

**Assessment Descriptors for  
Emergency Care Advanced Clinical Practitioners  
Supplement to the  
EC-ACP curriculum  
June 2018**

## Mini-CEX Descriptors

*This table of satisfactory and unsatisfactory indicators is provided to support feedback and development. It can be contextualized for most presentations and not all descriptors are expected to be demonstrated for every presentation.*

| Dimension            | Descriptor of satisfactory performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Descriptor of unsatisfactory performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History taking       | <ul style="list-style-type: none"> <li>Engages with the patient</li> <li>Clear and focused history taking</li> <li>Recognises the critical symptoms/symptom patterns</li> <li>Obtained all the important information from the patient, not missing important points</li> <li>Elicits the history in difficult circumstances, copes with the challenge of noise, distractions, high workload</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>History taking was not focused</li> <li>Did not recognise the critical symptoms, symptom patterns</li> <li>Failed to gather all the important information from the patient, missing important points</li> <li>Did not engage with the patient</li> <li>Was unable to elicit the history in difficult circumstances- busy, noisy, multiple demands</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| Physical examination | <ul style="list-style-type: none"> <li>Detects /elicits and interprets important physical signs.</li> <li>Maintains dignity and privacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Failed to detect /elicit and interpret important physical signs</li> <li>Did not maintain dignity and privacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Communication        | <p><b>Communication skills with colleagues</b></p> <ol style="list-style-type: none"> <li>Listens to other views</li> <li>Involves the whole team in discussions</li> <li>Respected the lead of others when appropriate</li> <li>Considerate and polite to colleagues</li> <li>Able to give clear and timely instructions</li> <li>Clear referral discussion- whether for opinion, advice, or admission</li> </ol> <p><b>Communication with patients</b></p> <ol style="list-style-type: none"> <li>Responsive to the concerns of the patient, their understanding of their illness and what they expect</li> <li>Sensitive and responsive to patients unarticulated fears</li> <li>Ensured carers/patients informed and given adequate information and education</li> <li>Encourages patient involvement/ partnership in decision making</li> </ol> | <p><b>Communication skills with colleagues</b></p> <ol style="list-style-type: none"> <li>Did not listen to other views</li> <li>Did not discuss issues with the team</li> <li>Failed to follow the lead of others when appropriate</li> <li>Rude to colleagues</li> <li>Did not give clear and timely instructions</li> <li>Inconsiderate of the rest of the team</li> <li>Was not clear in referral process- was it for opinion, advice, or admission</li> <li>Communication with patients</li> <li>Did not elicit the concerns of the patient, their understanding of their illness and what they expect</li> <li>Did not inform and educate patients/carers</li> <li>Did not encourage patient involvement/ partnership in decision making</li> </ol> |

| Dimension                                  | Descriptor of satisfactory performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Descriptor of unsatisfactory performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clinical judgment-clinical decision making | <ul style="list-style-type: none"> <li>• Identifies the most likely diagnosis in a given situation</li> <li>• Appropriately judicial in the use of diagnostic tests</li> <li>• Able to construct a comprehensive and likely differential diagnosis</li> <li>• Able to correctly identify those who need admission and those who can be safely discharged.</li> <li>• Recognised atypical presentation</li> <li>• Able to recognise the urgency of the case</li> <li>• Able to select the most effective treatments</li> <li>• Made decisions in a timely fashion</li> <li>• Decisions reflected clear understanding of underlying principles</li> <li>• Reassessed the patient</li> <li>• Anticipated interventions and responded with alacrity</li> <li>• Reviewed the effect of interventions and took appropriate action</li> </ul> | <ul style="list-style-type: none"> <li>• Did not identify the most likely diagnosis in a given situation</li> <li>• Was not discriminatory in the use of diagnostic tests</li> <li>• Did not construct a comprehensive and likely differential diagnosis</li> <li>• Did not correctly identify those who need admission and those who can be safely discharged.</li> <li>• Did not recognise atypical presentation</li> <li>• Did not recognise the urgency of the case</li> <li>• Did not select the most effective treatments</li> <li>• Did not make decisions in a timely fashion</li> <li>• Decisions did not reflect clear understanding of underlying principles</li> <li>• Did not reassess the patient</li> <li>• Did not anticipate interventions and slow to respond</li> <li>• Did not review effect of interventions</li> </ul> |
| Professionalism                            | <ul style="list-style-type: none"> <li>• Respected confidentiality</li> <li>• Protect the patients dignity</li> <li>• Sensitive and respectful of patients opinions/hopes/fears</li> <li>• Explained plan and risks in a way the patient could understand</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Did not respect confidentiality</li> <li>• Did not protect the patients dignity</li> <li>• Insensitive to patients opinions/hopes/fears</li> <li>• Did not explain plan and risks in a way the patient could understand</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Organisation and efficiency                | <ul style="list-style-type: none"> <li>• Demonstrated efficiency in progressing the case</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Was slow to progress the case</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Overall care                               | <ul style="list-style-type: none"> <li>• Ensure patient was in a safe monitored environment</li> <li>• Anticipated or recognised complications</li> <li>• Focused sufficiently on safe practice</li> <li>• Was aware of and followed published standards guidelines or protocols</li> <li>• Follow infection control measures</li> <li>• Safe Prescription and provision of therapeutics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Did not ensure patient was in a safe monitored environment</li> <li>• Did not anticipate or recognise complications</li> <li>• Did not focus sufficiently on safe practice</li> <li>• Did not follow published standards guidelines or protocols</li> <li>• Did not follow infection control measures</li> <li>• Did not safely prescribe/provide therapeutics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Mini-CEX Summative Descriptors for Major Presentations

