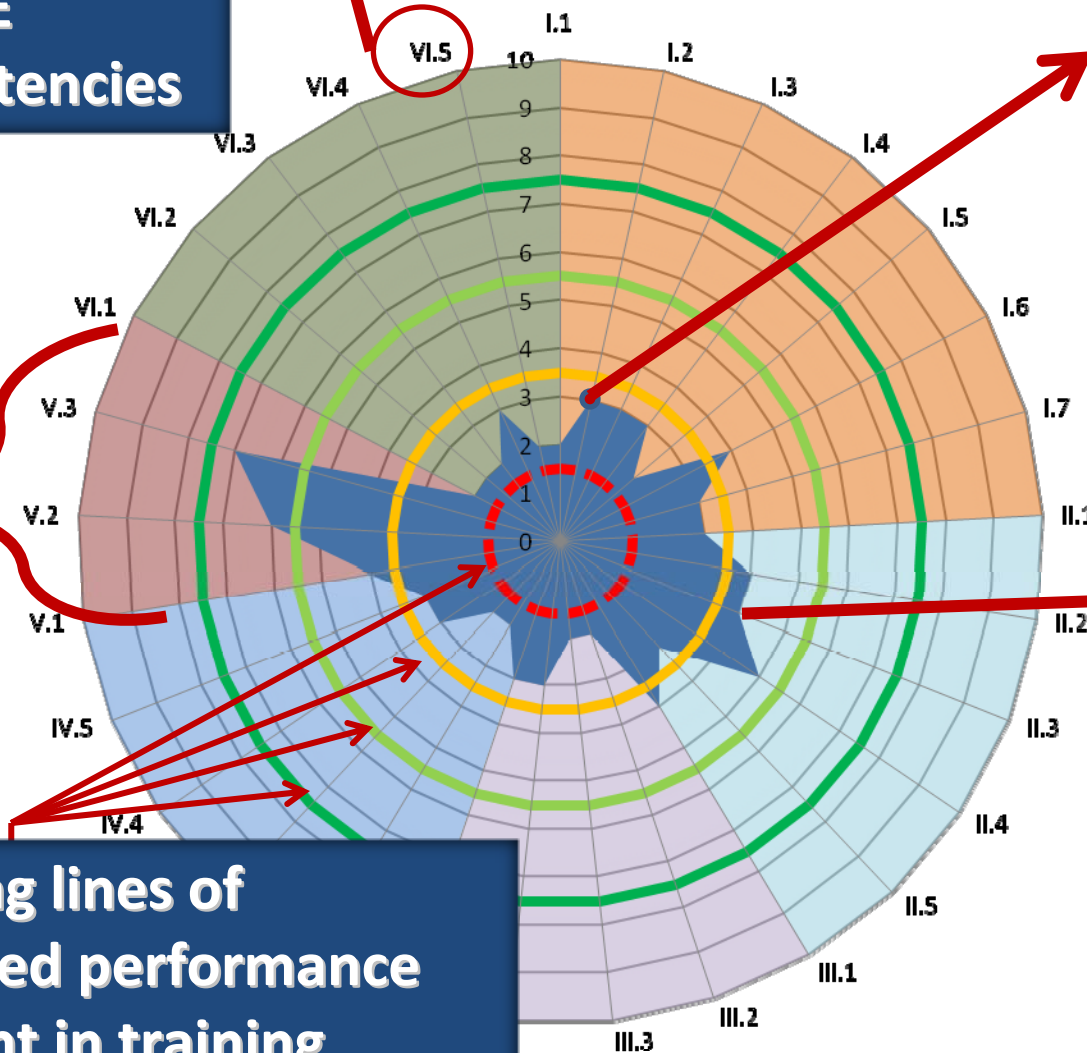
Identifier

Milestone Evaluation 1
September 2013
Resident: Danny Dermstar

This point suggests
the resident scored
a 3/10 on
Evaluation 1 for
Milestone I.2,
“*Performing and
Interpreting
Diagnostic Tests*”

