

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

C1 Critically Ill Observer Form

[Download PDF](#) [Forward Task](#) [Delete Task](#)

Once you have submitted this assessment, the result will appear on the target's dashboard.


Assessor



Faculty • PGME

>

Target



Student • PGME

Task delivered on **2023-03-02**

C1: Resuscitating and coordinating care for critically ill patients

Key Features:
The focus of this EPA is on leading a team of health care professionals, in the assessment, resuscitation, stabilization and ongoing emergency department care of a patient suffering from a life-threatening medical or surgical condition, including but not limited to:

- Shock
- Cardiorespiratory arrest
- Respiratory failure
- Severe sepsis

Observation plan:
Direct observation by supervising physician or resident at TTP

Collect 40 observations of achievement

- At least 5 pediatric presentations, of which three may be simulated
- At least 20 observations in a clinical environment

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

☐ 2 Generate a preliminary differential diagnosis in the face of diagnostic uncertainty

☐ 3 Choose and prioritize appropriate diagnostic investigations and therapeutic interventions for the situation, accounting for the patient's condition

☐ 4 Consider urgency and potential for deterioration in advocating for the timely execution of a diagnostic and therapeutic procedures

☐ 5 Set appropriate priorities when managing a critically ill patient

☐ 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

☐ 8 Effectively communicate bad news to the family and patient

☐ 9 Maintain clear concise and accurate resuscitation records

☐ 10 Collaborate as needed with other health care professionals, including other physicians

☐ 11 Practice the principles of crisis resource management in leading a healthcare team

☐ 12 Use effective coping strategies to deal with the stressors of decision-making and prioritizing interventions in a leadership role

☐ 13 Support team members dealing with grief, or anxiety experienced during emotionally charged resuscitations through debriefing, coping strategies, and access to other resources

	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

***OVERALL:** Indicate your assessment of this resident's performance on this specific encounter. This assessment does not confer overall entrustability; it will inform future Competence Committee decisions that are made in consideration of all available data.

Proficient
I viewed this performance as exemplary

Competent
I didn't need to act (coaching aside) for safety/minimal competence

Support
I provided minor redirection to ensure safety/minimal competence

Direction
I needed to provide major redirection

Intervention
I had to complete some/all of the EPA task/activity

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

	I had to do 1	I had to talk them through 2	I needed to prompt 3	I had to provide minor direction 4	I did not need to provide direction for safe and independent care 5
Based on this observation overall :					
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

1. Type of Observation: (Direct observation by supervising physician or resident at TTP; Collect 40 observations of achievement)*				
Direct Observation		Indirect Observation		
2. Setting: (At least 20 observations in a clinical environment)*				
Emergency Department	Simulation		Other	
3. Patient Demographic: (At least 5 pediatric presentations, of which three may be simulated)*				
Infant	Child	Youth	Adult	Senior
4. Complexity:*				
Simple	Complex Patient Characteristic	Complex Clinical Characteristic	Complex Environmental Characteristic	
5. Clinical Presentation:*				
Shock	Cardiorespiratory Arrest	Respiratory Failure	Severe Sepsis	Other