



Pediatrics Subspecialty Reported Milestones

Supporting Material: Pediatrics Milestone Project document January 2012

Background: The Pediatrics Milestone Project document was originally published in January 2012 by the Pediatrics Milestone Working Group (Bradley Benson, Ann Burke, Carol Carraccio (chair), Robert Englander, Susan Guralnick, Patricia Hicks, Stephen Ludwig, Daniel Schumacher, Lisa Johnson, Jerry Vasilius, and Caroline Fischer). In all, the Pediatrics Milestone Project document contains 49 subcompetencies with accompanying description, evidence from the literature, and Milestones. This document was the source material for the 21 subcompetencies ultimately chosen for the reporting Milestones as part of the ACGME accreditation process.

Provided below is a table that links the current 21 reported subcompetencies to Domain of Competence articles in the journal *Academic Pediatrics*. There is a separate PDF for each subcompetency in the journal. We hope this will serve as a useful resource for pediatric program directors and the Clinical Competency Committee members in implementing Milestones reporting in their programs. Note that general pediatric use a different subset of reported subcompetencies.

Competency Domain	Reporting Milestone Subcompetency Description	<i>Academic Pediatrics</i> Journal Reference
Patient Care	PC1. Provide transfer of care that ensures seamless transitions	Pg. 4 (PC3)
	PC2. Make informed diagnostic and therapeutic decisions that result in optimal clinical judgment	Pg. 9 (PC6)
	PC3. Develop and carry out management plans	Pg. 12 (PC7)
	PC4. Provide appropriate role modeling	Pg. 19 (PC12)
Medical Knowledge	MK1. Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems	Pg. 9 (PBL16)
Systems-based Practice	SBP1. Work effectively in various health care delivery settings and systems relevant to their clinical specialty	Pg. 1 (SBP1)
	SBP2. Coordinate patient care within the health care system relevant to their clinical specialty	Pg. 3 (SBP2)

	SBP3. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate	Pg. 5 (SBP3)
	SBP4. Work in inter-professional teams to enhance patient safety and improve patient care quality	Pg. 7 (SBP5)
	SBP5. Participate in identifying system errors and implementing potential systems solutions	Pg. 8 (SBP6)
Practice-based Learning and Improvement	PBLI1. Identify strengths, deficiencies, and limits in one's knowledge and expertise	Pg. 1 (PBLI1)
	PBLI2. Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement	Pg. 6 (PBLI4)
	PBLI3. Use information technology to optimize learning and care delivery	Pg. 11 (PBLI7)
	PBLI4. Participate in the education of patients, families, students, residents, fellows, and other health professionals	Pg. 15 (PBLI9)
Professionalism	PROF1. Professional Conduct : High standards of ethical behavior which includes maintaining appropriate professional boundaries	Pg. 1 (PROF)
	PROF2. Trustworthiness that makes colleagues feel secure when one is responsible for the care of patients	Pg. 10 (PPD5)
	PROF3. Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system/environment with the ultimate intent of improving care of patients	Pg. 13 (PPD6)
	PROF4. 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	Pg. 15 (PPD8)
Interpersonal Skills and Communication	ICS1. Communicate effectively with physicians, other health professionals, and health-related agencies	Pg. 3 (ICS3)
	ICS2. Work effectively as a member or leader of a health care team or other professional group	Pg. 5 (ICS4)
	ICS3. Act in a consultative role to other physicians and health professionals	Pg. 7 (ICS5)