Divided by 6
ACGME
competencies

Dividing lines of
expected performance
by point in training



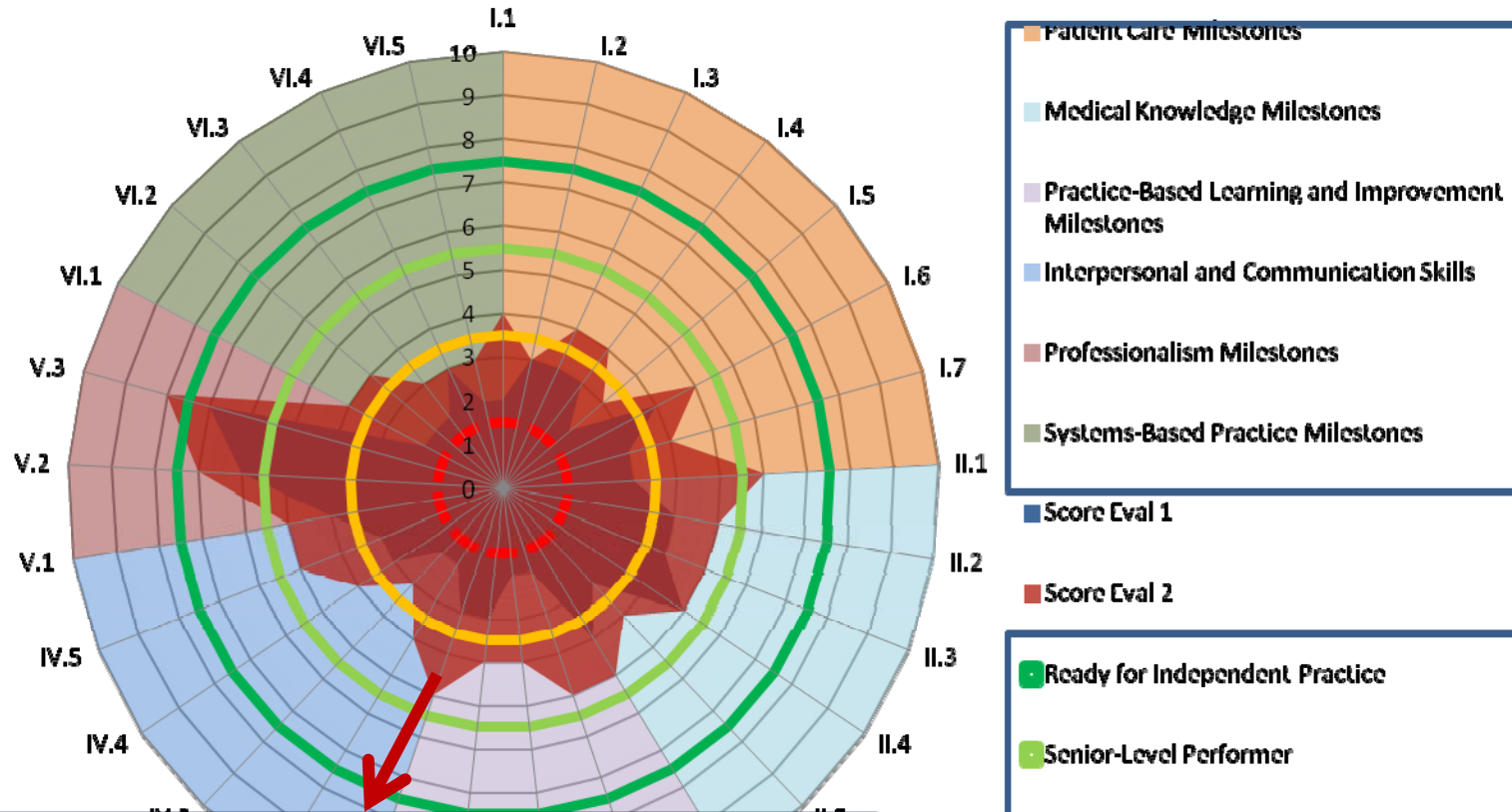
Milestones

- Interpersonal and Communication Skills
- Professionalism Milestones
- Systems-Based Practice Milestones