| 1 Anaphylaxis                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Initial approach                       | <ul style="list-style-type: none"> <li>• ABCD approach, including GCS</li> <li>• Asks for vital signs including SPaO<sub>2</sub>, blood sugar</li> <li>• Requests monitoring</li> <li>• Recognises physiological abnormalities</li> <li>• Looks for obvious cause of shock (e.g. bleeding)</li> <li>• Secures iv access</li> </ul>                                                                                                                                                                                                                                                |
| History                                | <ul style="list-style-type: none"> <li>• Obtains targeted history from patient</li> <li>• Obtains collateral history from friends, family, paramedics- cover PMH</li> <li>• Recognises the importance of treatment before necessarily getting all information</li> <li>• Obtains previous notes</li> </ul>                                                                                                                                                                                                                                                                        |
| Examination                            | Detailed physical examination which must include physical signs that would differentiate between haemorrhagic, hypovolaemic, cardiogenic and septic causes for shock                                                                                                                                                                                                                                                                                                                                                                                                              |
| Investigation                          | Asks for appropriate tests- <ul style="list-style-type: none"> <li>• arterial blood gas or venous gas and lactate</li> <li>• FBC,</li> <li>• U&amp;Es,</li> <li>• clotting studies,</li> <li>• LFTs, toxicology,</li> <li>• Cross match as indicated</li> <li>• blood and urine culture,</li> <li>• CK and troponin,</li> <li>• ECG,</li> <li>• CXR,</li> <li>• Familiar with use of US to look for IVC compression and cardiac tamponade</li> </ul>                                                                                                                              |
| Clinical decision making and judgement | Forms diagnosis and differential diagnosis including: <ul style="list-style-type: none"> <li>• Trauma-haemorrhagic, blood loss control from direct pressure, pelvic splintage, emergency surgery or interventional radiology</li> <li>• Gastrointestinal - upper and lower GI bleed, or fluid loss from D&amp;V</li> <li>• Cardiogenic - STEMI, tachy and brady dysrhythmia</li> <li>• Infection- sepsis, knows sepsis bundle</li> <li>• Endocrine - Addison's disease, DKA</li> <li>• Neurological - neurogenic shock</li> <li>• Poisoning - TCAs, cardio toxic drugs</li> </ul> |
| Communication                          | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Organisation and efficiency            | <ul style="list-style-type: none"> <li>• Manages time well – does not appear rushed but completes critical tasks in a timely way.</li> <li>• Uses staff and delegates appropriately</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |
| Overall plan                           | <ul style="list-style-type: none"> <li>• Identifies immediate life threats and readily reversible causes</li> <li>• Stabilises and prepares for further investigation, treatment and admission</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| <b>2 Unconscious/altered Mental Status</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | Expected behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Initial approach                           | <ul style="list-style-type: none"> <li>• ABCD approach, including GCS</li> <li>• Asks for vital signs including SPaO2, blood sugar</li> <li>• Secures iv access</li> <li>• Looks for lateralising signs, pin point pupils, signs of trauma, considers neck injury</li> <li>• Considers opiate OD, alcoholism, anticoagulation</li> </ul>                                                                                                                                                                                                 |
| History                                    | <ul style="list-style-type: none"> <li>• Obtains history- friends, family, paramedics- cover PMH, previous ODs etc</li> <li>• Obtains previous notes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| Examination                                | Detailed physical examination including fundoscopy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Investigation                              | <p>Asks for appropriate tests</p> <ul style="list-style-type: none"> <li>• arterial blood gas</li> <li>• FBC</li> <li>• U&amp;Es</li> <li>• clotting studies</li> <li>• LFTs, toxicology</li> <li>• blood and urine culture</li> <li>• CK and troponin</li> <li>• HbCO</li> <li>• ECG</li> <li>• CXR</li> <li>• CT</li> </ul>                                                                                                                                                                                                            |
| Clinical decision making and judgement     | <p>Forms diagnosis and differential diagnosis including:</p> <ul style="list-style-type: none"> <li>• Trauma- SAH, Epidural and subdural</li> <li>• Neurovascular- stroke, hypertensive encephalopathy</li> <li>• Cardiovascular- dysrhythmia, hypotension</li> <li>• Neuro- seizure or post ictal</li> <li>• Infection- meningitis, encephalitis, sepsis</li> <li>• Organ failure- pulmonary, renal, hepatic</li> <li>• Metabolic- glucose, sodium, thyroid disease, temperature</li> <li>• Poisoning</li> <li>• Psychogenic</li> </ul> |
| Communication                              | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Overall plan                               | <p>Identifies immediate life threats and readily reversible causes</p> <p>Stabilises and prepares for further investigation, treatment and admission</p>                                                                                                                                                                                                                                                                                                                                                                                 |
| Professionalism                            | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| 3 Shock                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Initial approach                       | <ul style="list-style-type: none"> <li>• ABCD approach, including GCS</li> <li>• Asks for vital signs including SPaO2, blood sugar</li> <li>• Requests monitoring</li> <li>• Recognises physiological abnormalities</li> <li>• Looks for obvious cause of shock e.g. bleeding</li> <li>• Secures iv access</li> </ul>                                                                                                                                                                                                                                                                     |
| History                                | <ul style="list-style-type: none"> <li>• Obtains targeted history from patient</li> <li>• Obtains collateral history form friends, family, paramedics- cover PMH</li> <li>• Recognises the importance of treatment before necessarily getting all information</li> <li>• Obtains previous notes</li> </ul>                                                                                                                                                                                                                                                                                |
| Examination                            | Detailed physical examination which must include physical signs that would differ between haemorrhagic, hypovolaemic , cardiogenic and septic causes for shock                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Investigation                          | <p>Asks for appropriate tests</p> <ul style="list-style-type: none"> <li>• Arterial blood gas or venous gas and lactate</li> <li>• FBC</li> <li>• U&amp;Es</li> <li>• clotting studies</li> <li>• LFTs, toxicology</li> <li>• Cross match as indicated</li> <li>• blood and urine culture</li> <li>• CK and troponin</li> <li>• ECG</li> <li>• CXR</li> <li>• Familiar with use of US to look for IVC compression and cardiac tamponade</li> </ul>                                                                                                                                        |
| Clinical decision making and judgement | <p>Forms diagnosis and differential diagnosis including:</p> <ul style="list-style-type: none"> <li>• Trauma-haemorrhagic, blood loss control form direct pressure, pelvic splintage, emergency surgery or interventional radiology</li> <li>• Gastrointestinal - upper and lower GI bleed, or fluid loss form D&amp;V</li> <li>• Cardiogenic - STEMI, tachy and brady dysrhythmia,</li> <li>• Infection- sepsis, knows sepsis bundle</li> <li>• Endocrine - Addison's disease, DKA</li> <li>• Neurological - neurogenic shock</li> <li>• Poisoning - TCAs, cardio toxic drugs</li> </ul> |
| Communication                          | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Overall plan                           | Identifies immediate life threats and readily reversible causes<br>Stabilises and prepares for further investigation, treatment and admission                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| 4 Major Trauma                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Initial approach                       | <ul style="list-style-type: none"> <li>• Knows when to activate the trauma team (based on local guidelines)</li> <li>• Able to perform a rapid primary survey, including care of the c spine and oxygen delivery</li> <li>• Can safely log roll patient off spinal board</li> <li>• Able to assess disability, using AVPU or GCS</li> <li>• Asks for vital signs</li> <li>• Able to request imaging at end of primary survey</li> <li>• Knows when to request specialty opinion and/or further imaging</li> </ul>                                                                                                                                                                                                                            |
| History                                | <ul style="list-style-type: none"> <li>• Obtains history of mechanism of injury from paramedics</li> <li>• Able to use AMPLE history</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Examination                            | After completing a primary survey is able to perform detailed secondary survey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Investigation                          | <p>Asks for appropriate tests</p> <ul style="list-style-type: none"> <li>• Primary survey films</li> <li>• CT imaging</li> <li>• arterial blood gas</li> <li>• FBC</li> <li>• U&amp;Es</li> <li>• clotting studies</li> <li>• PT</li> <li>• toxicology</li> <li>• ECG</li> <li>• FAST</li> <li>• UO by catheterisation</li> <li>• Appropriate use of NG</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| Clinical decision making and judgement | <p>Forms differential diagnosis and management plan based on:</p> <ul style="list-style-type: none"> <li>• Able to identify and manage life threatening injuries as part of primary survey</li> <li>• Able to identify the airway that may be at risk</li> <li>• Can identify shock, know its classification and treatment</li> <li>• Safely prescribes fluids, blood products and drugs.</li> <li>• Can identify those patients who need urgent interventions or surgery before imaging or secondary survey</li> <li>• Can safely interpret imaging and test results</li> <li>• Demonstrates safe disposition of trauma patient after secondary survey</li> <li>• Able to identify those patients that be safely discharged home</li> </ul> |
| Communication                          | Effectively communicates with both patient and other members of the trauma team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Overall plan                           | Identifies immediate life threats and readily reversible causes. Stabilises and prepares for further investigation, treatment and admission                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| 5 Sepsis         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | Expected behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Initial approach | <p>Initial approach based on ABCD system- ensuring early monitoring of vital signs including temperature, SPaO<sub>2</sub>, blood sugar</p> <ul style="list-style-type: none"> <li>• Can interpret early warning medical score as indicators of sepsis (EMEWS or similar)</li> <li>• Aware of systemic inflammatory response criteria (SIRS), and that 2 or more may indicate sepsis <ul style="list-style-type: none"> <li>○ T &gt; 38 or &lt; 36 <ul style="list-style-type: none"> <li>○ HR &gt; 90</li> <li>○ RR &gt; 20</li> <li>○ WCC &gt; 12 or &lt; 4</li> </ul> </li> </ul> </li> </ul> |
| History          | <ul style="list-style-type: none"> <li>• Obtains history of symptoms leading up to illness</li> <li>• Able to take a collateral history, from paramedics, friends and family</li> <li>• Able to use AMPLE history</li> <li>• Looks specifically for conditions causing immunocompromise</li> </ul>                                                                                                                                                                                                                                                                                               |
| Examination      | <p>Able to perform a competent examination looking for</p> <ol style="list-style-type: none"> <li>1. Possible source of infection</li> <li>2. Secondary organ failure</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Investigation    | <p>Asks for appropriate tests</p> <ul style="list-style-type: none"> <li>• FBC</li> <li>• U&amp;Es</li> <li>• clotting studies</li> <li>• ABGs or VBGs</li> <li>• Lactate, ScVo<sub>2</sub></li> <li>• Blood cultures</li> <li>• ECG</li> <li>• CXR</li> <li>• Urinalysis +/- catheterisation</li> <li>• Other interventions which may help find source of sepsis <ul style="list-style-type: none"> <li>○ Swabs</li> <li>○ PCR</li> <li>○ Pus</li> </ul> </li> <li>• Considers need for further imaging</li> </ul>                                                                              |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clinical decision making and judgement | <p>Form a management plan with initial interventions being:</p> <ul style="list-style-type: none"> <li>• Oxygen therapy</li> <li>• Fluid bolus, starting with 20 mls/Kg</li> <li>• IV Antibiotics, based on likely source of infection</li> <li>• Documentation of a physiological score, which can be repeated</li> <li>• Be able to reassess</li> </ul> <p>Recognises and is able to support physiological markers of organ dysfunction, such as:-</p> <ul style="list-style-type: none"> <li>• Systolic BP &lt; 90 mm Hg</li> <li>• PaO<sub>2</sub> &lt; 8 Kpa</li> <li>• Lactate &gt; 5</li> <li>• Reduced GCS</li> <li>• Urine output &lt; 30 mls/hr</li> </ul> <p>Demonstrates when to use invasive monitoring, specifically</p> <ul style="list-style-type: none"> <li>• CVP line</li> <li>• Arterial line</li> </ul> <p>Demonstrates when to start inotropes, Noradrenaline v dopamine<br/> Demonstrates how to set up an inotrope infusion</p> |
| Communication                          | Effectively communicates with both patient and other members of the acute care team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Overall plan                           | Identifies sepsis<br>Implements sepsis bundle<br>Stabilises patient, reassesses and able to inform and/or hand over to critical care team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Mini-CEX Summative Descriptors for Acute Presentations

