

Foundation Support of Milestones Study

The American Board of Pediatrics (ABP) and the Association of Pediatric Program Directors (APPD) are pleased to announce that the ABP Foundation has agreed to support a national study of the **Pediatrics Milestones**. The purpose of the study will be threefold: **1)** to observe learners in the workplace to determine at what point in their education/training most attain a given level of milestone for the competencies under study in order to set performance expectations, **2)** to inform the iterative process needed to build/refine the new Initiative for Innovation in Pediatric Education (IIPE) pathway that has resulted from the partnership with the APPD and the APPD Longitudinal Educational Assessment Research Network (LEARN), and **3)** to strengthen the already strong collaborative relationship that exists between APPD and ABP.

This study will be accomplished through the partnership created by the **APPD, the ABP, and IIPE. APPD LEARN** will serve as the repository for the rich data set that will result from this collaboration. The study is the inaugural project of a new pathway of IIPE that provides a mechanism for a centrally developed educational innovation process capable of addressing a research question of national interest. A rigorous project design process and data collection system will support this effort. Solicitation of interested participants will be via a request for action (RFA) that will reach out to the wide community of interested parties.

The Project Director for the milestones study will be Dr. Patricia Hicks, Chair of the APPD LEARN Advisory Committee and a PI on the APPD-NBME Assessment of Pediatrics Milestones Pilot Project. She will work closely with Dr. Carol Carraccio, ABP Vice President for Competency-Based Assessment and Director of IIPE. Through a collaborative effort, we will create several RFAs directed at studying the remaining 21 Pediatrics Milestones (not studied in the APPD-NBME pilot) that will be reported to the Accreditation Council for Graduate Medical Education (ACGME). These RFAs will be constructed in a purposeful fashion to provide data to address critical assessment questions important to all pediatrics residency programs. These projects will build on the infrastructure established for APPD LEARN and the many APPD member programs currently engaged in the APPD LEARN-NBME Pediatrics Milestones Assessment Pilot project. The RFAs will invite members of our community to engage at a level of participation that best suits individual interest and capacity. Opportunities for member involvement will offer a variety of curricular and assessment components that together produce a meaningful assessment system. Some components of such an assessment system include: curriculum; assessment instruments; mechanisms for data collection and reporting; faculty development for rater training; and faculty development for feedback providers. All participants will realize the benefits of innovation and program improvement.

While this national initiative does not preclude individual efforts to study milestones, **a collaborative effort based on input from many expert educators and researchers will allow us to impact medical education in a way that goes beyond what any individual study can do.** Our hope is to truly transform medical education and thus improve the quality of care that we provide to our patients. Best practices that result from this research will be made available to the pediatrics community at large.