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Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health

Title

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Permalink

<https://escholarship.org/uc/item/84z762m6>

Journal

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 19(4.1)

ISSN

1936-900X

Authors

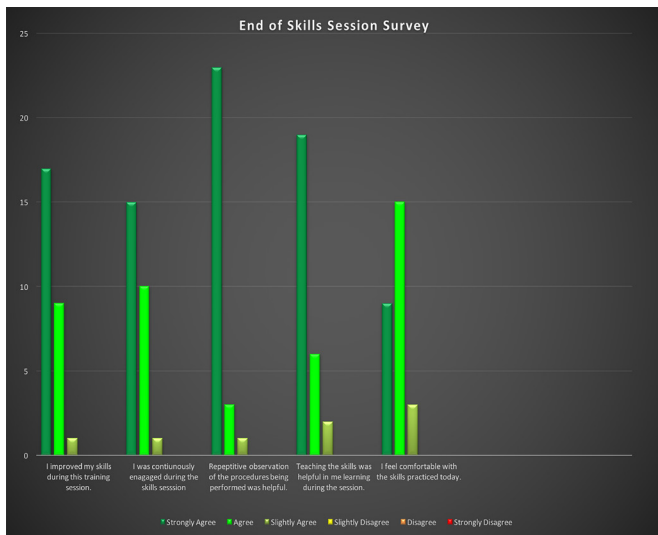
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Publication Date

2018

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11 Statewide Oral Boards Examination: A Quarter of a Century of Practice

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Background: Oral board examinations are a mandatory requirement for national board certification in emergency medicine (EM). Many EM residency programs have incorporated some aspect of oral boards preparation as part of the standard educational curriculum. There is an inherent bias in conducting the exam with someone that a resident is familiar with at their home institution. The American Board of Emergency Medicine (ABEM) does not allow the examiner and examinee to have any familiarity so over 25 years ago Cook County Emergency Medicine began to host the 7 EM programs in Illinois at annual statewide oral board examinations.

Educational Objectives: Create a curriculum for oral boards practice that would simulate the true environment of the national oral board examinations.

Curricular Design: We begin with sending invitations to the 7 accredited emergency medicine programs in Illinois. Each program offers a volunteer faculty from their institution for each senior resident that will be participating. Additionally, each institution submits an oral boards case to our inventory to allow us to use in future examination days. Cook County emergency medicine faculty leaders work over months to create a schedule grid spanning over 2 days to allow all senior residents to be examined by a faculty examiner they do not know. Each examinee is tested with two single cases and a triple case presented to them by 3 different faculty, emulating the national oral board examination. The testing is timed and in private rooms. The scores are tabulated and sent to individual EM programs to distribute to their residents.

Impact/Effectiveness: The Illinois statewide oral board examination curriculum has been a success for over 25 years. Cook County Emergency medicine has always hosted it and we truly believe it is an invaluable experience for the senior residents. The statewide approach for oral boards practice is more effective in emulating the environment of the ABEM oral board examinations. Senior residents are expected to study, prepare, dress professionally and take the day as serious as the actual exam. This approach to oral boards preparation could easily be replicated in other cities/states to benefit an even larger number of EM residents across the country.

12 Student Simulation Observer Form: A Novel Tool to Enhance the Observer Role in Simulation-Based Education

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Background: While simulation at most programs is characterized by learners taking an active role within a simulation scenario, many programs utilize the observer role. It has been reported that learning outcomes and role satisfaction of observers is improved by the use of observer tools, however, few studies document the development or use of simulation-based observer tools in UGME or GME.

Educational Objectives: The Student Simulation Observer Form (SSOF) aims to: (1) Provide a structured form for use by learners, (2) guide observers to examine teamwork and communication behaviors and (3) facilitate learner development of a differential diagnosis and deliberation on clinical management while observing peer group participation in a simulation scenario. (4) Provide specific prompts for faculty facilitators to incorporate observer discussion and feedback for peers during a post-simulation debriefing session.

Curricular Design: The SSOF was created by expert consensus, with 6 questions on teamwork, communication, differential diagnosis and clinical management (Figure 1). The tool was piloted with 18 fourth-year medical students on an emergency medicine (EM) rotation, during a high-fidelity simulation session that occurred during each of 2 clerkship blocks. Students were broken into groups of 3-4 and randomly selected to participate in one of two simulations, observing the other. Observers were given the SSOF. After each simulation, participants and observers gathered for a faculty-moderated debriefing session, where faculty members prompted observer contribution with use of the SSOF. Students were surveyed on their experience with the SSOF after the session.

Impact/Effectiveness: Eighty-nine percent of participants stated the SSOF helped them identify important issues while observing. Ninety-four percent stated that receiving peer feedback by using the SSOF was a positive experience. All participants reported the overall experience was positive and would participate again in both participant and observer roles.