Introduction: The patient care milestones (PCMs) encompass many of the required core skills to be achieved by emergency medicine (EM) trainees. Educators should be provided tools to identify and remediate trainees that struggle to achieve a milestone. For a remediation plan to be effective, the skills must be clearly defined into specific behaviors, which can then be targeted when resident performance is deemed unsatisfactory.

Educational Objectives: The goal of the CORD Remediation Task Force (Subcommittee on PC Milestones) was to develop a guide to aid in milestone-based resident assessment and remediation. The subcommittee sought to provide concrete examples of commonly encountered problems and practical remediation suggestions.

Curriculum Design: Building on tools developed at a consensus conference at the 2009 CORD Academic Assembly, the committee aligned commonly encountered problems in resident performance and SDOTs with the newly defined EM PCMs (Figures). Performance related problems are typically identified by describing an incident or pattern of behavior that does not necessarily utilize milestone terminology. The guide generated by this task force provides scenarios of problematic behavior which can be mapped back to PC sub-competencies. Strategies and tips for remediation for each PC sub-competency were generated. The task force also modified SDOTs to incorporate the PCMs expected for each level of training.

Impact: When faced with a resident who may require remediation for patient care, the program director can turn to these milestone-based tools for guidance and assistance with designing a remediation plan. The guide includes commonly encountered problems specific to each milestone, with tips on how to remediate. The SDOTs provide milestone-based tools to evaluate the resident’s progress through the remediation process. Collectively, the PCM remediation toolbox can be utilized to improve resident training in the new accreditation system.
Figure 1. (PC Milestone 7) Disposition planning is careless, insufficient, or dangerous.

Figure 2. Standardized direct observation assessment tool - EM outcomes assessment PGY-2 patient care 5-8.