

## EM/PEM with milestones PC 2-8



[Subject Name]  
 [Subject Status]  
**[Subject Rotation]**  
 [Evaluation Dates]

Evaluator  
**[Evaluator Name]**  
 [Evaluator Status]

Did you work sufficiently with this resident in the clinical area?  
 (If no, you can stop here.)

Yes

No

**PC2. Performance of Focused History and Physical Exam**

Abstracts current findings in a patient with multiple chronic medical problems and, when appropriate, compares with a prior medical record and identifies significant differences between the current presentation and past presentations

MEDICAL STUDENT LEVEL	PGY-1 LEVEL	PGY-2 LEVEL	PGY-3 LEVEL	ATTENDING LEVEL
Performs and communicates a reliable, comprehensive history and physical exam	Performs and communicates a focused history and physical exam which effectively addresses the chief complaint and urgent patient issues	Prioritizes essential components of a history and physical exam given a limited or dynamic circumstance	Synthesizes essential data necessary for the correct management of patients using all potential sources of data	Identifies obscure, occult or rare patient conditions based solely on historical and physical exam findings

**PC3. Diagnostic Studies**

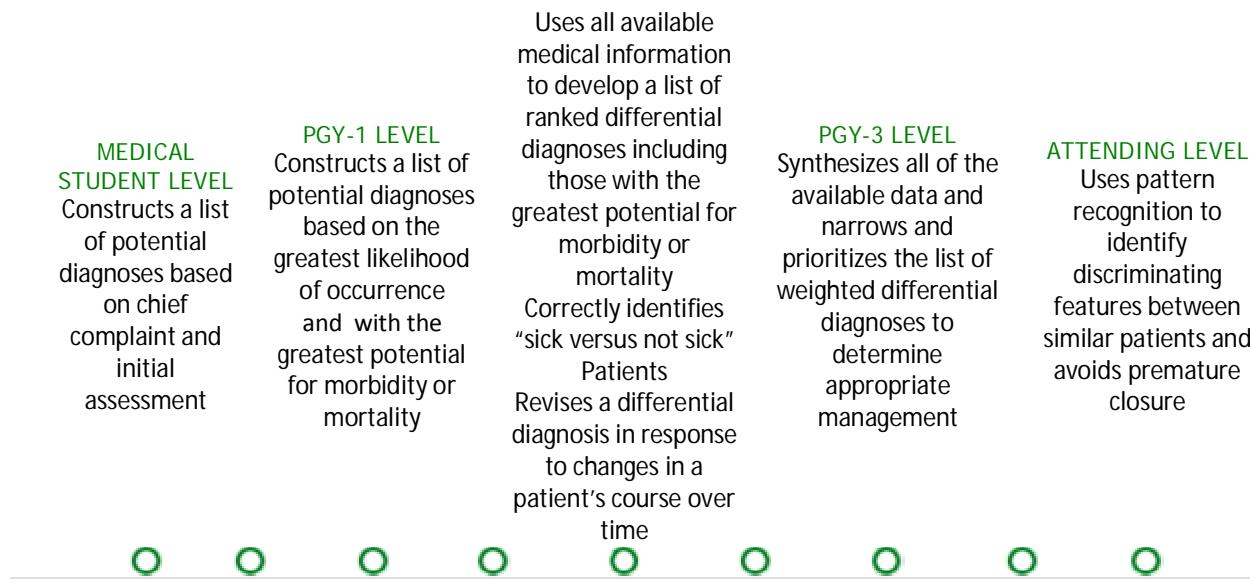
Applies the results of diagnostic testing based on the probability of disease and the likelihood of test results altering management.

