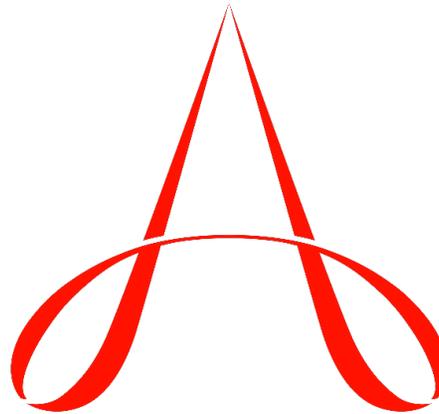




Endocrinology, Diabetes, and Metabolism Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021
Second Revision: April 2021
First Revision: October 2014

Endocrinology, Diabetes, and Metabolism Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the fellow in key dimensions of the elements of physician competence in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competence, nor are they designed to be relevant in any other context.

Endocrinology, Diabetes, and Metabolism Milestones Work Group

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American Board of Internal Medicine

Association of Program Directors in Endocrinology, Diabetes and Metabolism

Endocrine Society

Review Committee for Internal Medicine

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident/fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in his/her educational program just as a senior fellow may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

Selection of a level implies the fellow substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page vi).

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

Systems-Based Practice 3: Coordination and Transitions of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Safely and effectively transitions care of patients in routine clinical situations	Safely and effectively transitions care of patients in complex clinical situations	Effectively transitions and coordinates care of patients utilizing the interprofessional teams	Role models effective coordination and transition of care	Leads in the design and implementation of improvements to the care coordination process
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: History and Physical Exam				
Level 1	Level 2	Level 3	Level 4	Level 5
Elicits and reports the basic elements of an endocrine-specific history for common presentations	Elicits and concisely reports a thorough endocrine-specific history for common presentations	Efficiently elicits and concisely reports an endocrine-specific history for complex presentations	Efficiently elicits and concisely reports an endocrine-specific history for rare endocrine presentations	Elicits and reports atypical history or physical exam findings which deviate from usual presentations of common, complex, and rare endocrine disorders
Performs and reports the basic elements of an endocrine-specific physical exam for common presentations	Performs and concisely reports an endocrine-specific physical exam for common presentations	Performs and concisely reports an endocrine-specific physical exam for complex presentations	Performs and concisely reports an endocrine-specific exam for rare endocrine presentations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Patient Care 2: Diagnostic Testing, including Labs, Imaging, and Dynamic Testing				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Orders basic tests for patients with common endocrine conditions</p> <p>Interprets basic endocrine test results</p>	<p>Orders targeted tests for patients with common endocrine conditions using medical evidence</p> <p>Independently interprets targeted tests for common endocrine conditions</p>	<p>Orders targeted tests for patients with complex endocrine conditions</p> <p>Interprets targeted tests for patients with complex endocrine conditions, with assistance, and identifies incongruencies</p>	<p>Develops individualized cost-effective testing strategies to evaluate patients with complex endocrine conditions and avoids unnecessary testing</p> <p>Independently interprets targeted tests for patients with complex endocrine conditions and resolves incongruencies</p>	<p>Identifies, critically evaluates, and selectively uses emerging and investigational tests or procedures; questions and reports unknown and unexplained discrepancies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

Patient Care 3: Therapeutics (Behavioral, Medications, Technology, Radiopharmaceuticals)				
Level 1	Level 2	Level 3	Level 4	Level 5
Prescribes basic endocrine therapeutics and describes their indications and adverse effects or reactions	Prescribes and monitors therapeutics used in patients with common endocrine conditions, based on patient factors	Prescribes and monitors the response to pharmacotherapy used in the management of patients with complex endocrine conditions	Integrates the best available evidence to prescribe, monitor, and assess the response to pharmacotherapy used in the management of patients with common, complex, and rare endocrine conditions	Identifies targeted or experimental therapies for complex and rare clinical scenarios
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Observes and describes endocrine procedures	Performs procedures, with significant supervision	Performs more complex procedures, with moderate supervision	Independently performs procedures	Independently performs complex procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Provides Clinical Consultation				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully receives consultation requests and responds with assistance	Clearly and concisely provides consultation	Verifies understanding of recommendations with the primary team when providing consultation	Effectively conveys consultative assessment, rationale, and contingency plans to all health care team members	Is identified as a role model for the provision of consultative care across the spectrum of disease complexity and acuity
Recognizes disease acuity, with supervision	Independently recognizes disease acuity	Recognizes disease acuity and prioritizes management steps	Mobilizes resources to provide care in high-acuity situations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 6: Requests Clinical Consultation				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the need to request a consultation	Clearly articulates the reason for requesting a consultation	Checks one's own understanding of recommendations when receiving consultation	Coordinates recommendations from different consultants to optimize patient care	Facilitates conflict resolution between and among consultants when disagreement exists
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Medical Knowledge 1: Integration of Pathophysiology and Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of pathophysiology of common endocrine conditions and develops a differential diagnosis	Applies knowledge of pathophysiology to explain common presentations and prioritizes the differential diagnoses and therapeutic options	Applies knowledge of pathophysiology to explain complex presentations and critically assesses diagnostic assumptions and therapeutic options	Integrates advanced knowledge of pathophysiology to recognize and explain the clinical presentations of and therapeutic options for a rare condition	Integrates knowledge of nuanced aspects of pathophysiology toward individualized diagnostic and therapeutic approaches, while challenging conventional ideas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Medical Knowledge 2: Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies areas worthy of scholarly investigation, with supervision	Designs a scholarly project, with supervision	Implements a scholarly project, with supervision	Produces scholarly work suitable for dissemination	Publishes original scholarly work that has generated new medical knowledge, enduring educational materials, or process improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