| 1 Chest Pain                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Initial approach                       | <ul style="list-style-type: none"> <li>• Ensures monitoring, i.v. access and defibrillator nearby.</li> <li>• Ensures vital signs are measured including SpO<sub>2</sub></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| History                                | <ul style="list-style-type: none"> <li>• Takes focused history (having established conscious with patent airway) of chest pain including               <ul style="list-style-type: none"> <li>○ site</li> <li>○ severity</li> <li>○ onset</li> <li>○ nature</li> <li>○ radiation</li> <li>○ duration</li> <li>○ frequency</li> <li>○ precipitating and relieving factors</li> <li>○ Previous similar pains and associated symptoms</li> </ul> </li> <li>• Systematically explores for symptoms of life threatening chest pain</li> <li>• Assesses ACS risk factors</li> <li>• Specifically asks about previous medication and past medical history</li> <li>• Seeks information from paramedics, relatives and past medical notes including previous ECGs</li> </ul> |
| Examination                            | On examination has ABCD approach with detailed cardiovascular and respiratory examination including detection of peripheral pulses, blood pressure measurement in both arms, elevated JVP, palpation of apex beat, auscultation e.g. for aortic stenosis and incompetence, pericardial rub, signs of cardiac failure, and pleural rubs                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Investigation                          | Ensures appropriate investigation <ul style="list-style-type: none"> <li>• ECG (serial)</li> <li>• ABG</li> <li>• FBC, U&amp;Es</li> <li>• troponin and d dimer if indicated</li> <li>• Chest x-ray</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Communication                          | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Prescribing                            | Able to relieve pain by appropriate prescription                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Clinical decision making and judgement | Able to formulate a full differential diagnosis and the most likely cause in this case.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Overall plan                           | Stabilises and safely prepares the patient for further treatment and investigation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| 2 Abdominal Pain                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Initial approach                       | <ul style="list-style-type: none"> <li>• Ensures appropriate monitoring in place and iv access</li> <li>• Establishes that vital signs measured</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| History                                | <ul style="list-style-type: none"> <li>• Takes focused history of abdominal pain including <ul style="list-style-type: none"> <li>○ site</li> <li>○ severity</li> <li>○ onset</li> <li>○ nature</li> <li>○ radiation</li> <li>○ duration</li> <li>○ frequency</li> <li>○ precipitating and relieving factors</li> <li>○ previous similar pains and associated symptoms</li> </ul> </li> <li>• Systematically explores for symptoms of life threatening abdominal pain</li> <li>• Specifically asks about previous abdominal operations</li> <li>• Considers non abdominal causes- MI, pneumonia, DKA, hypercalcaemia, sickle, porphyria</li> <li>• Seeks information from paramedics, relatives and past medical notes</li> </ul> |
| Examination                            | <p>Able to undertake detailed examination for abdominal pain (ensuring adequate exposure and examining for the respiratory causes of abdominal pain) including</p> <ol style="list-style-type: none"> <li>1. Inspection, palpation, auscultation and percussion of the abdomen</li> <li>2. Looks for herniae and scars</li> <li>3. Examines loins, genitalia and back</li> <li>4. Undertakes appropriate rectal examination</li> </ol>                                                                                                                                                                                                                                                                                            |
| Investigation                          | <p>Ensures appropriate investigation-</p> <ul style="list-style-type: none"> <li>• ECG</li> <li>• ABG</li> <li>• FBC</li> <li>• U&amp;Es</li> <li>• LFTs</li> <li>• amylase</li> <li>• erect chest x-ray</li> <li>• and abdominal x-rays if obstruction or perforation suspected</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Clinical decision making and judgement | <p>Able to formulate a full differential diagnosis and the most likely cause in this case</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Communication                          | <p>Effectively communicates with both patient and colleagues</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Prescribing                            | <p>Able to relieve pain by appropriate prescription</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Overall plan                           | <p>Stabilises (if appropriate)and safely prepares the patient for further treatment and investigation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Professionalism                        | <p>Behaves in a professional manner</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| 3 Breathlessness                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Initial approach                       | <ul style="list-style-type: none"> <li>Ensures monitoring, iv access gained, O2 therapy</li> <li>Ensures vital signs are measured including Spa O2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| History                                | <ul style="list-style-type: none"> <li>If patient able, trainee takes focused history of breathlessness including onset, <ul style="list-style-type: none"> <li>severity</li> <li>duration</li> <li>frequency</li> <li>precipitating and relieving factors</li> <li>previous similar episodes</li> <li>associated symptoms</li> </ul> </li> <li>Systematically explores for symptoms of life threatening causes of breathlessness</li> <li>Takes detailed respiratory history</li> <li>Specifically asks about medication and past medical history</li> <li>Seeks information from paramedics, relatives and past medical notes including previous chest x-rays and blood gases</li> </ul> |
| Examination                            | On examination has ABCD approach with detailed cardiovascular and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                        | respiratory examination including, work of breathing, signs of <ul style="list-style-type: none"> <li>respiratory distress</li> <li>detection of wheeze</li> <li>crepitations</li> <li>effusions</li> <li>areas of consolidation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Investigation                          | Ensures appropriate investigation <ul style="list-style-type: none"> <li>ECG</li> <li>ABG</li> <li>FBC</li> <li>U&amp;Es</li> <li>troponin and d dimer if indicated</li> <li>Chest x-ray</li> <li>Able to interpret chest x-ray correctly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Clinical decision making and judgement | Able to formulate a full differential diagnosis and the most likely cause in this case<br>Knows BTS guidelines for treatment of Asthma and PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Communication                          | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Prescribing                            | <ul style="list-style-type: none"> <li>Able to prescribe appropriate medication including oxygen therapy, bronchodilators, GTN, diuretics</li> <li>Able to identify which patients would benefit from NIV</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Overall plan                           | Stabilises and safely prepares the patient for further treatment and investigation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

