

## Station 4 exemplar statements for examiner guidance

The Scenario Editorial Committee (SEC) is responsible for reviewing all Station 2 and 4 scenarios. The Committee has prepared a set of exemplar statements for use in the examiner guidance section of Station 4 scenarios. These describe what the examiners will be looking for candidates to demonstrate under each skill assessed at Station 4, and they are categorised for different types of scenarios. While the list covers the tasks required most frequently in station 4 scenarios, it is not exhaustive and different wording may be used where appropriate. It should also be noted that not all statements will apply to any single scenario.

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

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

Type of scenario	Exemplar wording for skills C, E and F
Autonomy	<p data-bbox="443 230 515 259">Skill C</p> <ul data-bbox="491 271 1406 521" style="list-style-type: none"> <li>• establishes the person's understanding of the situation and concerns</li> <li>• explains the situation clearly at an appropriate level and pace</li> <li>• establishes any competing interests which may not necessarily be in the person's best interests</li> <li>• explains the preferred options clearly</li> <li>• explains clinical information in a clear/structured/comprehensive/fluent /empathetic/professional manner</li> </ul> <p data-bbox="443 528 515 557">Skill E</p> <ul data-bbox="491 568 1449 1104" style="list-style-type: none"> <li>• understands the importance of establishing capacity, relevant to the clinical situation</li> <li>• has a fair, non-judgmental approach to the person, is not paternalistic</li> <li>• does not automatically apply their own wishes and expectation to the situation - recognises alternatives, and negotiates appropriately</li> <li>• discusses and addresses any competing interests</li> <li>• respects the person's wishes (assuming capacity) to make choices including those that do not accord with accepted medical practice</li> <li>• gives the patient adequate scope to make decisions and seek other opinions</li> <li>• offers appropriate additional input and follow-up</li> <li>• selects or negotiates a sensible and relevant management plan for this specific patient, relative, or clinical situation</li> <li>• applies appropriate and accurate clinical knowledge, including law and ethics</li> </ul> <p data-bbox="443 1111 515 1140">Skill F</p> <ul data-bbox="491 1151 1437 1402" style="list-style-type: none"> <li>• demonstrates active listening and identifies the person's priorities, picking up cues</li> <li>• communicates any unwelcome news empathetically</li> <li>• invites questions and responds appropriately to these</li> <li>• seeks, detects, acknowledges and addresses patients or relative's specific questions or concerns</li> <li>• listens and confirms patient's or relative's knowledge and understanding</li> </ul>