MEDICAL STUDENT LEVEL	PGY-1 LEVEL	PGY-2 LEVEL	PGY-3 LEVEL	ATTENDING LEVEL
Determines the necessity of diagnostic studies	Orders appropriate diagnostic studies Performs appropriate bedside diagnostic studies and procedures	Prioritizes essential testing Interprets results of a diagnostic study, recognizing limitations and risks, seeking interpretive assistance when appropriate Reviews risks, benefits, contraindications, and alternatives to a diagnostic study or procedure	Uses diagnostic testing based on the pre-test probability of disease and the likelihood of test results altering management Practices cost effective ordering of diagnostic studies Understands the implications of false positives and negatives for post-test probability	Discriminates between subtle and/or conflicting diagnostic results in the context of the patient presentation

**PC4. Diagnosis**

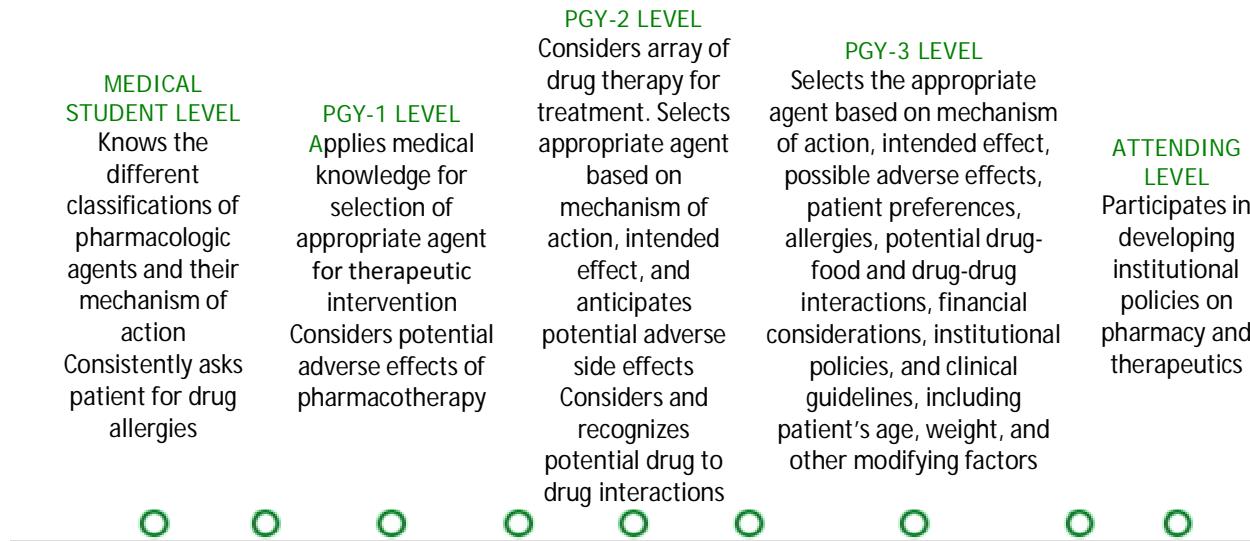
Based on all of the available data, narrows and prioritizes the list of weighted differential diagnoses to determine appropriate management