#### 4 Mental Health

Mental health issues are a common problem within the ED (typically combinations of overdose, DSH, suicidal ideation but also psychotic patients). Selection of patients suitable for min-CEX assessment must be undertaken thoughtfully.

|                                        | Expected behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Initial approach                       | Ensures assessment takes place in a safe environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| History                                | History taking covers <ul style="list-style-type: none"> <li>• presenting complaint,</li> <li>• past psychiatric history,</li> <li>• family history,</li> <li>• work history,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                        | <ul style="list-style-type: none"> <li>• sexual/marital history,</li> <li>• substance misuse,</li> <li>• forensic history,</li> <li>• social circumstances,</li> <li>• personality.</li> </ul> Undertakes mental state examination covering: <ul style="list-style-type: none"> <li>• appearance and behaviour</li> <li>• speech</li> <li>• mood</li> <li>• thought abnormalities</li> <li>• hallucinations</li> <li>• cognitive function using the mini mental state examination</li> <li>• insight</li> </ul> Elicits history sympathetically, is unhurried<br>Searches for collateral history- friends and relatives, general practitioner, past medical notes, mental health workers |
| Examination                            | Ensures vital signs are measured<br>Undertakes physical examination looks for physical causes of psychiatric symptoms- head injury, substance withdrawal, thyroid disease, intoxication, and hypoglycaemia                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Investigation                          | Ensures appropriate tests <ul style="list-style-type: none"> <li>• U&amp;E</li> <li>• FBC</li> <li>• CXR</li> <li>• CT</li> <li>• toxicology</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Clinical decision making and judgement | Ensures no organic cause for symptoms<br>Forms working diagnosis and assessment of risk- specifically of suicide and toxicological risk in those with overdoses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                          | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Prescribing                            | Knows safe indications, routes of administration of common drugs for chemical sedation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Overall plan                           | Identifies appropriately those who will need further help as an inpatient and who can be followed up as an out patient<br>Is able to assess capacity<br>Have strategies for those who refuse assessment or treatment or who abscond                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| 5 Head Injury                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Initial approach                       | Ensures ABC is adequate and that neck is immobilised in the unconscious patient and those with neck pain. Ensures BM done                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| History                                | <ul style="list-style-type: none"> <li>• Establishes history- <ul style="list-style-type: none"> <li>○ mechanism of injury</li> <li>○ any loss of consciousness and duration</li> <li>○ duration of any amnesia</li> <li>○ headache</li> <li>○ vomiting</li> <li>○ associated injuries especially facial and ocular</li> </ul> </li> <li>• Establishes if condition is worsening</li> <li>• Gains collateral history from paramedics, witnesses, friends/relatives and medical notes</li> <li>• Establishes if taking anticoagulants, is epileptic</li> </ul> |
| Examination                            | <p>After ABC undertakes systematic neuro examination including</p> <ul style="list-style-type: none"> <li>• GCS</li> <li>• papillary reactions and size</li> <li>• cranial nerve and peripheral neurological examination</li> <li>• and seeks any cerebellar signs</li> <li>• Looks for signs of basal skull fracture</li> <li>• Examines scalp</li> <li>• Looks for associated injuries- neck, facial bones including jaw</li> <li>• Actively seeks injuries elsewhere</li> </ul>                                                                            |
| Investigation                          | Is able to identify the correct imaging protocol for those with potentially significant injury -specifically the NICE guidelines                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Clinical decision making and judgement | <p>Is able to refer appropriately with comprehensive and succinct summary</p> <p>Knows which patients should be referred to N/surgery</p> <p>Is able to identify those patients suitable for discharge and ensures safe discharge.</p>                                                                                                                                                                                                                                                                                                                        |
| Communication                          | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Prescribing                            | Able to safely relieve pain in the head injured patient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Overall plan                           | Stabilises and safely prepares the patient for further treatment and investigation or safely discharges patient                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## CbD Descriptors

| Domain Descriptor                                                |                                                                                                                                                                                                            |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Record keeping                                                   | Records should be legible and signed. Should be structured and include provisional and differential diagnoses and initial investigation & management plan. Should record results and treatments given.     |
| Review of investigations                                         | Undertook appropriate investigations. Results are recorded and correctly interpreted. Any Imaging should be reviewed in the light of the trainees interpretation                                           |
| Diagnosis                                                        | The correct diagnosis was achieved with an appropriate differential diagnosis. Were any important conditions omitted?                                                                                      |
| Treatment                                                        | Emergency treatment was correct and response recorded. Subsequent treatments appropriate and comprehensive                                                                                                 |
| Planning for subsequent care (in patient or discharged patients) | Clear plan demonstrating expected clinical course, recognition of and planning for possible complications and instructions to patient (if appropriate)                                                     |
| Clinical reasoning                                               | Able to integrate the history, examination and investigative data to arrive at a logical diagnosis and appropriate treatment plan taking into account the patients co morbidities and social circumstances |
| Patient safety issues                                            | Able to recognise effects of systems, process, environment and staffing on patient safety issues                                                                                                           |
| Overall clinical care                                            | The case records and the trainees discussion should demonstrate that this episode of clinical care was conducted in accordance with good clinical practice and to a good overall standard                  |

