

Dalhousie University Pediatrics Postgrad	Evaluated By: _____
	Evaluating: _____
	Dates: _____

\*indicates a mandatory response

## Pediatrics: Core EPA #2

### Managing Patients with Acute Illness

This EPA includes:

Recognizing and leading the management of patients with presentations that are common and acute including those with clinical deterioration requiring escalation of care. Examples include, but are not limited to, seizures, diabetic ketoacidosis, febrile neutropenia, anaphylaxis and trauma not requiring resuscitation. Managing team members, including other health professionals and junior learners and using consultants appropriately in a variety of settings. Arranging for inpatient/emergency/outpatient follow-up. Managing time and resources to attend most urgent patients.

\*\*This EPA does not include resuscitation of acutely ill or injured patients\*\*

**Supervisor does assessment based on direct or indirect observation.**

\*Observer:             Faculty             Nurse Practitioner             Clinical Associate             Nurse (NICU/PICU/ER)  
 Subspecialty Resident in NICU/PICU/ER     Respiratory Therapy  
 Other in Acute care Team: \_\_\_\_\_

\* Observer Name (first initial, last name): \_\_\_\_\_

\*Observation:         Direct  
 Indirect

\*System of Presenting Concern (select all that apply):

Respiratory     Gastrointestinal             ID             Cardiac  
 Rheumatic/Musculoskeletal             Hematology/Oncology     Endocrine  
 Neurology     Renal/Genitourinary     Dermatology             Otolaryngology/Ophthalmology  
 Genetic         Mental Health             Development/Behavioural/Psychosocial  
 Allergy/Immunology

\*Patient Age Group:     Neonate             Infant             Toddler             Child             Adolescent

\*Setting/Location:     NICU             PICU             ED             Inpatient Ward  
 Subspecialty: \_\_\_\_\_

**Required training experiences:**

- NICU, PICU, ER, Inpatient ward

**Recommended training experience:**

- Rural/remote/community experience, NICU or PICU transport
- Any combination of subspecialty experiences, including but not limited to respirology, neurology, cardiology, endocrinology, GI, nephrology, hematology/oncology, adolescent medicine, rheumatology, mental health, social pediatrics and pediatric surgery rotations.

**Collect 8 observations of achievement:**

- At least 2 each of the following age groups: neonate, infant, child, youth
- At least 3 different assessors, no more than 2 assessments can have the same system as the primary presenting medical problem (i.e. cannot have 6 assessments be seizures)
- At least 6 direct observations

		1	2	3	4	5
	N/A or Not Observed	I had to do	I had to talk them through	I needed to prompt	I needed to be there just in case	I didn't need to be there
<b>*Overall Assessment</b>						

**Relevant milestones to be evaluated:**

		1	2	3	4	5
	N/A or Not Observed	I had to do	I had to talk them through	I needed to prompt	I needed to be there just in case	I didn't need to be there
Carry out professional duties, maintaining a duty of care and patient safety, in the face of multiple, competing demands.						
Adapt care as the complexity, uncertainty, and ambiguity of the patient's clinical situation evolves. Seek assistance in situations that are complex or new.						
Consider clinical urgency, feasibility, availability of resources, and comorbidities in determining priorities to be addressed during the current encounter or during future visits or with other health care practitioners.						
Integrate all sources of information to develop a procedural or therapeutic plan that is safe, patient-centered, and considers the risks and benefits of all approaches. Integrate planned procedures or therapies into global assessment and management plans.						
Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstance.						
Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding.						
Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care.						
Communicate effectively with physicians and other colleagues in the health care professions. Provide timely and necessary written information to colleagues to enable.						
Allocate healthcare resources for optimal patient care. Use clinical judgement to minimize wasteful practices.						
Supervise learners to ensure they work within limitations, seeking guidance and supervision when needed. Balance clinical supervision and graduated responsibility, ensuring safety of patients and learners.						

Appropriately integrate evidence into decision-making.						
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**\*1-2 things to continue doing:**

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**\*1-2 things to work on:**

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### **Feedback to Resident and Competence Committee**

#### **Professionalism and Patient Safety:**

\*Do you have any concerns regarding this learner's professionalism?  Yes (Write details in comments below)  No

Comments:

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\*Do you have any concerns regarding patient safety?  Yes (Write details in comments below)  No

Comments:

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\*Did you have an opportunity to meet with this trainee to discuss their performance?  Yes  No