Score Eval 1

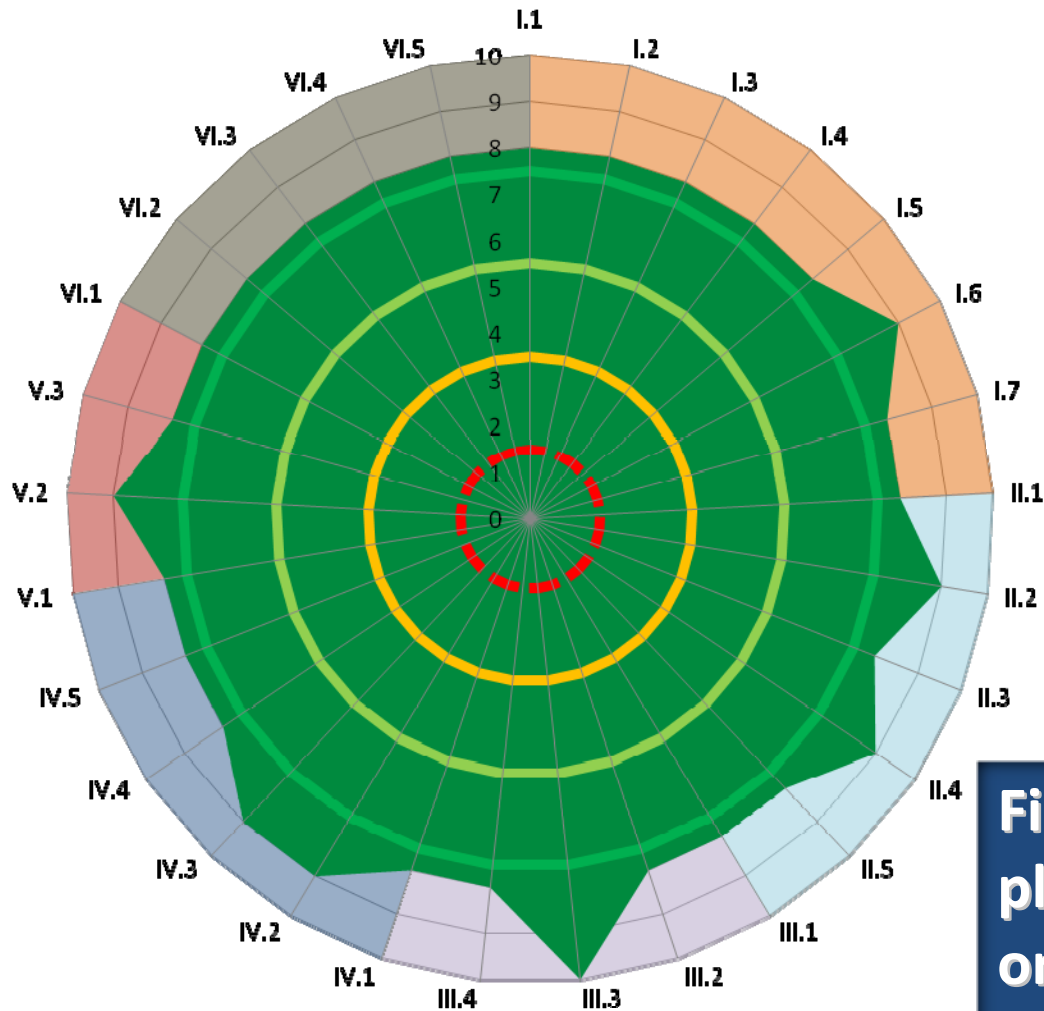
- Ready for Independent Practice
- Senior-Level Performer
- Beyond Beginner Performance
- Minimally Acceptable Performance

Milestone Evaluation 2
April 2014
Resident: Danny Dermstar



**Second Evaluation Demonstrates
Growth in Milestone Competency
since Previous Evaluation (overlay)**

Milestone Evaluation Final
June 2016
Resident: Danny Dermstar



Final Milestone performance plotted with performance at 8 or above, resident ready to complete residency training

Marshfield Clinic Dermatology
Mini-Clinical Evaluation Exercise (CEX)

Resident: _____ Derm Yr: _____

Evaluator: _____ Date: _____

Encounter Complexity: ☐ Low ☐ Moderate ☐ High

Diagnosis Summary: _____

Focus: ☐ Data gathering ☐ Exam ☐ Diagnosis ☐ Therapy ☐ Counseling

1. Medical Interviewing (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

2. Physical Examination Skills (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

3. Humanistic Qualities/Demeanor/Professionalism (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

4. Clinical Judgement (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

5. Counseling Skills (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

6. In-Office Diagnostics/Procedures (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

7. Organization/Efficiency (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

8. Overall Clinical Competence (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Below Expected LP Hk	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level				