## Practical Procedures DOPs Descriptors

| 1 Basic airway management including adjuncts e.g. BVM, oxygen delivery                                                                                |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Observed behaviour                                                                                                                                    | Task Completed |
| 1. Is able to assess the adult airway and in the obstructed patient provide a patent airway by simple manoeuvres and the use of adjuncts and suction. |                |
| 2. Undertakes this in a timely and systematic way.                                                                                                    |                |
| 3. Assesses depth of respiration and need for BVM.                                                                                                    |                |
| 4. Can successfully BVM.                                                                                                                              |                |
| 5. Knows and can show how to deliver high flow O2                                                                                                     |                |
| 6. Knows other O2 delivery systems typically in ED- fixed concentration masks, nasal specs, Mapleson C circuits.                                      |                |
| 7. Consents the patient                                                                                                                               |                |

| <b>2 Perform a primary survey of a potentially multiple injured trauma patient</b>                                                                                                                                                               |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Observed behaviour                                                                                                                                                                                                                               | Task Completed |
| 1. Ensures safe transfer of patient onto ED trolley                                                                                                                                                                                              |                |
| 2. Assesses airway, establishes if obstructed, corrects and ensures delivery of 100%O <sub>2</sub>                                                                                                                                               |                |
| 3. Concurrently ensures cervical spine immobilisation (using collar, sandbags and tape)                                                                                                                                                          |                |
| 4. Exposes chest identified raised respiratory rate, chest asymmetry, chest wall bruising, air entry (anteriorly and laterally) and percussion (laterally). Identifies life threatening problems and correctly carries out associated procedures |                |
| 5. Examines for signs of shock, ensures monitoring established and has gained iv accessX2                                                                                                                                                        |                |
| 6. If shocked looks for potential sites of blood loss- abdomen, pelvis and limbs.                                                                                                                                                                |                |
| 7. Can formulate differential for shocked patient                                                                                                                                                                                                |                |
| 8. Establishes level of consciousness and seeks lateralising signs                                                                                                                                                                               |                |
| 9. Examines limbs, spine and rectum ensuring safe log roll.                                                                                                                                                                                      |                |
| 10. Will have identified and searched for potential life threatening problems in a systematic and prioritised way                                                                                                                                |                |
| 11. Reassesses if any deterioration with repeat of ABCD                                                                                                                                                                                          |                |
| 12. Elicits full relevant history from pre-hospital care providers                                                                                                                                                                               |                |
| 13. Ensured appropriate monitoring                                                                                                                                                                                                               |                |
| 14. Will have placed lines, catheter and NG tubes as appropriate                                                                                                                                                                                 |                |
| 15. Ensured appropriate blood testing (including cross match).                                                                                                                                                                                   |                |
| 16. Plain radiology trauma series undertaken                                                                                                                                                                                                     |                |
| 17. Ensures adequate and safe pain relief                                                                                                                                                                                                        |                |
| 18. Directs team appropriately                                                                                                                                                                                                                   |                |
| 19. Notes of primary survey are clear and legible                                                                                                                                                                                                |                |

| <b>3 Wound Management</b>                                                                                                                                                        |                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Observed behaviour                                                                                                                                                               | Task Completed |
| 1. Wound assessment- takes history of mechanism of injury, likely extent and nature of damage, and possibility of foreign bodies. Establishes tetanus status and drug allergies. |                |
| 2. Assesses the wound- location, length, depth, contamination, and structures likely to be damaged                                                                               |                |
| 3. Establishes distal neurovascular and tendon status with systematic physical examination                                                                                       |                |
| 4. Consents the patient                                                                                                                                                          |                |
| 5. Provides wound anaesthesia (local infiltration, nerve or regional block).                                                                                                     |                |
| 6. Explores wound – identifies underlying structures and if damaged or not.                                                                                                      |                |
| 7. Ensures good mechanical cleansing of wound and irrigation.                                                                                                                    |                |
| 8. Clear understanding of which wounds should not be closed                                                                                                                      |                |
| 9. Closure of wound, if indicated, without tension, with good suture technique. Can place and tie sutures accurately.                                                            |                |
| 10. Provides clear instructions to patient regarding follow up and suture removal and when to seek help.                                                                         |                |

| <b>4b Reduction of a dislocated joint (e.g. shoulder, ankle)</b>                                                                                      |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Observed behaviour                                                                                                                                    | Task Completed |
| 1. Confirms correct patient, takes focused history and consents the patient.                                                                          |                |
| 2. Takes focused history and examination to establish that sedation is safe.                                                                          |                |
| 3. Undertakes examination to confirm dislocation and assesses distal neurovascular function                                                           |                |
| 4. Interprets the x-ray correctly and looks for associated injuries                                                                                   |                |
| 5. Ensures appropriate monitoring and resuscitation equipment available and another clinician to assist.                                              |                |
| 6. Gains IV access, and has correct volume of opiate, benzodiazepine or other agent e.g. Ketamine, in correctly labelled syringes.                    |                |
| 7. Knows the pharmacology of these drugs and their antagonists                                                                                        |                |
| 8. Explains to patient procedure and anticipated course.                                                                                              |                |
| 9. Ensures another clinician present                                                                                                                  |                |
| 10. Gives drugs in controlled way in monitored environment with patient receiving oxygen.                                                             |                |
| 11. Establishes sedated- still responsive to verbal commands.                                                                                         |                |
| 12. Undertakes reduction in gentle and controlled manner.                                                                                             |                |
| 13. Confirms reduction by physical examination and checks distal neurovascular function                                                               |                |
| 14. Immobilises - sling, pop correct patient, taken relevant history, and consented the patient. Explains to patient procedure and anticipated course |                |
| 15. Gets check x-ray- checks reduced and no additional fractures detected.                                                                            |                |
| 16. Ensures observed and monitored until fully recovered.                                                                                             |                |
| 17. Rechecks neurovascular function                                                                                                                   |                |
| 18. Ensures well one hour post procedure, ensures post procedure analgesia and indicates when patient to return and predicted course.                 |                |

## ACAT-EM Descriptors

| ACAT –EM                                        |                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment Domains                              | Description                                                                                                                                                                                                                                                                                          |
| Clinical assessment and clinical topics covered | Quality of history and examination to arrive at appropriate diagnosis- made by direct observation in different areas especially in the resuscitation room.<br><br>No more than 5 AP should be covered in each ACAT and this should involve a review of the notes and management plan of the patient. |
| Medical record keeping                          | Quality of recording of patient encounters including drug and fluid prescriptions                                                                                                                                                                                                                    |
| Investigations and referrals                    | Quality of trainees choice of investigations and referrals                                                                                                                                                                                                                                           |
| Management of patients                          | Quality of treatment given (assessment, investigation, urgent treatment given involvement of seniors)                                                                                                                                                                                                |
| Time management                                 | Prioritisation of cases                                                                                                                                                                                                                                                                              |
| Management of take/team working                 | Appropriate relationship with and involvement of other health professionals                                                                                                                                                                                                                          |
| Clinical leadership                             | Appropriate delegation and supervision of junior staff                                                                                                                                                                                                                                               |
| Handover                                        | Quality of handover of care of patients between EM and in patient teams and in house handover including obs/CDU ward                                                                                                                                                                                 |
| Patient safety                                  | Able to recognise effects of systems, process, environment and staffing on patient safety issues                                                                                                                                                                                                     |
| Overall clinical judgement                      | Quality of trainees integrated thinking based on clinical assessment, investigations and referrals. safe and appropriate management, use of resources sensibly                                                                                                                                       |

