ACGME Milestone Evaluations - Pediatrics

Program Name - Pediatrics

Resident Name:
Year in Program:
Position Type:
Start Date:
Expected End Date:

Select the level corresponding to the resident's knowledge, skills, attitudes, and other attributes in each area below. Your selections should take into account the resident's demonstration of milestones throughout the program with updates to reflect recent progress. Evaluations must be based on evidence with an emphasis on that obtained by direct observation.

Milestone levels do not correspond to the resident's year in your program. Selecting a level implies that milestones in that level and in lower levels have been substantially demonstrated. Selecting a radio button between levels indicates that milestones in lower levels have been substantially demonstrated as well as some milestones in the higher level(s). Mouse over the radio buttons to read the milestones for each level. After completing that evaluation, click the "Submit" button at the bottom of the form to finalize it. Alternatively, click the "Save Progress" button to save your current changes and complete the form later. *You MUST use the "Submit" button to finalize the form before the deadline for this evaluation period. Incomplete evaluations will NOT be accepted.*

There may be cases in which a resident had no experiences within a subcompetency area during the previous six months. In this case, the reported milestone level should remain the same as the one reported during the previous evaluation. Do not increase (or decrease) the milestone level simply because time has passed; an evaluation of each subcompetency area must occur every six months. To review previously completed milestone evaluations, go to the 'Reports' tab in ADS and select "Milestone Evaluations".

<u>Evaluation to be completed:</u>

Patient Care

		Not yet assessable	Level 1		Level 2		Level 3		Level 4		Level 5
a)	Gather essential and accurate information about the patient (PC1)	○	○	○	○	○	○	○	○	○	○
b)	Organize and prioritize responsibilities to provide patient care that is safe, effective and efficient (PC2)	○	○	○	○	○	○	○	○	○	○
c)	Provide transfer of care that ensures seamless transitions (PC3)	○	○	○	○	○	○	○	○	○	○
d)	Make informed diagnostic and therapeutic decisions that result in optimal clinical judgement (PC4)	○	○	○	○	○	○	○	○	○	○
e)	Develop and carry out management plans (PC5)	○	○	○	○	○	○	○	○	○	○

Medical Knowledge

		Not yet assessable	Level 1		Level 2		Level 3		Level 4		Level 5
a)	Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems (MK1)	○	○	○	○	○	○	○	○	○	○

Systems Based Practice

		Not yet assessable	Level 1		Level 2		Level 3		Level 4		Level 5
a)	Coordinate patient care within the health care system relevant to their clinical specialty (SBP1)	○	○	○	○	○	○	○	○	○	○
b)	Advocate for quality patient care and optimal patient care systems (SBP2)	○	○	○	○	○	○	○	○	○	○
c)	Work in inter-professional teams to enhance patient safety and improve patient care quality (SBP3)	○	○	○	○	○	○	○	○	○	○

Practice Based Learning and Improvement

		Not yet assessable	Level 1		Level 2		Level 3		Level 4		Level 5
a)	Identify strengths, deficiencies, and limits in one's knowledge and expertise (PBLI1)	○	○	○	○	○	○	○	○	○	○
b)	Identify and perform appropriate learning activities to guide personal and professional development (PBLI2)	○	○	○	○	○	○	○	○	○	○
c)	Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement (PBLI3)	○	○	○	○	○	○	○	○	○	○
d)	Incorporate formative evaluation feedback into daily practice (PBLI4)	○	○	○	○	○	○	○	○	○	○

Professionalism

		Not yet assessable	Level 1		Level 2		Level 3		Level 4		Level 5
a)	Humanism, compassion, integrity, and respect for others; based on the characteristics of an empathetic practitioner (PROF1)	○	○	○	○	○	○	○	○	○	○
b)	Professionalization: A sense of duty and accountability to patients, society, and the profession (PROF2)	○	○	○	○	○	○	○	○	○	○
c)	Professional Conduct: High standards of ethical behavior which includes maintaining appropriate professional boundaries (PROF3)	○	○	○	○	○	○	○	○	○	○
d)	Self-awareness of one's own knowledge, skill, and emotional limitations that leads to appropriate help-seeking behaviors (PROF4)	○	○	○	○	○	○	○	○	○	○
e)	Trustworthiness that makes colleagues feel secure when one is responsible for the care of patients (PROF5)	○	○	○	○	○	○	○	○	○	○
f)	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 (PROF6)	○	○	○	○	○	○	○	○	○	○

Interpersonal and Communication Skills

		Not yet assessable	Level 1		Level 2		Level 3		Level 4		Level 5
a)	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds (ICS1)	○	○	○	○	○	○	○	○	○	○
b)	Demonstrate the insight and understanding into emotion and human response to emotion that allows one to appropriately develop and manage human interactions (ICS2)	○	○	○	○	○	○	○	○	○	○