



# ORAL EVALUATION FOR PROFESSIONAL PRACTICE

## Anesthesia Blueprint





## Professional Practice - Multiple Case Structured Assessment (MCSA)

Multiple Case Structured Assessment (MCSA) is a unique examination that blends the formats of an Objective Structured Clinical Examination (OSCE) and a Structured Oral Examination (SOE). MCSA cases/topics reflect real-life situations and allow the candidate to explain the rationale behind their thinking. It is a high-stakes assessment designed to assess knowledge depth and breadth within the specialty of interest. It is not directly related to your specific scope of practice or study.

A key principle in the SCFHS evaluation design is delivering the assessment via 'tele-assessment', which enables candidates to sit their examination remotely. Multiple competencies can be covered in the OSCE-style SOE this includes history, communication skills, diagnosis, clinical interpretation, management, explanation, and ethical/professional issues. They can all be explored and assessed.





General Information	
<b>Exam Format</b>	You will encounter 2-4 different examiners during this evaluation.
<b>Pass Criteria</b>	<ul style="list-style-type: none"> <li>- You must perform at an overall satisfactory level in a total of 70% of the sections evaluated.</li> <li>- Regardless of the number of satisfactory results achieved, the candidate can fail if any fatal mistakes are committed in a section during the evaluation.</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>- Results will be published within 14 business days following the last date of your evaluation.</li> </ul>
Conduct of Evaluation	
<b>Station Information</b>	<ul style="list-style-type: none"> <li>- This MCSA is a 2-4 station OSCE-style oral evaluation.</li> <li>- The stations are 30-minutes maximum each.</li> <li>- The examiner will pose questions to you as you move through the cases/topics. If at any point you would like to have a question repeated or a discussion point expanded upon, do not hesitate to ask the examiner for clarification. The examiner will make every effort to respond to the request within the limits of the examination process.</li> <li>- After the first attempt, ensure you reflect on your first experience well before applying for a further attempt. You may have the same evaluator or a different subject matter expert.</li> </ul>
<b>Time Management</b>	<ul style="list-style-type: none"> <li>- The examiner is aware of how much material needs to be covered per station, and it is his/her responsibility to manage the time accordingly. The examiner will want to give you every opportunity to address all the questions within the station.</li> <li>- He/she may indicate that “in the interests of time, you will need to move to the next question.” This type of comment has no bearing on your performance. It is simply an effort to ensure that you complete the station. If you are unclear about something at any time during the station, ask the examiner to clarify.</li> <li>- Some stations may finish early – if this occurs, the examiner will end the encounter.</li> </ul>
<b>Examiner Professionalism</b>	<ul style="list-style-type: none"> <li>- The examiners have been instructed to interact with you professionally – don’t be put off if they are not as warm and friendly towards you as usual.</li> <li>- We recognize this is a stressful situation, and the examiner is aware that you are nervous. If you need a moment to collect your thoughts before responding, indicate this to the examiner.</li> <li>- The nomination of examiners is based on the principle that candidates are assessed by qualified examiners selected and appointed by SCFHS. The examiner is not obligated by any mean to share his/her personal information or professional details with the candidate.</li> </ul>
<b>Conflicts</b>	<ul style="list-style-type: none"> <li>- The examiners come from across the country. You will likely recognize some of them and may have worked with some of them in a clinical/academic capacity at your center. This is completely acceptable to the SCFHS and is not a conflict unless you or the examiner perceives it as such (i.e., if the examiner had a substantial contribution to your training or evaluation, or if you have another personal relationship with the examiner).</li> <li>- Identify the conflict at the moment of introduction; examiners have been instructed to do the same. Examiners will alert the SCFHS staff – every attempt will be made to find a suitable replacement for the station.</li> </ul>
<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>- Electronic devices are NOT permitted.</li> <li>- Communication with other candidates during the evaluation is prohibited. Do not discuss the evaluation with other candidates undergoing an evaluation or evaluated in the future.</li> </ul>





## Examination Content

### Sections

Each encounter will cover 6 to 8 of the following sections:

1.	Difficult Airway Management
2.	Obstetric Anesthesia Management
3.	Cardiac for non-cardiac Anesthesia
4.	Vascular Anesthesia
5.	Thoracic Anesthesia
6.	Pediatric Anesthesia
7.	Perioperative Management/ Ambulatory Anesthesia
8.	Pre-anesthesia Clinic/ Major Medical Illness
9.	Acute/Chronic Pain Management
10.	Regional Anesthesia
11.	Neuro-anesthesia
12.	Intensive Care/ Crisis management
13.	Resuscitation/Life support/ Trauma
14.	OFF site/ Remote Anesthesia
15.	patient safety and anesthesia
16.	Ethical practice
17.	Preventive precaution





## Definition of Professional Practice Skill Domains

Domain	Definition
<b>Data-Gathering Skills</b>	Defined as: the candidates' ability to obtain and identify important information, correlate the clinical data to recommend appropriate testing. It includes interviewing and history taking.
<b>Reasoning and Analytical Skills</b>	Defined as: the candidates' ability to rationalize recommended effective management plans, evaluate alternative plans, recognize indicators to different appropriate treatments based on relevant, correct clinical data interpretation.
<b>Decision-Making Skills</b>	Defined as: the candidates' ability to formulate a logical diagnosis, identify immediate needs, and make accurate inferences regarding the expected outcomes. It includes recognizing potential complications, risks, and benefits.
<b>Professional Attitude</b>	Defined as the commitment to deliver the highest standards of ethical and professional behavior in all aspects of health practice.  Attitudes, knowledge, and skills based on clinical &/or medical administrative competence, ethics, societal, & legal duties resulting in the wise application of behaviors that demonstrate a commitment to excellence, respect, integrity, accountability & altruism (e.g. self-awareness, reflection, life-long learning, scholarly habits, & physician health for sustainable practice).



**Note:** -

The content is subject to change at any time. See the SCFHS website for the most up-to-date information.

