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|---|--|--|---|---|--|---------------------------------------|
| 2) Manage extremes of blood pressure | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 3) Initiate appropriate antibiotic(s) for common inpatient infections (PNA, UTI, Cellulitis, diverticulitis, etc) | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 4) Choose the appropriate form of VTE prophylaxis | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 5) Recognize delirium and identify potential causes | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 6) Assess and treat pain as a part of daily plan | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 7) Initiate workup and management of fever | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |

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|---|--|--|---|---|--|---------------------------------------|
| 8) Manage and escalate care in a patient with sepsis | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 9) Recognize and manage impending respiratory failure | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 10) Demonstrate appropriate use of blood products | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |

Process Skills (EPAs)

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|---|--|--|---|---|--|---------------------------------------|
| 11) Demonstrate the ability to interview a patient, gaining pertinent facts in an efficient and complete manner | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 12) Perform and teach a complete and accurate physical exam | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |
| 13) Generate a reasonable differential diagnosis, evidence-based diagnostic and therapeutic plan | Resident cannot perform this skill even with assistance <input type="radio"/> | Resident should perform this skill under direct supervision of a senior resident or fellow <input type="radio"/> | Resident can perform this skill under indirect supervision of the attending <input type="radio"/> | Resident can perform this skill independently <input type="radio"/> | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) <input type="radio"/> | Not Observed <input type="radio"/> |

| | | | | | | |
|--|---|---|--|--|---|--------------|
| 14) Modify the differential diagnosis and care plan based on clinical course and data as appropriate | Resident cannot perform this skill even with assistance | Resident should perform this skill under direct supervision of a senior resident or fellow | Resident can perform this skill under indirect supervision of the attending | Resident can perform this skill independently | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) | Not Observed |
| 15) Demonstrate shared decision making with the patient and family | Resident cannot perform this skill even with assistance | Resident should perform this skill under direct supervision of a senior resident or fellow | Resident can perform this skill under indirect supervision of the attending | Resident can perform this skill independently | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) | Not Observed |
| 16) Recognize the scope of his/her abilities and ask for supervision and assistance appropriately | Resident cannot perform this skill even with assistance | Resident should perform this skill under direct supervision of a senior resident or fellow | Resident can perform this skill under indirect supervision of the attending | Resident can perform this skill independently | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) | Not Observed |
| 17) Integrate clinical evidence into decision making | Resident cannot perform this skill even with assistance | Resident should perform this skill under direct supervision of a senior resident or fellow | Resident can perform this skill under indirect supervision of the attending | Resident can perform this skill independently | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) | Not Observed |
| 18) Provide accurate, complete, and timely documentation | Resident cannot perform this skill even with assistance | Resident should perform this skill under direct supervision of a senior resident or fellow | Resident can perform this skill under indirect supervision of the attending | Resident can perform this skill independently | Resident can act as an instructor or supervisor for this skill (<i>aspirational</i>) | Not Observed |
| 19) Stabilize patients with urgent or emergent medical conditions and | Resident cannot perform this skill even with | Resident should perform this skill under direct supervision of a senior resident or fellow | Resident can perform this skill under indirect supervision of the | Resident can perform this skill independently | Resident can act as an instructor or supervisor for this skill | Not observed |

transfer to a higher level of care when necessary

assistance

attending

(aspirational)

20) Discharges or transfers patients with accurate and pertinent communication of active issues and medications to receiving provider

Resident **cannot** perform this skill **even with assistance**

Resident should perform this skill under **direct supervision** of a senior resident or fellow

Resident can perform this skill under **indirect supervision** of the attending

Resident can perform this skill **independently**

Resident can act as an **instructor or supervisor** for this skill *(aspirational)*

Not Observed

Overall Clinical Performance

21) Please evaluate the resident's overall clinical performance on the general medicine wards **based upon their current level of training**. Include summative comments on their strengths and weaknesses.

Inadequate Performance/Significant Deficiencies

Needs Continuous Direction

Expected Performance

Consistently Performs Above Expectations

Exceptional Performance

Comments

Empty text box for comments

Remaining Characters: 5,000

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Milestone General Medicine Wards Rotation Evaluation

Please complete the following evaluation of a sample of skills that should be learned during the resident's general medicine wards rotation. For each skill, please choose the level of entrustment you have for the resident. At what level of supervision do you TRUST the resident to do the particular skill?

Level 1: Resident *cannot* perform this skill *even with assistance*

Level 2: Resident should perform this skill under *direct supervision* of a senior resident or fellow

Level 3: Resident can perform this skill under *indirect supervision* of the attending

Level 4: Resident can perform this skill *independently*

Level 5: Resident can act as an *instructor or supervisor* for this skill (*aspirational*)

Most interns will start at a Level 2 and progress to a Level 3 on most measures by the end of the PGY-1 year. Most PGY2/3 residents will progress from Level 3 to Level 4 on most measures by the end of their residency. Please reserve level 5 for skills they perform at a truly aspirational level.

