

The Osteopathic Recognition Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education
and

The American Osteopathic Association



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The Milestones are designed only for use in evaluation of residents and 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 competency in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Osteopathic Recognition Milestones

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Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of resident and fellow performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a resident moves from entry into residency through graduation. In the initial years of implementation, the Review Committee will examine milestone performance data for each program's residents as one element in the Next Accreditation System (NAS) to determine whether residents and fellows overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe a resident's or fellow's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert. These levels do not correspond with post-graduate year of education.

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

- Level 1:** The resident demonstrates milestones expected of an incoming resident.
- Level 2:** The resident is at a level consistent with completion of a Transitional Year. The resident is advancing and demonstrates additional milestones, but is not yet performing at a mid-residency level.
- Level 3:** The resident has advanced so that he or she now substantially demonstrates the milestones targeted for residency. This level is designed as the graduation target for residents.
- Level 4:** The fellow has advanced so that he or she now substantially demonstrates the milestones targeted for fellowship. This level is designed as the graduation target for fellows.
- Level 5:** The resident or fellow has advanced beyond performance targets set and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents and fellows will reach this level.

Additional Notes

Level 3 is designed as the graduation target for residents and Level 4 is designed as the graduation target for fellowship: these Levels do not represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the residency or fellowship program director. Study of milestone performance data will be required before the ACGME and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether milestone data are of sufficient quality to be used for high-stakes decisions.

Examples are provided with some milestones. Please note that the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

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

It is important to note that the Milestone level descriptions for Osteopathic Recognition are not necessarily the same as for the specialty-specific Milestones. More information on the specialty-specific Level definitions are included in those individual documents. Osteopathic-focused residents and fellows must have assessment on both the specialty-specific Milestones and the Osteopathic Recognition Milestones completed twice each year.

Answers to Frequently Asked Questions about Milestones are available on the Milestones web page.

The diagram below presents an example set of milestones for one sub-competency in the same format as the milestone report worksheet. For each reporting period, a resident's or fellow's performance on the milestones for each sub-competency will be indicated by:

- selecting the level of Milestones that best describes that resident's or fellow's performance in relation to the Milestones or
- selecting the option that says the resident or fellow has "Not yet achieved Level 1"

| Patient Care 2: Examination, Diagnosis, and Treatment | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Performs general osteopathic structural examination including assessment for somatic dysfunction through identification of tenderness, asymmetry, restricted range of motion, and tissue texture abnormalities with direct assistance from supervisor</p> <p>Performs treatment of somatic dysfunction with direct assistance from supervisor</p> | <p>Performs osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition, with supervision</p> <p>Performs treatment of somatic dysfunction in common conditions, with supervision</p> | <p>Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition</p> <p>Independently performs treatment of somatic dysfunction in common conditions</p> | <p>Mentors others to diagnosis and treat somatic dysfunction</p> <p>Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients</p> <p>Independently performs treatment of somatic dysfunction in complex conditions in a patient with multiple comorbidities</p> | <p>Role models and teaches accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Achieved level 1 <input type="checkbox"/> |

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: Osteopathic Principles for Patient Care | | | | |
|--|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Describes the inclusion of osteopathic principles, including the four tenets, when caring for patients</p> <p>Incorporates osteopathic principles when obtaining a history, performing an examination, synthesizing a differential diagnosis, and devising a patient care plan with direct assistance from supervisor</p> | <p>Incorporates osteopathic principles, including the four tenets, to promote health and wellness in patients with common conditions</p> <p>Incorporates osteopathic principles when obtaining a history, performing an examination, interpreting diagnostic testing, synthesizing a differential diagnosis, and devising a patient care plan, with supervision</p> | <p>Independently incorporates osteopathic principles to include the four tenets to promote health and wellness in patients with complex or chronic conditions</p> <p>Independently incorporates osteopathic principles when obtaining a history, performing an examination, interpreting diagnostic testing, synthesizing a differential diagnosis, and devising a patient care plan for patients with common conditions</p> | <p>Mentors others to incorporate osteopathic principles to promote health and wellness</p> <p>Independently incorporates osteopathic principles when obtaining a history, performing an examination, interpreting diagnostic testing, synthesizing a differential diagnosis, and devising a patient care plan for patients with multiple comorbidities</p> | <p>Role models and teaches the effective use of osteopathic tenets to optimize patient health</p> <p>Role models and teaches the effective use of osteopathic focused history, exam, and treatment to minimize the need for further diagnostic testing or intervention</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Achieved level 1 <input type="checkbox"/> |

