

Station 4: List of exemplar statements for examiner guidance

Below is a list of exemplar statements for the examiner guidance section of Station 4 scenarios.

Type of scenario	Exemplar wording for skills C, E and F
Breaking bad news	<p>Skill C</p> <ul style="list-style-type: none"> • establishes the person's understanding of the situation and wishes • explains clearly at an appropriate level and pace • explains clinical information in a clear/structured/comprehensive/fluent /empathetic/professional manner <p>Skill E</p> <ul style="list-style-type: none"> • gives a realistic assessment of prognosis and identifies any available positive courses of action • offers appropriate team involvement and follow-up • selects or negotiates a sensible and relevant management plan for this specific patient, relative, or clinical situation • applies appropriate and accurate clinical knowledge, including law and ethics <p>Skill F</p> <ul style="list-style-type: none"> • demonstrates active listening and identifies the person's priorities, picking up cues • invites questions and responds appropriately to these • communicates bad news empathetically • Seeks, detects, acknowledges and addresses patients or relative's specific questions or concerns • listens and confirms patient's or relative's knowledge and understanding
Clinical errors and complaints	<p>Skill C</p> <ul style="list-style-type: none"> • establishes the person's understanding of the situation and concerns • explains events clearly at an appropriate level and pace • explains clinical information in a clear/structured/comprehensive/fluent /empathetic/professional manner <p>Skill E</p> <ul style="list-style-type: none"> • demonstrates the duty of candour • is honest about events • accepts responsibility on behalf of the team / system, apologises, does not blame others • identifies any clinical action available to rectify the error • explains how learning from events is shared and used to help avoid future errors • offers information about complaints procedures if appropriate • offers team involvement and follow-up • selects or negotiates a sensible and relevant management plan for this specific patient, relative, or clinical situation

Type of scenario	Exemplar wording for skills C, E and F
	<ul style="list-style-type: none"> • applies appropriate and accurate clinical knowledge, including law and ethics <p>Skill F</p> <ul style="list-style-type: none"> • demonstrates active listening and identifies the person's priorities, picking up cues • shows appropriate concern for events • invites questions and responds appropriately to these • communicates bad news empathetically • seeks, detects, acknowledges and addresses patients or relative's specific questions or concerns • listens and confirms patient's or relative's knowledge and understanding
<p>Negotiation / shared decision making and patient education</p>	<p>Skill C</p> <ul style="list-style-type: none"> • establishes the person's understanding of the situation and the factors that may be influencing their choices • explains clearly the treatment options available, with an honest and balanced explanation of the risks / benefits of each option • explains clinical information in a clear/structured/comprehensive/fluent /empathetic/professional manner <p>Skill E</p> <ul style="list-style-type: none"> • advises the patient of the preferred option without exerting undue pressure by distorting the risk / benefit ratio • has a fair, non-judgmental approach, is not paternalistic • explains clearly the various ways a patient can find out more about their medical condition and seek other opinions • offers appropriate additional input and follow-up • respects the person's wishes (assuming capacity) to make choices including those that do not accord with the medical advice • selects or negotiates a sensible and relevant management plan for this specific patient, relative, or clinical situation • applies appropriate and accurate clinical knowledge, including law and ethics <p>Skill F</p> <ul style="list-style-type: none"> • demonstrates active listening and identifies the person's priorities, picking up cues • invites questions and responds appropriately to these • Seeks, detects, acknowledges and addresses patients or relative's specific questions or concerns • listens and confirms patient's or relative's knowledge and understanding

Type of scenario	Exemplar wording for skills C, E and F
Autonomy	<p data-bbox="448 239 523 268">Skill C</p> <ul data-bbox="501 282 1417 566" style="list-style-type: none"> • establishes the person's understanding of the situation and concerns • explains the situation clearly at an appropriate level and pace • establishes any competing interests which may not necessarily be in the person's best interests • explains the preferred options clearly • explains clinical information in a clear/structured/comprehensive/fluent /empathetic/professional manner <p data-bbox="448 575 523 604">Skill E</p> <ul data-bbox="501 618 1433 1317" style="list-style-type: none"> • understands the importance of establishing capacity, relevant to the clinical situation • understands that it is assumed the patient has capacity to make decisions about her/his own healthcare • has a fair, non-judgmental approach to the person, is not paternalistic • does not automatically apply their own wishes and expectation to the situation - recognises alternatives, and negotiates appropriately • discusses and addresses any competing interests • respects the person's wishes (assuming capacity) to make choices including those that do not accord with accepted medical practice • gives the patient adequate scope to make decisions and seek other opinions • offers appropriate additional input and follow-up • selects or negotiates a sensible and relevant management plan for this specific patient, relative, or clinical situation • applies appropriate and accurate clinical knowledge, including law and ethics <p data-bbox="448 1326 523 1355">Skill F</p> <ul data-bbox="501 1368 1433 1653" style="list-style-type: none"> • demonstrates active listening and identifies the person's priorities, picking up cues • communicates any unwelcome news empathetically • invites questions and responds appropriately to these • seeks, detects, acknowledges and addresses patients or relative's specific questions or concerns • listens and confirms patient's or relative's knowledge and understanding