Undergraduate Medical Education Milestones: 10 Tips for Success

UW Milestone Writing Groups
1. You need some champions who really like milestones

- This type of work is not fun for everyone
2. Consider using transitions in your curriculum as your milestone anchors

• Milestones are behaviors that take time to develop
• Need knowledge, attitudes, skills to perform
• Consider 3 anchors
3. Keep both EPAs and PCRS in mind.

- The EPAs provide context for the competencies
- Review both often as you progress
4. Get input from teachers on both sides of the transition.

- Preclinical, clerkship, advanced or elective clerkships
- Faculty who also serve as residency program directors
5. Small writing groups are your friend

- Need people from transition points
- Need people who help with assessment
6. There is no such thing as too much faculty development around this topic

- Review frameworks
- Use examples from daily life to help people understand these conceptual frameworks
7. Someone will need to go first

- People can respond more easily to a set of milestones than create them de novo as a group
8. Use a Delphi approach to gain consensus

• 2 rounds
• Surveys
9. Create guidelines for how milestones progress

- Trajectory is more clear
10. Articulating them is just step 1

- Assessment
- Linkage to curriculum
Our transition points

- End of preclinical phase
- End of clerkship phase
- End of medical school
Our guiding principles

• Progressive
• Cumulative
• Observable behaviors in the clinical setting
• Advance across 5 areas
  • Database of knowledge
  • Clinical reasoning
  • Patient Complexity
  • Efficiency – less time available
  • Efficiency – more patients in parallel
## Draft Milestone Examples

<table>
<thead>
<tr>
<th>Milestone Example</th>
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<tbody>
<tr>
<td>Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</td>
<td>Develop skills in self-reflection to identify gaps in knowledge, skills and emotional limits.</td>
<td>Uses reflective practice to help identify gaps in knowledge, skills and emotional limits.</td>
<td>Recognize personal limitations or gaps in knowledge and skills when evaluating and treating a patient</td>
<td>Self-identifies strengths and deficiencies in knowledge, skills, or personal limits to set learning goals or seek assistance when needed.</td>
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<td>Demonstrate healthy coping mechanisms to respond to stress</td>
<td>Is aware of the basic principles of and aspects of the general maintenance of emotional, physical, and mental health</td>
<td>Describe and engage in behaviors that promote personal wellness.</td>
<td>Employ adaptive coping mechanisms in times of stress.</td>
<td>Maintain personal emotional, physical, and mental wellness, even in times of stress.</td>
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<td>Manage conflict between personal and professional responsibilities</td>
<td>Maintain appropriate boundaries with patients, peers, and other professionals.</td>
<td>Identify conflicts between personal and professional roles and seeks help to resolve when needed</td>
<td>Anticipate potential areas of personal and professional role conflict and proactively seek assistances or resolution</td>
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<td>Practice flexibility and maturity in adjusting to change with the capacity to alter one’s behavior</td>
<td>Appreciate the frequency of change in medicine, the challenges this creates and the importance of flexibility in dealing with change.</td>
<td>Maintain professional composure in a changing clinical environment.</td>
<td>Constructively adapt behavior to deal with unpredictable and changing clinical environments</td>
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<td>Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</td>
<td>Demonstrate professional demeanor, dress, and a?tude.</td>
<td>Is punctual and prepared for patient care and learning activities; demonstrates</td>
<td>Is forthcoming about omissions and areas of uncertainty in data gathering to supervisors and</td>
<td>Rectifies omissions and addresses areas of uncertainty or actively seeks assistance in doing so if</td>
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