

# 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

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