

[ET-37] Incorporation of ACGME Milestones into a Literature-Guided Coaching System

Was A, Furukawa L, Marquez J, Caruso T
Stanford Hospital and Clinics , Stanford , CA, USA

Background:

In 2012 the Accreditation Council for Graduate Medical Education (ACGME) published draft milestones for evaluating anesthesiology trainee performance. Anesthesiology programs were encouraged to implement milestone evaluations prior to the mandated deadline in 2014. We describe the development of a novel mentorship program as a means for implementing the ACGME anesthesiology milestones within the pediatric anesthesia fellowship program at Lucile Packard Children's Hospital (LPCH).

Methods:

Development of Milestones Specific to Pediatric Anesthesiology

The 2012 ACGME draft anesthesiology milestones were edited into succinct performance- and learning-oriented goals specific to pediatric anesthesiology. The ACGME evaluation system was translated into a numeric score from 1-10 for improved analysis of trainee development.

Creation of Coaching System

We established a coaching program based on principles of effective mentorship and avoidance of common mentorship pitfalls (1). LPCH pediatric anesthesiology faculty volunteered to be potential coaches. Faculty members submitted profiles with their interests and the incoming fellows chose a coach from this cohort based on shared interests and personal preference. Coaches are paired exclusively with their mentees for the duration of their fellowship.

Incorporation

Mentors and fellows will work together in the operating room (OR) for four separate one-week sessions throughout the year. Staffing schedules are adjusted such that participating in the mentorship program incurs no increase in yearly clinical service time. During each session, coaches evaluate fellows using the modified milestones and fellows perform a self evaluation. Between coaching sessions, deliberate practice methods are utilized by fellows to advance their milestones. Fellows will be surveyed annually on program satisfaction.

Results:

Six 2013-2014 LPCH fellows paired with their choice of faculty coaches. Coaches conducted an initial evaluation of fellows using the adjusted milestones and critically reviewed the results with their mentees. Fellows from the 2012-2013 cohort, who were not subject to the coaching system or evaluated based on the modified milestones, completed a program satisfaction survey upon graduation in July 2013. The survey results will be compared against the current cohort at their graduation in July 2014. Initial feedback from fellows and coaches indicate high satisfaction with the new mentorship program.

Discussion:

We describe the development of a novel mentorship system within the LPCH pediatric anesthesiology fellowship program as a means for encouraging trainee development and implementing ACGME milestones. This coaching program utilizes effective mentorship principles by empowering trainees in their own development, ensuring frequent contact with coaches, and establishing shared expectations for progress. The LPCH mentorship system may serve as a model for the implementation of ACGME milestones in other training programs.

Reference:

1. Russell, JEA., Adams, DM. The changing nature of mentoring in organizations: An introduction to the special issues on mentoring and organizations. *Journal of Vocational Behavior*, 51 (1997), 1-14.
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