| Patient Care 2: Examination, Diagnosis, and Treatment | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Performs general osteopathic structural examination, including assessment for somatic dysfunction, through identification of tenderness, asymmetry, restricted range of motion, and tissue texture abnormalities with direct assistance from supervisor</p> <p>Performs treatment of somatic dysfunction with direct assistance from supervisor</p> | <p>Performs osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition, with supervision</p> <p>Performs treatment of somatic dysfunction in common conditions, with supervision</p> | <p>Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition</p> <p>Independently performs treatment of somatic dysfunction in common conditions</p> | <p>Mentors others to diagnose and treat somatic dysfunction</p> <p>Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients</p> <p>Independently performs treatment of somatic dysfunction in complex conditions in a patient with multiple comorbidities</p> | <p>Role models and teaches accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Achieved level 1 <input type="checkbox"/> |

| Osteopathic Principles for Medical Knowledge | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of the four tenets and the five model concept* of osteopathic medicine Describes basic techniques of osteopathic manipulative treatment (OMT) Demonstrates knowledge of absolute and relative contraindications of OMT | Describes the application of the four tenets and osteopathic five model concept in patient care Describes appropriate OMT techniques for common patient presentations Demonstrates knowledge of the risk versus benefit of OMT | Applies knowledge of the four tenets and osteopathic five model concept in patients with common conditions Applies knowledge of appropriate OMT techniques to formulate a patient-centered care plan | Mentors others to apply the four tenets and osteopathic five model concept and utilize OMT Applies knowledge of the four tenets and osteopathic five model concept in patients with complex conditions and presentations Applies knowledge of advanced OMT techniques to formulate a patient-centered care plan | Role models and teaches the four tenets and osteopathic five model concept in all aspects of patient care Role models and teaches OMT techniques to formulate a patient-centered care plan |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Achieved level 1 <input type="checkbox"/> |

*Anthony G. Chila, Jane E. Carreiro, Dennis J. Dowling, Russell G. Gamber, John C. Glover, Ann L. Habenicht, John A. Jerome, Michael M. Patterson, Felix J. Rogers, Michael A. Seffinger, Frank H. Willard. "Chapter 1: Osteopathic Philosophy." *Foundations of Osteopathic Medicine 3e*.

| Osteopathic Principles of Practice-based Learning and Improvement | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Performs osteopathic-focused literature review</p> <p>Acknowledges gaps in osteopathic knowledge and expertise</p> <p>Describes evidence-based medicine principles and how they relate to osteopathic patient care</p> | <p>Incorporates osteopathic literature into rounds, case presentations, or didactic sessions</p> <p>Incorporates feedback to develop a learning plan to better apply the osteopathic five model concept to patient care</p> <p>Performs self-evaluation of osteopathic practice patterns</p> | <p>Prepares and presents osteopathic-focused scholarly activity or didactic session</p> <p>Expands learning plan to incorporate specialty-relevant research to better apply the five model concept to patient care</p> <p>Performs self-evaluation of osteopathic practice patterns and practice-based improvement activities</p> | <p>Prepares and presents osteopathic-focused scholarly activity at local, regional, or national meeting</p> <p>Modifies learning plan based upon clinical experience utilizing the osteopathic five model concept</p> <p>Performs self-evaluation of osteopathic practice patterns and practice-based improvement activities using systematic methodology</p> | <p>Performs and publishes peer-reviewed research related to osteopathic principles</p> <p>Independently pursues knowledge of new and emerging OMT techniques</p> <p>Teaches OMT techniques at regional or national meetings</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> | | | | <p>Not Yet Achieved level 1 <input type="checkbox"/></p> |