### Instructions for Use of ACAT-EM

This tool works best if:

1. The assessment is best conducted over more than one shift (typically 2-3) as not all the domains may be observed by the assessor in one shift. The assessor should ensure that as many domains are covered as possible
2. The assessor should seek the views of other members of the ED team when judging performance
3. The clinical notes and drug prescriptions should be reviewed especially relating to patients cared for in the resuscitation room.
4. The ACAT can be used to confirm knowledge, skills and attitudes for the cases reviewed by the assessor
5. The ACAT can be used in a variety of setting within the ED- cdu ward rounds, clinics as well as major/minor/resuscitation and paediatric areas

## Mini-CEX Summative Descriptors for PEM EC-ACP

| 1 Abdominal pain                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviour                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Initial approach                       | <ul style="list-style-type: none"> <li>• ABCD approach</li> <li>• Asks for vital signs</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| History                                | <ul style="list-style-type: none"> <li>• Obtains history-patient, friends, family, paramedics- cover PMH</li> <li>• Obtains previous notes</li> </ul>                                                                                                                                                                                                                                                                                          |
| Examination                            | <ul style="list-style-type: none"> <li>• General appearance – listlessness, features of dehydration and shock</li> <li>• Detailed physical examination including assessment of dehydration</li> <li>• Abdominal examination for guarding and distention</li> <li>• Inguinal and testicular examination</li> </ul>                                                                                                                              |
| Investigation                          | <p>Asks for appropriate tests</p> <ul style="list-style-type: none"> <li>• FBC,</li> <li>• U&amp;Es,</li> <li>• LFTs,</li> <li>• blood and urine culture</li> <li>• Abdominal x-ray for those with? obstruction</li> </ul>                                                                                                                                                                                                                     |
| Clinical decision making and judgement | <p>Forms diagnosis and differential diagnosis for D&amp;V including:</p> <ul style="list-style-type: none"> <li>• Intussusception</li> <li>• Bacterial and viral gastroenteritis</li> <li>• Food poisoning</li> <li>• Pyelonephritis for abdominal pain</li> <li>• hernia,</li> <li>• intussusception,</li> <li>• pyloric stenosis,</li> <li>• appendicitis,</li> <li>• UTI,</li> <li>• viral URTI,</li> <li>• lower lobe pneumonia</li> </ul> |
| Communication                          | Effectively communicates with both patient and colleagues                                                                                                                                                                                                                                                                                                                                                                                      |
| Overall plan                           | <ul style="list-style-type: none"> <li>• identifies immediate life threats and readily reversible causes</li> <li>• Able to classify degree of dehydration and prescribe appropriately</li> <li>• Stabilises and prepares for further investigation, treatment and admission.</li> <li>• Identifies which patients can be safely discharged</li> </ul>                                                                                         |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                               |

## 2 Assessment of the febrile child

|                                        | Expected behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Initial approach                       | <ul style="list-style-type: none"> <li>• ABCD approach, including GCS</li> <li>• Asks for vital signs including               <ul style="list-style-type: none"> <li>○ SPaO<sub>2</sub>,</li> <li>○ temperature,</li> <li>○ blood sugar.</li> </ul> </li> <li>• Identifies patient that needs resuscitation</li> </ul>                                                                                                                                                                                                                                                                                                      |
| History                                | <ul style="list-style-type: none"> <li>• Obtains history- parents, friends, paramedics- cover PMH,</li> <li>• Obtains previous notes</li> <li>• Identifies if immune deficient/ high risk-sickle, DM, CSF shunts, cardiac patients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |
| Examination                            | <ul style="list-style-type: none"> <li>• General appearance</li> <li>• Detailed physical examination focus on looking for causes of fever-               <ul style="list-style-type: none"> <li>○ ENT,</li> <li>○ neck stiffness,</li> <li>○ chest for resp and cardiac causes,</li> <li>○ abdomen,</li> <li>○ CNS,</li> <li>○ joints,</li> <li>○ Skin/rash</li> </ul> </li> </ul>                                                                                                                                                                                                                                          |
| Investigation                          | <p>Asks for appropriate tests</p> <ul style="list-style-type: none"> <li>• arterial blood gas</li> <li>• FBC, U&amp;Es,               <ul style="list-style-type: none"> <li>○ clotting studies,</li> <li>○ LFTs,</li> <li>○ toxicology,</li> <li>○ blood and urine culture</li> </ul> </li> <li>• Appropriate imaging including Chest x-ray</li> </ul>                                                                                                                                                                                                                                                                     |
| Clinical decision making and judgement | <p>Forms diagnosis and differential diagnosis including: Infection</p> <p>Bacterial</p> <ul style="list-style-type: none"> <li>• otitis media,</li> <li>• UTI,</li> <li>• pneumonia,</li> <li>• meningitis,</li> <li>• cellulitis,</li> <li>• joint infection,</li> <li>• appendicitis</li> </ul> <p>Viral</p> <ul style="list-style-type: none"> <li>• chickenpox,</li> <li>• gastroenteritis</li> </ul> <p>Others</p> <ul style="list-style-type: none"> <li>• neoplastic,</li> <li>• salicylates,</li> <li>• hyperthyroidism</li> </ul> <p>Demonstrates knowledge of NICE guidelines for management of febrile child</p> |
| Communication                          | Effectively communicates with both child, parents and colleagues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Overall plan                           | Stabilizes and prepares for further investigation, treatment and admission                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### 3 Assessment of the breathless child

|                                        | Expected behaviour                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Initial approach                       | <ul style="list-style-type: none"> <li>• ABCD approach focusing on               <ul style="list-style-type: none"> <li>○ airway patency,</li> <li>○ effort and efficacy of breathing, o</li> <li>○ effects of inadequate respiration o</li> <li>○ and cardiovascular status.</li> </ul> </li> <li>• Ensures patent airway and high flow oxygen. Ensures monitoring</li> </ul> |
| History                                | Obtains history- parents, paramedics                                                                                                                                                                                                                                                                                                                                           |
| Examination                            | <ul style="list-style-type: none"> <li>• General appearance</li> <li>• Detailed physical examination with detection of stridor &amp; wheeze,</li> <li>• Signs of heart failure</li> </ul>                                                                                                                                                                                      |
| Investigation                          | <ul style="list-style-type: none"> <li>• Asks for appropriate tests-               <ul style="list-style-type: none"> <li>○ arterial blood as,</li> <li>○ FBC,</li> <li>○ U&amp;Es,</li> <li>○ clotting studies,</li> <li>○ blood and urine culture,</li> <li>○ blood sugar</li> </ul> </li> <li>• Appropriate imaging Cxray</li> </ul>                                        |
| Clinical decision making and judgement | <p>Forms diagnosis and differential diagnosis including:</p> <ul style="list-style-type: none"> <li>• Stridor: croup/epiglottitis</li> <li>• Wheeze: asthma/bronchiolitis</li> <li>• Fever :pneumonia</li> </ul> <p>Demonstrates knowledge of guidelines e.g. NICE for management of asthma.<br/>Knows of croup scoring system</p>                                             |
| Communication                          | Effectively communicates with both child, parents and colleagues                                                                                                                                                                                                                                                                                                               |
| Overall plan                           | Stabilises and prepares for further investigation, treatment and admission.<br>Seeks senior help early and appropriately                                                                                                                                                                                                                                                       |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                               |

