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58 Development of Proposed Research Curriculum Milestones for Emergency Medicine

Trainees

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Background: As graduate medical education transitions from a knowledge-based to a competency-based medical education (CBME) system, the Next Accreditation System of the Accreditation Council for Graduate Medical Education is implementing defined competency endpoints with intermediate milestones as the structure for CBME. While Emergency Medicine has been one of the first specialties to implement the milestones program, current milestones are grounded in the assessment of clinically-oriented competencies.

Educational Objectives: As research education is a core component of the Emergency Medicine residency in this 3-year program, we sought to develop competency-based endpoints and milestones with which to evaluate resident physician progress towards the achievement of curricular goals in evidence-based medicine, quality improvement and research.

Curricular Design: We identified core competencies related to research, evidence-based medicine, and quality improvement that are taught in our research curriculum and used the modified Dreyfus Model of Knowledge Development to develop competency-based endpoints and intermediate milestones with which to assess resident progress through the curriculum.

Impact/Effectiveness: Initial efforts have resulted in the development of 14 competency-based goals and their related educational objectives as well as a series of milestone descriptors designed to evaluate the progress of resident physicians through our research curriculum. A pilot study to evaluate the utility and validity of the research curriculum milestones is underway. The current iteration of the research curriculum milestones could be adapted to any training program with similar objectives.