Medical Knowledge

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

___ Yes ___ No ___ Conditional on Improvement

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and reports patient safety events using the institutional reporting system and discloses them to leadership, patients, and patients' family members	Analyzes the factors that contributed to a patient safety event	Offers prevention strategies to mitigate patient safety events	Participates in efforts to modify systems to prevent patient safety events	Leads efforts to modify systems to prevent patient safety events
Demonstrates basic knowledge of quality improvement methodologies and metrics	Identifies opportunities for quality improvement projects	Participates in quality improvement projects	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Leads quality improvement projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: Coordination and Transitions of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the important elements of transitions and coordination of care	Safely and effectively transitions and coordinates care of patients in routine clinical situations	Effectively transitions and coordinates care of patients utilizing interprofessional teams in complex clinical situations	Role models effective coordination and transition of care	Leads in the design and implementation of improvements to the care coordination process
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: Physician Role in Health Care Systems and Community Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the health care and payment systems; identifies health care disparities in the community	Describes how complex health care and payment systems impact patient care and contribute to health care disparities	Advocates within the health care system and payor to provide cost-effective, patient-centered care and reduce disparities	Advocates for adapting local practices to provide for the needs of specific populations and communities with health care inequities	Adapts local practices to provide for the needs of specific populations and communities with health care inequities Advocates for health policy changes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Articulates clinical questions to guide evidence-based care	Locates and applies the best available evidence, integrated with patient values and preferences, to the care of patients with common conditions	Locates and applies the best available evidence, integrated with patient values and preference, to the care of patients with complex and rare conditions	Critically appraises conflicting or ambiguous evidence to guide individualized patient care	Mentors others to critically appraise and apply evidence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates receptiveness to feedback	Modifies behavior based on feedback and establishes personal and professional goals based on gaps in knowledge and skills	Seeks feedback; creates and implements an individualized learning plan	Uses performance data to assess the effectiveness of the learning plan, and improves it when necessary	Role models consistently seeking performance data with adaptability, and mentors others on reflective practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Practice-Based Learning and Improvement

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Professionalism 1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional/ethical behavior in routine situations	Demonstrates a pattern of professional/ethical behavior in routine situations and takes responsibility when there are lapses	Demonstrates a pattern of professional/ethical behavior in complex or stressful situations	Recognizes situations that may cause professional/ethical lapses in others and intervenes to prevent lapses in oneself and others	Mentors others when their behavior fails to meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs tasks and responsibilities with prompting	Performs tasks and responsibilities in a timely manner with attention to detail in routine situations	Performs tasks and responsibilities in a timely manner with attention to detail in complex or stressful situations	Proactively implements strategies to ensure that the needs of patients, teams, and systems are met	Creates strategies to enhance others' ability to efficiently complete tasks and responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Personal and Professional Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies elements of well-being	Describes resources that are meant to promote well-being	Recognizes status of well-being in oneself or peers and knows how to report concerns to appropriate personnel	Develops a plan to improve well-being of oneself or peers, including use of institutional or external resources	Creates institutional-level interventions that promote colleagues' well-being
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/>				

This subcompetency is not intended to evaluate a fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect well-being, and available resources and tools to improve well-being.

Professionalism

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses clear language and non-verbal behavior to demonstrate respect and establish rapport</p> <p>Recognizes common barriers to effective communication (e.g., language, disability)</p>	<p>Establishes a therapeutic relationship with patients using active listening and clear language in straightforward encounters</p> <p>Recognizes complex barriers to effective communication (e.g., health literacy, cultural competence, gender incongruence)</p>	<p>Establishes a therapeutic relationship with patients' and their families in challenging patient encounters</p> <p>Adjusts communication strategies based on identified barriers, incorporating patient and caregiver expectations and goals of care</p>	<p>Independently uses shared decision making to make a personalized care plan</p> <p>Proactively improves communication by addressing barriers, including patient and personal biases</p>	<p>Serves as a role model in establishing respectful, culturally sensitive, therapeutic relationships while mitigating communication barriers</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses language that is respectful and values all members of the health care team	Communicates basic information and provides feedback to all health care team members	Communicates complex information and provides difficult feedback to all health care team members	Optimizes communication strategies using input from all team members to build consensus and resolve conflicts as needed	Demonstrates leadership in promoting open and safe communication within and between teams
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Verifies and accurately records current and relevant information in the patient's chart	Concisely documents diagnostic and therapeutic reasoning, accurately reflecting patient course for common conditions	Concisely documents diagnostic and therapeutic reasoning, accurately reflecting patient course for complex conditions	Concisely documents diagnostic and therapeutic reasoning, accurately reflecting patient course for all conditions while satisfying institutional billing needs and compliance	Mentors others in in documenting diagnostic and therapeutic reasoning, accurately reflecting patient course Guides departmental or institutional documentation policy and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills

The fellow is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. He or she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

Overall Clinical Competence

This rating represents the assessment of the fellow's development of overall clinical competence during this year of training:

____ Superior: Far exceeds the expected level of development for this year of training

____ Satisfactory: Always meets and occasionally exceeds the expected level of development for this year of training

____ Conditional on Improvement: Meets some developmental milestones but occasionally falls short of the expected level of development for this year of training. An improvement plan is in place to facilitate achievement of competence appropriate to the level of training.

____ Unsatisfactory: Consistently falls short of the expected level of development for this year of training.