Educational Handoffs: Using Q-Sort to Identify the Transitional Milestones for Medical School Graduation to Day 1 Residency

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Background
As part of competency based education:
• ACGME has promoted specialty specific milestones
• AAMC has delineated “Core Entrustable Professional Activities for Entering Residency” (CEPAERs) for day 1 of residency

Purpose
Educational stakeholders from our institution’s undergraduate medical education (UME) and graduate medical education (GME) programs participated in a retreat to:
• Identify/prioritize milestones for day 1 of residency
• Compare our prioritized milestones to CEPAERs

Methods
• 31 participants attended a half-day retreat

Results
• Strong agreement between individuals teams
• More than half of our top 13 milestones were not reflected in CEPAERs
• Two CEPAERs were not included in our milestones –
  ▪ Enter/order prescriptions
  ▪ Recommend/interpret diagnostic tests

Significance
• Q-sort enabled diverse faculty to prioritize milestones with inter-program and inter-participant consistency
• Fun and thought provoking strategy to build relationships between UME and GME
• Practical first step in discerning shared expectations for learners
• Next steps:
  ▪ Review the collective wisdom of the group
  ▪ Conduct Q-sort with our counterparts in Singapore
  ▪ Identify appropriate assessment tools