| 4 Assessment of the child in pain      |                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviour                                                                                                                                                                                                                                                                                                      |
| Initial approach                       | Recognises child in pain including behavioural and physiological changes                                                                                                                                                                                                                                                |
| History                                | <ul style="list-style-type: none"> <li>• Obtains history of the condition causing pain</li> <li>• Elicits past history of painful experiences and successful relieving measures</li> </ul>                                                                                                                              |
| Examination                            | <ul style="list-style-type: none"> <li>• Able to determine the cause of pain</li> <li>• Able to undertake pain assessment including the use of pain ladder and faces scale</li> </ul>                                                                                                                                   |
| Investigation                          | <ul style="list-style-type: none"> <li>• Appropriate to the presentation</li> </ul>                                                                                                                                                                                                                                     |
| Clinical decision making and judgement | <ul style="list-style-type: none"> <li>• Ensures parent involvement</li> <li>• Selects most appropriate analgesic and route of administration</li> <li>• Demonstrates comprehensive knowledge of drugs and dosages</li> <li>• Calculates dosage correctly</li> <li>• Considers use of distractive techniques</li> </ul> |
| Communication                          | Communicates effectively to both the child and parents. Sensitive and reassuring                                                                                                                                                                                                                                        |
| Overall plan                           | Ensures effective analgesia by repeated assessment and additional treatment if needed                                                                                                                                                                                                                                   |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                        |

## Paediatric Practical Procedures DOPs Descriptors

| 1 Venous access in children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Trainee should identify suitable sites for cannulation in a child- specifically</p> <ul style="list-style-type: none"> <li>• the dorsum of the hand and foot,</li> <li>• cubital fossae,</li> <li>• external jugular,</li> <li>• scalp veins,</li> <li>• femoral vein,</li> <li>• IO.</li> </ul> <p>S/he should select appropriate route depending on the clinical case</p>                                                                                                                                                                                                                                                                                                                             |
| <p>For the fully conscious patient:</p> <ul style="list-style-type: none"> <li>• Should ensure adequate pain relief if appropriate- using topical anaesthetic</li> <li>• Should ensure clean site and use aseptic technique</li> <li>• Prepares equipment- cannulae, connections, steristrips, flush and blood collection bottles</li> <li>• Immobilisation of limb using other members of staff</li> <li>• Gains access, takes samples, connects, secures and flushes to ensure correct position</li> <li>• Splints limb</li> </ul>                                                                                                                                                                       |
| <p>For those undergoing resuscitation (this DOPs will be unplanned but should not stop this valuable learning opportunity from being missed)</p> <p>a. femoral vein cannulation</p> <ul style="list-style-type: none"> <li>• Demonstrates correct anatomy and proposed site of puncture</li> <li>• Should ensure clean site and use aseptic technique</li> <li>• Prepares equipment- cannulae, connections, steristrips, flush and blood collection bottles</li> <li>• Immobilisation of limb using other members of staff</li> <li>• Gains access, takes samples, connects, secures and flushes to ensure correct position</li> </ul> <p>b. Intraosseous insertion using either IO needle or EZ drill</p> |
| <ul style="list-style-type: none"> <li>• Should ensure clean site and use aseptic technique</li> <li>• Prepares equipment- IO needle, connections, flush and syringe for collection of marrow blood</li> <li>• Successfully inserts, confirms secure and patent. Connects to giving set and three way tap, and gives fluid bolus</li> <li>• Knows complications of IO insertion</li> </ul>                                                                                                                                                                                                                                                                                                                 |

### Basic airway manoevers in children

- Preparation- can size nasopharyngeal and oral airways
- Can select appropriate BVM
- On arrival assesses airway for patency
- Established if obstructed or not.
- Uses suction, adjuncts and positioning appropriately
- Ensures patent airway
- Administers high flow oxygen with appropriate mask
- Supports ventilation with BVM
- Ensures concurrent monitoring including SpO<sub>2</sub>, ECG
- Correctly identifies those that will need intubation
- Works effectively with medical and nursing colleagues to deliver effective care

### 3 Equipment and guidelines in the resuscitation room.

This is designed to ensure the trainee is familiar with and can access important paediatric resuscitation information and equipment

The trainee must demonstrate that:

- Can calculate the child's weight, defibrillation energy, ETT size, fluid bolus, dose of adrenaline, dose of 10% dextrose to correct hypoglycaemia
- Can attach paediatric defibrillation paddles to adult paddles
- Can size and use o/p, n/p airways and use BVM
- They can find IO needle set
- That they know/ can find the normal range of physiological variables
- Can immediately access and know the common paediatric protocols- for cardiac arrest, seizures and anaphylaxis
- They can interpret limb x-rays- specifically recognise epiphyses, joint effusions.
- That they can interpret lat cspine (age <10)
- That they recognise the normal paediatric ECG and how it changes

| 4 Perform a primary survey in a child  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Expected behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Preparation phase                      | <ul style="list-style-type: none"> <li>• Has calculated weight – prepared – defibrillation charge, ETT, fluid bolus, and dextrose (10%)</li> <li>• Has Broselow tape and knows how to use it</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Transfer                               | Ensures safe transfer of patient onto ED trolley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Examination                            | <ul style="list-style-type: none"> <li>• Assesses airway, establishes if obstructed, corrects and ensures delivery of 100%O2. Appropriate use and correct sizing of airway adjuncts</li> <li>• Concurrently ensures cervical spine immobilisation (using collar, sandbags and tape)- able to select and apply correct collar</li> <li>• Exposes chest identified raised respiratory rate, chest asymmetry, chest wall bruising, air entry (anteriorly and laterally) and percussion (laterally). Identifies life threatening problems and correctly carries out associated procedures</li> <li>• Examines for signs of shock, ensures monitoring established and has gained iv accessX2</li> <li>• If shocked looks for potential sites of blood loss- abdomen, pelvis and limbs.</li> <li>• Can formulate differential for shocked patient</li> <li>• Knows protocol for fluid administration for the shocked child</li> <li>• Establishes level of consciousness and seeks lateralising signs</li> <li>• Uses paediatric GCS scale</li> <li>• Examines limbs, spine and rectum (if unconscious or spinal injury suspected) ensuring safe log roll.</li> <li>• BM done for those with altered level of consciousness</li> <li>• Will have identified and searched for potential life threatening problems</li> </ul> |
| Monitoring and interventions           | <ul style="list-style-type: none"> <li>• Ensured appropriate monitoring</li> <li>• Will have placed lines, catheter and NG tubes as appropriate</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Investigations                         | <ul style="list-style-type: none"> <li>• Ensured appropriate blood testing (including cross match).</li> <li>• Plain radiology trauma series undertaken</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Prescribing                            | Ensures adequate and safe pain relief                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Clinical decision making and judgement | <ul style="list-style-type: none"> <li>• Directs team appropriately</li> <li>• Liaises with and involves parents</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Overall plan                           | Notes of primary survey are clear and legible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Professionalism                        | Behaves in a professional manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## ESLE descriptors

