AFOEM CLINICAL

CRITERIA FOR ASSESSMENT OF PERFORMANCE

RACP Specialists. Together

Australasian Faculty of Occupational and Environmental Medicine — The specialist work doctors

ASSESSMENT DOMAINS		INTERACTION WITH PATIENT/FAMILY	EXAMINATION TECHNIQUE	EXAMINATION ACCURACY	INTERPRETATION AND SYNTHESIS OF PHYSICAL FINDINGS	INVESTIGATIONS
20	**Excellent Performance**	Candidates SHOULD achieve the expected standard in terms of their interaction with the patient/family • Exceeds expected standard	• Fluent and accurate and within time • Makes adjustment to routine where appropriate	• Correctly identifies all essential and desirable signs	• Establishes most likely diagnosis on basis of examination. Considers all likely alternatives	• Correctly interprets investigations and integrates with examination findings without prompting • Recognises and discusses areas of doubt • Uses results to support differential diagnosis and discussion
16	**Better than Expected Standard**	Candidates SHOULD achieve the expected standard in terms of their interaction with the patient/family • Meets expected standard	• Fluent and accurate and within time • Makes adjustment to routine where appropriate	• Correctly identifies all essential and most desirable signs	• Identifies most likely diagnosis and provides reasonable differential diagnoses based on physical findings	• Correctly interprets all major findings
12	**Expected Standard**	Candidates SHOULD achieve the expected standard in terms of their interaction with the patient/family • Introduces him/herself to the patient • Shows respect for patient as indicated by preservation of patient's modesty, seeking permission for sensitive aspects of examination • Recognises and modifies examination when painful	• Undertakes systematic examination of required area or system without unnecessary duplication • Demonstrates confidence in the examination • Completes assigned tasks in appropriate time	• Detects all essential signs • Reports significant negative findings • Does not find major signs that are not present	• Provides appropriate interpretation of signs • Recognises inconsistences in interpretation and findings • Provides sensible priorities in diagnosis • Discusses appropriate alternative diagnoses	• Accurately interprets in context of investigations • Suggests appropriate line of investigation and integrates them with examination findings
8	**Below Expected Standard**	Candidates SHOULD achieve the expected standard in terms of their interaction with the patient/family • Inappropriate and insensitive approach to patient	• Examination incomplete or lacking fluency or systematic approach	• Misses essential signs • Fails to look for or mention important negative findings	• Not confident with a diagnosis • List of differential diagnoses poorly developed • Unable to consider alternative explanations for findings • Requires more than minor prompting to reconsider options	• Does not offer appropriate investigations • Misinterprets or is unable to integrate investigations with examination findings
4	**Well Below Expected Standard**	Candidates SHOULD achieve the expected standard in terms of their interaction with the patient/family • Unduly rough, clumsy or causes pain without adjustment or apology	• Very slow and requires substantial prompting and guidance	• Misses essential signs • Finds abnormalities that are not present • Fails to look for important negative findings	• Unable to suggest a reasonable diagnosis • May advance diagnoses inconsistent with signs • Requires substantial prompting • Unable to reconsider additional information which may alter diagnosis	• Unable to use investigations to assist in diagnosis • Inappropriate dependence on investigations
0	**Very Poor Performance**	Candidates SHOULD achieve the expected standard in terms of their interaction with the patient/family • Requiring examiners to intervene	• Slow examination not completed in appropriate time • Cannot perform appropriate examination of system	• Misses all essential signs • Finds abnormalities that are not present • Fails to look for important negative findings	• Unable to suggest a reasonable diagnosis • Unable to interpret the physical signs elicited	• Unable to suggest reasonable investigations • Misinterprets information provided
Curriculum link		61.1	11.12	11.1.2	11.1.3	11.1.4, 12.3

LEVEL OF PERFORMANCE

NOTE: In coming to an overall assessment score, not all domains may be equally weighted or always applicable due to variability of patient cases