

Emergency Medicine

Type of Clinical Assessment: DAILY or MID-CLERKSHIP or END-CLERKSHIP

Student Name:	Date:
Assessor Name:	Rotation Site:

	Pre- Entrustable	Mostly Entrustable	Fully Entrustable/ Milestone 1	Outstanding/ Milestone 2
Focused history and physical exam skills <input type="checkbox"/> Unable to assess	Extraneous or insufficient information. May miss key physical findings or examine incorrectly.	Generally adequate information. Exam mostly adequate and correct. May not differentiate important from extraneous detail.	Appropriate information for clinical context. Exam complete and appropriately tailored. May include excess detail, but thorough and accurate.	Exceptional focused H&P, obtains all relevant information. Addresses chief complaint and urgent issues. Differentiates important from extraneous detail.
Ability to generate a prioritized differential diagnosis <input type="checkbox"/> Unable to assess	Limited ability to filter, prioritize, and connect information to generate a basic differential based on clinical data and medical knowledge.	Generally able to filter and connect information to generate a basic differential based on clinical data and medical knowledge. Beginning to incorporate data and prioritize.	Reliably synthesizes data into a complete differential. Incorporates data. Prioritizes differential by likelihood.	Demonstrates exceptional differential diagnosis and data interpretation. Uses all available information to develop a prioritized differential focusing on life/limb threats.
Ability to formulate plan (diagnostic, therapeutic, disposition) <input type="checkbox"/> Unable to assess	Difficulty applying knowledge to formulate plans, or does not offer plan.	Usually able to apply knowledge to formulate plans, though plans may be incomplete/incorrect in some details.	Reliably able to apply knowledge to formulate plans that are complete, appropriate, and tailored to patient needs/desires.	Exceptional ability to apply knowledge to formulate outstanding patient-centered plans.
Observation, monitoring and follow-up <input type="checkbox"/> Unable to assess	May not re-evaluate patients or follow up results in a timely fashion.	Usually re-evaluates patients and follows up results, though may need prompting. Beginning to integrate new data into ongoing plan.	Reliably re-evaluates patients and follows up results in a timely manner without prompting. Integrates basic data into ongoing plan, though may need help. Completes tasks despite distraction.	Exceptional re-evaluation and follow up skills. Proactive. Integrates complex results into ongoing plan. Able to handle multiple patients simultaneously.
Emergency recognition and management <input type="checkbox"/> Unable to assess	May not recognize or respond to abnormal vital signs or patient deterioration. Delays or fails to seek help. Unable to recommend stabilization interventions.	Recognizes and responds to most abnormal vital signs but may miss subtle changes. Promptly seeks help. Recommends and/or initiates some basic stabilization interventions.	Reliably recognizes and responds to all vital sign abnormalities and trends. Promptly seeks help. Recommends and/or initiates all basic and some advanced stabilization interventions.	Exceptionally attentive to vital sign abnormalities and patient deterioration. Promptly seeks help. Recommends and/or initiates basic and advanced interventions appropriately.
Emergency recognition and management <input type="checkbox"/> Unable to assess	May not recognize or respond to abnormal vital signs or patient deterioration. Delays or fails to seek help. Unable to recommend stabilization interventions.	Recognizes and responds to most abnormal vital signs but may miss subtle changes. Promptly seeks help. Recommends and/or initiates some basic stabilization interventions.	Reliably recognizes and responds to all vital sign abnormalities and trends. Promptly seeks help. Recommends and/or initiates all basic and some advanced stabilization interventions.	Exceptionally attentive to vital sign abnormalities and patient deterioration. Promptly seeks help. Recommends and/or initiates basic and advanced interventions appropriately.

*The National Clinical Assessment Tool in Emergency Medicine (NCAT-EM) was developed in 2016 after a national consensus conference on clinical assessment of medical students in the ED. The form and findings from the consensus conference may be found at: West J Emerg Med. 2018 Jan;19(1):66-74. Daily use of this form by UND EM faculty and students is encouraged to enhance the consistency, validity, and reliability of formative feedback.

Emergency Medicine

	Pre- Entrustable	Mostly Entrustable	Fully Entrustable/ Milestone 1	Outstanding/ Milestone 2
Patient- and team-centered communication <input type="checkbox"/> Unable to assess	Communication with patients and/or team is unidirectional or not tailored to circumstances. May not read or respond to others' emotions well. May not always attend to patient comfort or preferences. May not always integrate well into team, may not recognize value of team contributions.	Communication with patients and/or team is bidirectional and usually tailored to circumstances. Generally reads and responds to others' emotions well. Usually attentive to patient comfort and preferences. Usually integrates well into team, may not fully understand team roles or contributions.	Communication with patients and/or team is bidirectional and reliably tailored to circumstances. Skillful in reading and responding to others' emotions. Reliably sensitive to patient perspective and preferences. Integrates well into team and recognizes value of team members.	Demonstrates exceptional communication skills with patients and/or team. Effectively reads and negotiates complex emotional situations and conflicts. Always sensitive to patient perspective. Highly regarded by patients and team

Professionalism: Specific Attribute/Behavior	Concerns? (Circle Yes or No)		Please describe specific behaviors observed
Compassion, sensitivity, or respect towards patients	Yes	No	
Respect or collegiality towards team members	Yes	No	
Receptivity to constructive feedback	Yes	No	
Honesty or ethical conduct	Yes	No	
Dependability, accountability, or responsibility	Yes	No	
Initiative, diligence, or work ethic	Yes	No	
Punctuality, attendance, or preparation for duty	Yes	No	
Appropriate dress or grooming	Yes	No	
Other (please describe)			

Global assessment: compared to other students with a similar level of experience, this student's performance today was:

Lower 1/3	Middle 1/3	Top 1/3	Exceptional (top 10%)
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Please comment on this student's performance today: