

# Detailed Performance Criteria: Oral Exam

Candidate performance on each oral case is evaluated using eight performance criteria:

## 1. Data Acquisition

This rating is used to evaluate the acquisition of data critical to the provision of quality patient care. The appropriateness of the critical data obtained by the candidate should be reflected in this rating. For those candidates who obtain all critical data, the ease with which the data collection plan was integrated into the patient management plan should be considered. The candidate who obtains all critical data using a data acquisition plan well-integrated into the patient management plan should get an outstanding rating. This rating addresses the following:

- Elicited in an orderly fashion and timely manner the appropriate data required to correctly diagnose and manage the patient
- Data collection approach was well-integrated into the overall management plan

## 2. Problem Solving

This is a rating of the appropriateness of the candidate's organization of data collection activities in relation to patient management decisions based on available data. It addresses the following:

- Approach to the clinical situation was appropriately organized in a manner to collect data to select among reasonable alternative diagnoses while ensuring patient stabilization and anticipating future problems or support requirements
- Efficient arrival at an informed and appropriate management plan

## 3. Patient Management

This rating addresses patient treatment decisions and the sequence of management actions in contrast to data-acquisition activities and problem-solving strategies. Examples include the following:

- Treated or directed the appropriate treatment(s) at the appropriate times throughout the simulated encounter
- Treatment plan included proper referral of the patient at an appropriate time
- Patient was properly attended when directing attention to other simulated patients

## 4. Resource Utilization

This rating is used to evaluate a candidate's logical organization and efficiency when using the resources of the simulated setting. This includes the selection and use of laboratory tests, evaluation and treatment procedures, emergency department personnel, and the candidate's personal resources. Examples include the following:

- Used an integrated plan to collect data and use emergency department resources
- Used medical logic and economical efficiency when ordering and using resources

- Ordered symptom-specific studies, and avoided ordering studies that are not germane to the case
- Ordered appropriate advanced imaging studies, e.g., it is rare that both a CT and MRI of the head would be necessary
- Ordered diagnostic imaging in pediatric patients that does not use ionizing radiation when satisfactory alternative imaging is available
- Exhibited other traits or actions that reflect logic, cost sensitivity, and limited patient discomfort or exposure

## **5. Health Care Provided (Outcome)**

This is a rating of the candidate's overall performance as it relates directly to the health care provided to the patient. This rating is based on actual patient outcome, such as the following:

- Simulated patient received timely and appropriate medical attention and care
- By current medical standards, the patient's condition stabilized and maximally improved by the medical interventions provided

## **6. Interpersonal Relations and Communication Skills**

This rating is an evaluation of interpersonal behaviors, such as the following:

- Communicated clearly with patients and other medical staff by listening carefully and couching language at the appropriate level for the listener
- Showed respect to the patient and other medical staff
- Explained the possible diagnosis and anticipated management course to the patient and the patient's family
- Made the patient feel comfortable by asking if they had any questions or concerns and acted to address their concerns
- Provided information about tests and procedures
- Gave the patient options

## **7. Comprehension of Pathophysiology**

This rating is an assessment of the candidate's understanding of the underlying pathophysiology of the case(s) presented and the scientific rationale for the clinical procedures that have been ordered. Implementation of "routine" procedures without comprehension of the underlying cause-effect relationships should be rated relatively low. In many cases examiners will obtain indications of skill level in this area through other performance areas, such as procedures implementation or film interpretation.

- Candidate understood the scientific basis for his or her actions, rather than simply relying on memorized routine procedures usually followed in such cases

## **8. Clinical Competence (Overall)**

This rating represents an overall assessment of the demonstrated competence of the candidate to provide emergency health care in the specific class(es) of conditions contained in the single or multiple case. This rating focuses on an examiner judgment of the level of all cognitive and procedural skills; for example, competence demonstrated by a candidate in

providing health care in this setting. The relative importance of the component skills are subjectively weighed in arriving at this judgment. Minor errors involving specific factual knowledge affecting patient outcomes can be discounted when estimating the competence demonstrated in the problem. This rating asks the question:

- All things considered, how good was the candidate in handling the types of conditions or problems presented in the case?