



Introduction

With the implementation of the Next Accreditation System (NAS), residency programs are required to biannually evaluate each resident. For neurosurgical training, the RRC has identified 24 milestones, each consisting of bullet points that represent a discrete neurosurgery skill. As such, acquisition of a bullet point moves a learner along a continuum from novice to expert.

NAS also mandates that each program must identify a faculty-composed Clinical Competency Committee (CCC); biannually, the CCC completes a Milestones-based evaluation of each trainee.

Methods

During the first year of NAS, the CCC evaluated 14 residents using milestones twice. In addition, the resident group was asked to complete a self-assessment utilizing the same milestones twice. Statistical analysis was used to examine the concordance in assessment by the CCC and trainee.

Results

Analysis reveals that the discordance between CCC evaluations and selfevaluations decreased in both assessment of levels and individual bullet points from the first to the second reporting period. However, no pattern emerged as to which milestones were more in alignment.





Some discordance between the self- and CCC assessments exists. Since it decreased slightly between the 1st and 2nd reporting period, evidence suggests residents improved their self-evaluation skills. Milestones may have led to this improvement and have the potential to be a valuable resident learning tool.

More research is needed with larger resident populations over a longer period of time, but prelimiary results suggest they could improve learning outcomes. Educational research in varied disciplines reveals selfassessment to be a valuable learning tool. With an emphasis on self-assessment goals and integrated training, we believe the milestones can be used to integrate selfassessment into residency education.



References

Boud D, Lawson R, Thompson DG. Does student engagement in self-assessment calibrate their judgment over time?. Assessment & Evaluation in Higher Educ. 2013 Dec.;38(8):941-956.

Davis DA, Mazmanian PE, Fordis M, Harrison RV, Thorpe KE, Peerier L. Accuracy of physician self-assessment compared with observed measures of competence. JAMA. 2006 Sep. 6;296(9):1094-1102.

Gordon M. A review of the validity and accuracy of self-assessments in health professions training. Acad Med. 1991 Dec.;66(12):762-769.

Kruger J, Dunning D. Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. J Pers Soc Psychol. 1999;77(6):1121-1134.

Nasca TJ, Philibert I, Brigham T, Flynn TC. The next GME accreditation system—rationale and benefits. N Engl J Med. 2012;366(11):1051–1056.



Mean Level Assigned Each Resident Milestone-Jun. '14