|                                     |                                      | Examples of good behaviour                                                                                                                                                                                                                                                                                                                         | Example of poor behaviour                                                                                                                                                                                                                                                 |
|-------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Management &amp; Supervision</b> | <b>Maintenance of Standards</b>      | <ul style="list-style-type: none"> <li>• Notices doctor's illegible notes and explains the value of good note keeping</li> <li>• Explains importance of ensuring sick patient is stable prior to transfer</li> <li>• Ensures clinical guidelines are followed and appropriate pro forma is complete</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Fails to write contemporaneous notes</li> <li>• Does not wash hands (or use alcohol gel) after reviewing patient</li> <li>• Fails to adhere to clinical safety procedures</li> </ul>                                             |
|                                     | <b>Workload Management</b>           | <ul style="list-style-type: none"> <li>• Sees a doctor has spent a long time with a patient and ascertains the reason</li> <li>• Ensures both themselves and other team members take appropriate breaks</li> <li>• Deals with interruptions effectively</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• Fails to act when a junior is overloaded and patient care is compromised</li> <li>• Focuses on one particular patient and loses control of the department</li> <li>• Fails to escalate appropriately when overloaded</li> </ul>  |
|                                     | <b>Supervision &amp; Feedback</b>    | <ul style="list-style-type: none"> <li>• Gives constructive criticism to team member</li> <li>• Takes the opportunity to teach whilst reviewing patient with junior doctor</li> <li>• Gives positive feedback to junior doctor who has made a difficult diagnosis</li> <li>• Leads team through appropriate debrief after resuscitation</li> </ul> | <ul style="list-style-type: none"> <li>• Criticises a colleague in front of the team</li> <li>• Does not adequately supervise junior doctor with a sick patient</li> <li>• Fails to ask if junior doctor is confident doing a practical procedure unsupervised</li> </ul> |
| <b>Teamwork &amp; Cooperation</b>   | <b>Team Building</b>                 | <ul style="list-style-type: none"> <li>• Even when busy, reacts positively to a junior doctor asking for help</li> <li>• Says thank you at end of a difficult shift</li> <li>• Motivates team, especially during stressful periods</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>• Harasses team members rather than giving assistance or advice</li> <li>• Speaks abruptly to colleague who asks for help</li> <li>• Impolite when speaking to nursing staff</li> </ul>                                            |
|                                     | <b>Quality of Communication</b>      | <ul style="list-style-type: none"> <li>• Gives an accurate and succinct handover of the department</li> <li>• Ensures important message is heard correctly</li> <li>• Gives clear referral to specialty doctor with reason for admission (e.g. SBAR)</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• Uses unfamiliar abbreviations that require clarification</li> <li>• Repeatedly interrupts doctor who is presenting a patient's history</li> <li>• Gives ambiguous instructions</li> </ul>                                        |
|                                     | <b>Authority &amp; Assertiveness</b> | <ul style="list-style-type: none"> <li>• Uses appropriate degree of assertiveness when inpatient doctor refuses referral</li> <li>• Willing to speak up to senior staff when concerned</li> <li>• Remains calm under pressure</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>• Fails to persevere when inpatient doctor refuses appropriate referral</li> <li>• Shouts instructions to staff members when under pressure</li> <li>• Appears panicked and stressed</li> </ul>                                    |

|                              |                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                   |
|------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Decision making</b>       | <b>Option Generation</b>                     | <ul style="list-style-type: none"> <li>• Seeks help when unsure</li> <li>• Goes to see patient to get more information when junior is unclear about history</li> <li>• Encourages team members' input</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Does not look at previous ED notes/ old ECGs when necessary</li> <li>• Fails to listen to team members input for patient management</li> <li>• Fails to ensure all relevant information is available when advising referral</li> </ul>                                                   |
|                              | <b>Selecting &amp; Communicating Options</b> | <ul style="list-style-type: none"> <li>• Verbalises consideration of risk when sending home patient</li> <li>• Discusses the contribution of false positive and false negative test results</li> <li>• Decisive when giving advice to junior doctors</li> </ul>                   | <ul style="list-style-type: none"> <li>• Uses CDU to avoid making treatment decisions</li> <li>• Alters junior doctor's treatment plan without explanation</li> <li>• Forgets to notify nurse-in-charge of admission</li> </ul>                                                                                                   |
|                              | <b>Outcome Review</b>                        | <ul style="list-style-type: none"> <li>• Reviews impact of treatment given to acutely sick patient</li> <li>• Follows up with doctor to see if provisional plan needs revising</li> <li>• Ensures priority treatment has been given to patient</li> </ul>                         | <ul style="list-style-type: none"> <li>• Fails to establish referral outcome of complicated patient</li> <li>• Sticks rigidly to plan despite availability of new information</li> <li>• Fails to check that delegated task has been done</li> </ul>                                                                              |
| <b>Situational Awareness</b> | <b>Gathering Information</b>                 | <ul style="list-style-type: none"> <li>• Uses Patient Tracking System appropriately to monitor state of the department</li> <li>• 'Eyeballs' patients during long wait times to identify anyone who looks unwell</li> <li>• Notices doctor has not turned up for shift</li> </ul> | <ul style="list-style-type: none"> <li>• Fails to notice that patient is about to breach and no plan has been made</li> <li>• Ignores patient alarm alerting deterioration of vital signs</li> <li>• Fails to notice that CDU is full when arranging new transfers</li> </ul>                                                     |
|                              | <b>Anticipating</b>                          | <ul style="list-style-type: none"> <li>• Identifies busy triage area and anticipates increased demand</li> <li>• Discusses contingencies with nurse-in-charge during periods of overcrowding</li> <li>• Prepares trauma team for arrival of emergency patient</li> </ul>          | <ul style="list-style-type: none"> <li>• Fails to anticipate and prepare for difficulties or complications during a practical procedure</li> <li>• Fails to ensure that breaks are planned to maintain safe staffing levels</li> <li>• Fails to anticipate and plan for clinical deterioration during patient transfer</li> </ul> |
|                              | <b>Updating the Team</b>                     | <ul style="list-style-type: none"> <li>• Updates team about new issues such as bed availability or staff shortages</li> <li>• Keeps nurse-in-charge up to date with plans for patients</li> <li>• Communicates a change in patient status to relevant inpatient team</li> </ul>   | <ul style="list-style-type: none"> <li>• Notices the long wait but fails to check the rest of the team is aware</li> <li>• Fails to inform team members when going on a break</li> </ul>                                                                                                                                          |