| Osteopathic Principles for Interpersonal and Communication Skills | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Describes the tenets of osteopathic principles to patients and families</p> <p>Develops a positive relationship with patients</p> <p>Demonstrates knowledge of cultural competency and its impact on communication</p> | <p>Describes the tenets of osteopathic principles to interprofessional collaborative team members</p> <p>Participates in shared decision making in regards to osteopathic care plan, utilizing easy to understand language</p> <p>Incorporates cultural competency into customized communication</p> | <p>Utilizes appropriate verbal and non-verbal skills (including touch) when communicating with patients, families, and interprofessional collaborative team members</p> <p>Engages patient in shared decision making in regards to osteopathic care plan</p> <p>Uses patient-centered communication to manage conflict</p> | <p>Mentors others to communicate with patients, families, and interprofessional collaborative team members</p> <p>Utilizes appropriate verbal and non-verbal skills to coordinate team-based patient care activities</p> <p>Uses patient-centered communication to manage conflict in complex situations</p> | <p>Role models and teaches patient engagement in shared decision making in regards to osteopathic care plan</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | <p>Not Yet Achieved level 1 <input type="checkbox"/></p> |

| Osteopathic Principles for Systems-Based Practice | | | | |
|--|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates knowledge of distinctive osteopathic patient care in the health care delivery system</p> <p>Demonstrates knowledge of required medical documentation related to diagnosis and treatment of somatic dysfunction</p> | <p>Provides cost-effective osteopathic patient care within a health care delivery system, with supervision</p> <p>Recognizes patient barriers to quality osteopathic patient care</p> <p>Documents somatic dysfunction and codes OMT, with supervision</p> | <p>Independently provides cost-effective osteopathic patient care within a health care delivery system</p> <p>Assists patients in obtaining quality osteopathic patient care</p> <p>Independently documents somatic dysfunction and codes OMT</p> | <p>Mentors others to document somatic dysfunction and code OMT</p> <p>Coordinates cost-effective osteopathic patient care within the health care delivery system</p> <p>Identifies and remedies system deficiencies related to osteopathic patient care</p> | <p>Develops optimal, cost-effective osteopathic patient care within the health care delivery system</p> <p>Demonstrates leadership in organized advocacy efforts for the osteopathic profession</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Achieved Level 1 <input type="checkbox"/> |

| Osteopathic Principles for Professionalism | | | | |
|--|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Recognizes own bias in issues of culture, religion, age, gender, sexual orientation, and mental and physical disabilities</p> <p>Identifies the effect of osteopathic principles and practice, including touch on the patient-physician relationship</p> <p>Respects the contributions of members of the health care team</p> | <p>Demonstrates nondiscriminatory behavior in all interactions, including with diverse and vulnerable populations</p> <p>Recognizes patient's unique perception of touch and how this influences osteopathic patient care</p> <p>Identifies the risk of boundary violations in the osteopathic patient-physician relationship</p> <p>Participates in team-based, compassionate, end-of-life care, utilizing the osteopathic tenets</p> <p>Preserves patient dignity during diagnosis and treatment of somatic dysfunction</p> <p>Respects and honors patient refusal to receive specific types of OMT</p> | <p>Demonstrates compassionate practice of osteopathic medicine, even in context of disagreement with patient beliefs</p> <p>Incorporates recognition of the patients' mind, body, and spiritual characteristics into osteopathic patient care</p> <p>Manages difficult osteopathic patient-physician relationships while ensuring patient care needs are met</p> <p>Demonstrates compassionate end-of-life care utilizing the osteopathic tenets</p> | <p>Mentors others in utilizing the osteopathic tenets and appropriate use of touch in all patient care settings</p> <p>Mentors others in managing difficult osteopathic patient-physician relationships while ensuring patient care needs are met</p> <p>Coordinates the health care team in providing compassionate end-of-life care utilizing the osteopathic tenets</p> <p>Promotes public confidence in osteopathic medicine</p> | <p>Develops policies and procedures regarding compassionate practice of osteopathic medicine</p> <p>Demonstrates leadership in the advancement of patient-centered osteopathic health care</p> <p>Develops policies and procedures regarding the management of difficult osteopathic patient-physician relationships, while ensuring patient care needs are met</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> | | | | <p>Not Yet Achieved Level 1 <input type="checkbox"/></p> |