PGY-2 LEVEL



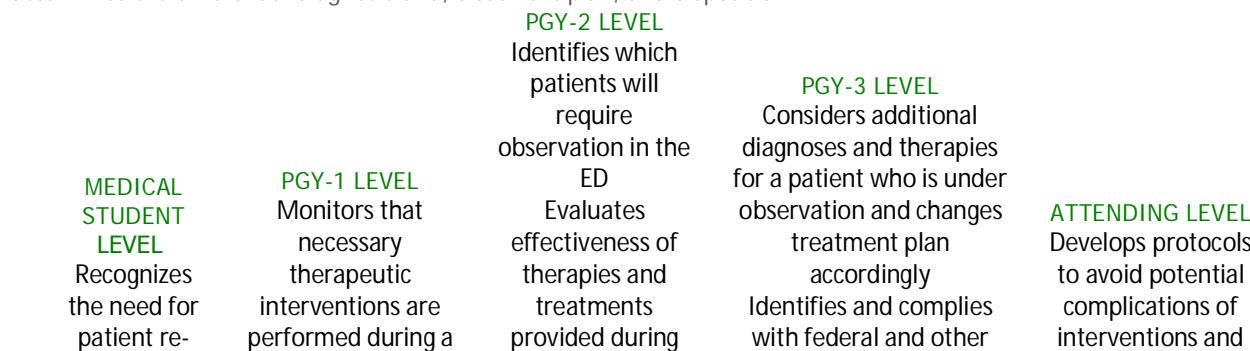
#### PC5. Pharmacotherapy

Selects and prescribes, appropriate pharmaceutical agents based upon relevant considerations such as mechanism of action, intended effect, financial considerations, possible adverse effects, patient preferences, allergies, potential drug-food and drug-drug interactions, institutional policies, and clinical guidelines; and effectively combines agents and monitors and intervenes in the advent of adverse effects in the ED



#### PC6. Observation and Reassessment

Re-evaluates patients undergoing ED observation (and monitoring) and using appropriate data and resources, determines the differential diagnosis and, treatment plan, and disposition.



evaluation	patient's ED stay	observation Monitors a patients' clinical status at timely intervals during their stay in the ED	regulatory requirements, including billing, which must be met for a patient who is under observation	therapies

**PC7. Disposition**

Establishes and implements a comprehensive disposition plan that uses appropriate consultation resources; patient education regarding diagnosis; treatment plan; medications; and time and location specific disposition instructions.

**PGY-2 LEVEL**

MEDICAL STUDENT LEVEL	PGY-1 LEVEL	PGY-2 LEVEL	PGY-3 LEVEL	ATTENDING LEVEL
Describes basic resources available for care of the emergency department patient	Formulates a specific follow-up plan for common ED complaints with appropriate resource utilization	Formulates and provides patient education regarding diagnosis, treatment plan, medication review and PCP/consultant appointments for complicated patients  Involves appropriate resources (e.g. PCP, consultants, social work, PT/OT, financial aid, care coordinators) in a timely manner  Makes correct decision regarding admission or discharge of patients  Correctly assigns admitted patients to an appropriate level of care  (ICU/Telemetry/Floor/Observation Unit)	Formulates sufficient admission plans or discharge instructions including future diagnostic/therapeutic interventions for ED patients  Engages patient or surrogate to effectively implement a discharge plan	Works within the institution to develop hospital systems that enhance safe patient disposition and maximizes resource utilization

**PC8. Multi-tasking**

Employs task switching in an efficient and timely manner in order to manage the ED

**ATTENDING LEVEL**

MEDICAL STUDENT LEVEL	PGY-1 LEVEL	PGY-2 LEVEL	PGY-3 LEVEL	ATTENDING LEVEL
Manages a single patient amidst distractions	Task switches between different patients	Employs task switching in an efficient and timely manner in order to manage multiple patients	Employs task switching in an efficient and timely manner in order to manage the ED	Employs task switching in an efficient and timely manner in order to manage the ED under high volume or surge situations

**SBP3. Technology**

Uses technology to accomplish and document safe healthcare delivery

MEDICAL STUDENT LEVEL	PGY-1 LEVEL	PGY-2 LEVEL	PGY-3 LEVEL	ATTENDING LEVEL
Uses the Electronic Health Record (EHR) to order tests, medications and document notes, and respond to alerts Reviews medications for patients	Ensures that medical records are complete, with attention to preventing confusion and error  Effectively and ethically uses technology for patient care, medical communication and learning	Recognizes the risk of computer shortcuts and reliance upon computer information on accurate patient care and documentation	Uses decision support systems in EHR	Recommends systems re-design for improved computerized processes

**Practice-Based Learning and Improvement**

Please list one thing this resident should work on improving.

Remaining Characters: 5,000

Comments

Remaining Characters: 5,000

[Return to Questionnaire List](#)