



# What We See Is What You Get (We Hope): CBME Progress in Postgraduate Hospice and Palliative Medicine Education in the USA

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## Background:

The Accreditation Council for Graduate Medical Education (ACGME) in the USA is responsible for accrediting postgraduate medical education programs and assuring their quality. It has provided a framework of competency-based medical education (CBME) for residents and fellows called the Next Accreditation System (NAS) in 2012. Within the NAS, ACGME emphasizes “measurement and reporting of outcomes through the educational milestones” including: Entrustable Professional Activities (EPAs), Curricular Milestones (CMs) and Reporting Milestones (RMs).

## Definitions:

Entrustable Professional Activities –  
Curricular Milestones –  
Reporting Milestones -

## Development Process

From 2014 to 2018 HPM EPAs and then CMs were developed through an iterative consensus process involving an expert workgroup, vetting at a national meeting with HPM educators, and an electronic survey of practicing HPM physicians and physician educators respectively. The HPM RM's were developed in 2017 and 2018 with the ACGME convening broadly based interdisciplinary expert panels of adult and pediatric providers, educators, trainees and community members.

Number	Curricular Milestones	Category
1	Knowledge of Serious and Complex Illness	Patient Care
2	Comprehensive Whole-Patient Assessment	Patient Care
3	Addressing Suffering/Distress	Patient Care
4	Palliative Care Emergencies and Refractory Symptoms	Patient Care
5	Withholding/Withdrawal of Life-Sustaining Therapies	Patient Care
6	Care of the Imminently Dying	Patient Care
7	Fundamental Communication Skills for Attending to Emotion	Communication
8	Communication to Facilitate Complex Decision-Making	Communication
9	Prognostication	Communication
10	Documentation	Communication
11	Grief, Loss, and Bereavement	Communication
12	Interdisciplinary Teamwork	HPM Processes
13	Consultation	HPM Processes
14	Transitions of Care	HPM Processes
15	Safety and Risk Mitigation	HPM Processes
16	Hospice Regulations and Administration	HPM Processes
17	Ethics of Serious Illness	Prof. Devpt.
18	Self-Awareness Within the Training Experience	Professional Development
19	Self-Care and Resilience	Prof. Devpt.
20	Teaching	Prof. Devpt.
21	Scholarship, Quality Improvement, and Research	Prof. Devpt.
22	Career Preparation	Prof. Devpt.

## Entrustable Professional Activities

1	Provide comprehensive pain assessment and management for patients with serious illness
2	Provide comprehensive nonpain symptom assessment and management for patients with serious illness
3	Manage palliative care emergencies
4	Estimate and communicate prognosis to aid medical decision-making
5	Establish goals of care based on patient and/or family values and specific medical circumstances
6	Participate as a member or leader of an interdisciplinary team
7	Prevent and mediate conflict and distress over complex medical decisions
8	Manage withdrawal of advanced life-sustaining therapies
9	Care for imminently dying patients and their families
10	Address requests for hastened death
11	Support patients and families in the psychosocial domain
12	Support patients and families in the spiritual and existential domain
13	Promote self-care and resilience
14	Facilitate transitions across the HPM continuum of care
15	Fulfill the role of a hospice medical director
16	Provide HPM consultation and team support
17	Promote and teach hospice and palliative care

## Conclusion

Efforts at developing these tools for improving postgraduate medical education in HPM were thorough and rigorous. Next steps will include the creation of evaluation tools based on the EPAs and CMs, tracking their use in curricular development and analyzing results of RM reporting in their first years of use. Exploration of their potential value in ongoing evaluation and education of practitioners is also underway.