

Feedback for candidates – EBEEEM November 2020

Station 1 – Structured Clinical Examination – Sick adult

The candidate was required to lead a resuscitation scenario remotely in a structured and organized way. Role players responded to the candidate's directions and relayed information about how the patient responded. The most common errors were

- Unstructured approach and ABCDE assessment
- Not requesting appropriate investigations such as bedside ultrasound which were essential to make a diagnosis

Station 2 – Structured Oral Examination – Abdominal pain

This required the candidate to ask for information in the history and examination in a systematic approach and to react to the additional information to decide on the next step in management. The most common errors were:

- Taking an incomplete history including past medical and social history
- Knowledge gap in epidemiology of specific conditions leading to abdominal pain, clinical reasoning and management.

Station 3 – Structured Clinical Examination – Rash in a child

The role player was the child's mother who has a nursing background and could therefore explain her child's presentation in a structured manner if asked. The candidate was required to listen carefully to all the information given by the role player, interact appropriately, invite questions and eventually to give a short but clear plan of management. The most common errors were:

- Did not go into a detailed assessment of the rash
- Did not give a comprehensive discharge plan
- Did not address the parent's concerns.

Station 4 – Structured Oral Examination – Blood Gas analysis

This required the candidate to assess an abnormal venous blood gas result, correlate this to the patient's presentation and clinical findings and make an appropriate management plan. Candidates who failed this station:

- Were unstructured in their ABCDE assessment
- Could not analyse the VBG result and therefore did not reach a clear diagnosis.
- Did not pick up cues in the information given by the examiners
- Could not formulate a differential diagnosis
- Turfed the patient to ICU without investigating further or treating appropriately.

Station 5 – Structured Clinical Examination – Paediatric Trauma

Candidates were shown a short video of a paediatric trauma scenario and were asked to comment on leadership skills of the trauma team leader (50% of the total marks) and clinical skills during a resuscitation. The most common errors were:

- Did not realise that this station focused on leadership skills of the team leader in the video
- Did not listen to instructions and just listed generic trauma actions as per ATLS and ABC
- Missed the importance of handover, the need to be explicit about blood products requested, the utility of the respiratory rate in assessing B, importance of team leader checking in with the team, need for clear plans and rationale from the team leader

Station 6 – Structured Oral Examination - Syncope

This required the candidate to ask for more information in the history and examination using a systematic approach in order to manage the patient and form a clear plan of action. Candidates who failed this station:

- Did not have a structured generic approach to a patient who had a syncopal episode
- Missed significant elements in the history, including risk factors, and physical examination
- Did not understand the task specified in the instructions

Station 7 – Structured Clinical Examination – Breaking Bad News (Malignancy)

The role player was a woman who came to the ED because of a minor complaint but it then turned out that she had a more serious diagnosis. Although the station was held remotely, the candidates were informed in the instructions that they were to treat this as though it were a normal consultation. The most common errors were:

- Failure to actually break the bad news
- Lack of empathy and poor communication skills
- Did not involve the patient in decision-making
- Failure to organize a diagnostic and therapeutic plan

Station 8 – Structured Oral Examination – Procedural Sedation

The focus of this station was on safe procedural sedation in the ED when managing specific musculoskeletal injuries. Candidates who failed the station:

- Had an unstructured approach to the scenario
- Did not pick up the prompts given by the examiners
- Did not elaborate on the importance of safety issues
- Had poor knowledge of the aims of procedural sedation.