If you did not observe the resident performing a specific skill, please mark "Not Observed".

Rating scale for skills below:

1. Resident *cannot* perform this skill *even with assistance*
2. Resident should perform this skill under *direct supervision* of a senior resident or fellow
3. Resident can perform this skill under *indirect supervision* of the attending
4. Resident can perform this skill *independently*
5. Resident can act as an *instructor or supervisor* for this skill (*aspirational*)

Content Skills (EPAs)

1. Initiate insulin therapy and manage blood glucose over time - **(PC1, PC2, PC3, MK1, PROF2)**
2. Manage elevated blood pressure (vs Manage extremes of blood pressure) - **(PC1, PC2, PC3, MK1)**
3. Initiate appropriate antibiotic(s) for common inpatient infections (PNA, UTI, Cellulitis, diverticulitis, etc) - **(PC1, PC2, PC3, MK1)**
4. Choose the appropriate form of VTE prophylaxis - **(PC2, MK1)**
5. Recognize delirium and identify potential causes - **(PC1, PC2, PC3, MK1, MK2)**
6. Assess and treat pain as a part of daily plan - **(PC1, PC2, PC3, MK1)**
7. Initiate workup and management of fever - **(PC1, PC2, MK1, MK2)**
8. Manage and escalate care in a patient with sepsis - **(PC1, PC2, PC3, MK1, MK2, SPB1)**

9. Recognize and manage impending respiratory failure - **(PC1, PC2, PC3, MK1)**
10. Demonstrate appropriate use of blood products - **(PC1, PC2, PC3, MK1)**

Process Skills (EPAs)

1. Demonstrate the ability to interview a patient, gaining pertinent facts in an efficient and complete manner - **(PC1, PROF4, ICS 1)**
2. Perform and teach a complete and accurate physical exam - **(PC1, MK1, PROF1)**
3. Generate a reasonable differential diagnosis, evidence-based diagnostic and therapeutic plan - **(PC1, PC2, PROF3)**
4. Modify the differential diagnosis and care plan based on clinical course and data as appropriate - **(PC1, PC2, PC3, PROF3, PBLI4)**
5. Demonstrate shared decision-making with the patient - **(PC3, ICS1, PROF1, PROF3, PROF4)**
6. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately - **(PC3, PBLI1, PBLI4, PROF1, PROF2, ICS2)**
7. Integrate clinical evidence into decision making - **(MK1, ICS2, PBLI1, PBLI4)**
8. Provide accurate, complete, and timely documentation - **(PROF2, PROF4, ICS3)**
9. Stabilize patients with urgent or emergent medical conditions and transfer to a higher level of care when necessary - **(PC3, PC5, SBP1, SBP4)**
10. Discharge or transfer patients with accurate and pertinent communication of active issues and medications to receiving provider - **(PC3, ICS1, ICS3, SBP1, SBP 4, PROF4)**

Overall Clinical Performance

Please evaluate the resident's overall clinical performance on the general medicine wards **based upon their current level of training**. Include summative comments on their strengths and weaknesses.

- Inadequate Performance/Significant Deficiencies
- Needs Continuous Direction
- Expected Performance

- Consistently Performs Above Expectations
- Exceptional Performance

General Comments:

Legend for Reporting Milestones

1. **Gathers and synthesizes essential and accurate information to define each patient's clinical problem(s). (PC1)**
2. **Develops and achieves comprehensive management plan for each patient. (PC2)**
3. **Manages patients with progressive responsibility and independence. (PC3)**
4. **Skill in performing procedures. (PC4)**
5. **Requests and provides consultative care. (PC5)**
6. **Clinical knowledge (MK1)**
7. **Knowledge of diagnostic testing and procedures. (MK2)**
8. **Works effectively within an interprofessional team (e.g. peers, consultants, nursing, ancillary professionals and other support personnel). (SBP1)**
9. **Recognizes system error and advocates for system improvement. (SPB2)**
10. **Identifies forces that impact the cost of health care, and advocates for, and practices cost-effective care. (SBP3)**
11. **Transitions patients effectively within and across health delivery systems. (SBP4)**

12. **Monitors practice with a goal for improvement. (PBLI1)**
13. **Learns and improves via performance audit. (PBLI2)**
14. **Learns and improves via feedback. (PBLI3)**
15. **Learns and improves at the point of care. (PBLI4)**
16. **Has professional and respectful interactions with patients, caregivers and members of the interprofessional team (e.g. peers, consultants, nursing, ancillary professionals and support personnel). (PROF1)**
17. **Accepts responsibility and follows through on tasks. (PROF2)**
18. **Responds to each patient's unique characteristics and needs. (PROF3)**
19. **Exhibits integrity and ethical behavior in professional conduct. (PROF4)**
20. **Communicates effectively with patients and caregivers. (ICS1)**
21. **Communicates effectively in interprofessional teams (e.g. peers, consultants, nursing, ancillary professionals and other support personnel). (ICS2)**

22. Appropriate utilization and completion of health records. (ICS3)