FEEDBACK AND COMMENTS TO HELP THE RESIDENT IMPROVE PERFORMANCE:

Formative Observational Tools must be “re-tooled” to feed summative Milestone Assessments

Formative Observational Tools are tools implemented by the evaluator(s) that include direct observation of resident competency and feedback about that specific performance

Marshfield Clinic Dermatology

Mini-Clinical Evaluation Exercise (CEX)

Resident: _____

Derm Yr: _____

Mini-CEX Observes a single patient encounter

Evaluator: _____

Date: _____

Encounter Complexity: ☐ Low

Diagnosis Summary: _____

Focus: ☐ Data gathering

☐ Exam

1. Medical interviewing (☐ Not observed)

1	2	3	4	5
Below Expected 1 st Yr	Beginning Resident Level		Junior Resident Level	

2. Physical Examination Skills (☐ Not observed)

1	2	3	4	5
Below Expected 1 st Yr	Beginning Resident Level		Junior Resident Level	

3. Humanistic Qualities/Demeanor/Professionalism

Observational tool scores can be used to assist (or justify) assignment of Milestone summative assessment. In this case, these 2 categories supply information for Milestone I.1

Categories and Scale are same as for Milestones. Hover feature with rubric could similarly be created, but defined at the level of the individual encounter rather than summative

Mini-Clinical Evaluation Exercise (CEX)

Evaluator: _____ Date: _____

Diagnosis Summary: _____

1. Medical interviewing (☐ Not observed)

2. Physical Examination Skills (☐ Not observed)

3. Humanistic Qualities/Demeanor/Professionalism. (☐ Not observed)

4. Clinical judgement (☐ Not observed)

5. Counseling Skills (☐ Not observed)

6. In-Office Diagnostics/Procedures (☐ Not observed)

7. Organization/Efficiency (☐ Not observed)

8. Overall Clinical Competence (☐ Not observed)

FEEDBACK AND COMMENTS TO HELP THE RESIDENT IMPROVE PERFORMANCE:

Each tool should be mapped to the Milestones, so that performance on any one could be tied to one or more Milestones assessments. This could all be done through electronic evaluation.

[illegible]

Issues Remaining During the Transition

More Observational Tools Needed, tied to and consistent with Milestone rubric

Mini-Clinical Examination

In-Office Diagnostics

In-Office Procedures

Documentation Review

Ideally, every one of the 28 milestones would have at least one “feeder” line item on some type of formative

evaluation

Marshfield Clinic Dermatology
Mini-Clinical Evaluation Exercise (CEX)

Resident: _____ Derm: Xr
Evaluator: _____ Date: _____

Encounter Complexity: ☐ Low ☐ Moderate ☐ High

Diagnosis Summary: _____

Focus: ☐ Data gathering ☐ Exam ☐ Diagnosis ☐ Therapy ☐ Counseling

1. Medical History (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

2. Physical Examination Skills (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

3. Humanistic Qualities/Demeanor/Professionalism (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

4. Clinical Judgment (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

5. Counseling Skills (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

6. In-Office Diagnostics/Procedures (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

7. Organization/Efficiency (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

8. Overall Clinical Competence (☐ Not observed)

1	2	3	4	5	6	7	8	9	10
Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident	Resident
1	2	3	4	5	6	7	8	9	10

FEEDBACK AND COMMENTS TO HELP THE RESIDENT IMPROVE PERFORMANCE:

Issues Remaining During the Transition

- Milestone language interpretation
Sometimes vs Usually vs. Frequently
Complex, Mastery, Rudimentary
- Honest evaluation vs. Program “Reputation” vs. Accreditation Status Risk
There will ALWAYS be a set of programs below 2 SD from mean
- Resident re-education regarding evaluation scoring will be necessary
“No, actually a 3/10 is very good for a first year, first quarter performance”

Issues Remaining During the Transition

Instead of asking faculty to complete minimally meaningful monthly rotation global competency evaluations, perhaps we replace these and ask supervising attendings to complete one brief observational evaluation relevant to the rotation instead.