Supplemental File B. Images of variations in the C1 form design in the presentation of milestones, orientation/visualization of the entrustment scale, and selection format of context variables

Image 1. EPA form with images of the assessor and learner partaking in the assessment

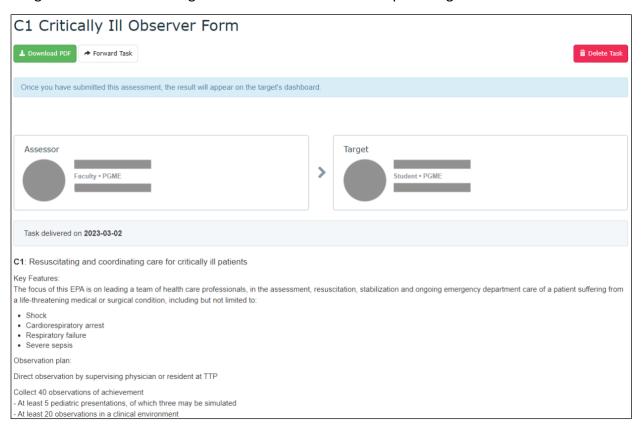


Image 2. Milestones formatted as "select all that apply," without associated rating scales

| Which of the following milestones were observed/assessed today? | | | | | |
|--|-------------------|---|---|------------------------------------|---|
| check all that apply | | | | | |
| 1 Use sound clinical reasoning and judgment to guide diagnosis and management and arrive at appropriate diagnostic and therapeutic decisions, even in circumstances where complete clinical or diagnostic information is not immediately available | | | ☐ 8 Effectively communicate bad news to the family and patient | | |
| | | | 9 Maintain clear concise and accurate resuscitation records | | |
| 2 Generate a preliminary differential diagnosis in the face of diagnostic uncertainty | | | 10 Collaborate as needed with other health care professionals, including other physicians | | |
| 3 Choose and prioritize appropriate diagnostic investigations and therapeutic interventions for the situation, accounting for the patient's condition | | | ☐ 11 Practice the principles of crisis resource management in leading a healthcare team | | |
| 4 Consider urgency and potential for deterioration in advocating for the timely execution of a diagnostic and therapeutic procedures | | | 12 Use effective coping strategies to deal with the stressors of decision-making and prioritizing interventions in a leadership role | | |
| 5 Set appropriate priorities when managing a critically ill patient | | | ☐ 13 Support team members dealing with grief, or anxiety experienced during emotionally charged resuscitations through debriefing, coping strategies, and access to other resources | | |
| 6 Establish plans for ongoing care, taking into consideration the patient's clinical state, circumstances, preferences, and actions, as well as available resources, best practices, and research evidence | | | | | |
| □ 7 Seek and synthesize relevant information from other sources, including the patient's family. other physicians, police, firefighters, EMS personnel, and other health professionals | | | | | |
| | 1: I had to do it | 2: I had to talk the resident through it | 3: I had to direct the resident from time to time | 4: I have to be there just in case | 5: I didn't need to be there (or was in the room but didn't need to be) |
| *Entrustability Scale | 0 | 0 | 0 | 0 | 0 |

Image 3. Entrustment scale oriented vertically, with a line separating the criterion, and gradient coloring

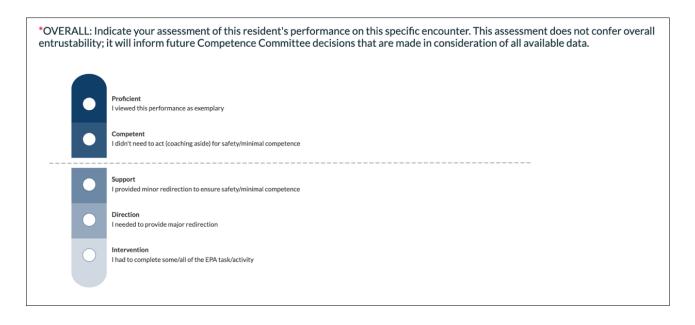


Image 4. Colored entrustment scale with the lowest level of entrustment colored as red and the highest level of entrustment as green



Image 5. Context Variables that are formatted as direct buttons as opposed to the drop-down menus found in the other forms

