

Appendix B: Examiner scoring sheets as developed for station #1. Section A is an analytical checklist for a psychomotor skill. Sections B and C are holistic assessments (global rating scales) with the answers provided for the examiners to aid in grading.

**Station #1**

Student name: \_\_\_\_\_

A. Examiners checklist for rigid gas permeable measurement and neutralization:

	Did the student successfully?	Yes	No
1.	Focus the eyepiece of the radiuscope		
2.	Make sure the lens is clean and dry		
3	Fill the lens mount with saline		
4	Focus the real image		
5	Determine the back optic zone radius +/- 0.05 mm: correct 7.58		
6	Dry the lens		
7	Place the concave side on the lens stop		
8	Measure the power +/- 0.25D: correct -3.00		
9	Place the lens on the reticule		
10	Determine the overall diameter +/- 0.20 mm: correct 9.2		

B. Diagnosis: tri-curve lens; steep fit; centred; good movement

1	2	3	4	5
Diagnosis is incorrect or not achieved. Data interpretation is incorrect.		Diagnosis of the problem is adequate and developed in a somewhat logical manner. Data interpretation is somewhat correct and/or sufficient.		Diagnosis is logical and demonstrates a good understanding of the presentation. Data interpretation is succinct and correct.
<i>All lens characteristics incorrectly identified. Flat lens, not centred, too much/little movement</i>	<i>1/4</i>	<i>2/4 lens characteristics correctly identified</i>	<i>3/4</i>	<i>All lens characteristics correctly identified: Tri-curve lens, steep fit, centred, good movement</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Planning/Management: flatten the lens; add plus lens power

1	2	3	4	5
Management plan is not appropriate to the patient and clinical case.		Management plan is somewhat appropriate to the patient and clinical case.		Management plan is appropriate to the patient and the clinical case above the acceptable level.
<i>No modifications suggested or lens should be steepened and minus power added</i>		<i>½ modifications correctly identified</i>		<i>Both lens modifications correctly identified: flatten lens, add plus power</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Station #1

Student name: \_\_\_\_\_

D. Global Rating of the overall performance of this student (circle one)

Inadequate	Poor	Borderline	Clear pass	Outstanding
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Notes:

Case # 3

Case Information		
Case Name	Ocular Allergy	
Case Type	Ocular Disease/ Red eye Standardized patient	
Issue	Ocular allergy, patient refuses medical treatment	
Practice Areas	3 5 6	Patient-centered care Diagnosis and planning Patient Management
Competencies	3.2a 3.2c 3.4d 3.6a 5.1b 5.1d 5.4a 6.2	Elicit patient values and preferences regarding care. Identify common goals for care. Present all management options Demonstrate understanding that the patient has the right to decide about all aspects of care. Relate assessment results relevant to the presenting problem to commonly occurring ocular and systemic conditions. Form an initial differential diagnosis. Identify findings that require additional assessment or diagnosis by another health care professional. Prescribe pharmaceutical treatments
Objectives	1. Diagnose ocular allergy 2. Treatment plan for ocular allergy – including avoidance of triggers, patient preference for medication or not	
Type of Encounter	Partial assessment for ocular disease	
Setting	Private practice	

**Case synopsis**

A 20-year-old presents with symptoms of ocular allergy. There is a photo of ocular allergy and a description of the slit lamp (SL) findings. The patient does not want to use medications as she does not believe in them.

**Station #3**

**Student name:** \_\_\_\_\_

**Global Rating Scale for Diagnosis and Planning/Management**

Diagnosis: seasonal allergic conjunctivitis

1	2	3	4	5
Diagnosis is incorrect or not achieved. Data interpretation is incorrect.		Diagnosis of the problem is adequate and developed in a somewhat logical manner. Data interpretation is somewhat correct and/or sufficient.		Diagnosis is logical and demonstrates a good understanding of the presentation. Data interpretation is succinct and correct.
<i>Incorrect diagnosis or unclear diagnosis (i.e. gives many differential diagnoses without coming up with a primary diagnosis)</i>		<i>Data interpretation is unorganized and/or candidate is unsure in diagnosis but ultimately comes to correct diagnosis.</i>		<i>Recognizes mild injection, lid swelling, itching, watering and papillae are all signs of Seasonal allergic conjunctivitis</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planning/Management: cold compresses, artificial tears, anti-histamine mast cell stabilizer

1	2	3	4	5
Management plan is not appropriate to the patient and clinical case.		Management plan is somewhat appropriate to the patient and clinical case.		Management plan is appropriate to the patient and the clinical case above the acceptable level.
<i>Response to natural remedies not clear. Does not recommend management for allergic conjunctivitis.</i>		<i>Initial recommendation includes: cold compresses, artificial tears and topical allergy drops. Unclear follow up or future management options if initial treatment is unsuccessful.</i>		<i>Recommends cold compresses, artificial tears and topical anti-histamine/mast-cell stabilizer. Discusses other options that can be considered if initial treatment not effective (potential use of anti-inflammatory, allergy testing). Response to natural remedies is that they are not evidence-based. Explains reason and timing of follow up.</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Patient Centeredness

1 Determines the course of action without eliciting the patient's values and preferences.	2	3 Determines course of action with consideration of the patient's values and preferences. Acknowledges the patients right to decide about aspects of care.	4	5 Determines course of action with consideration of the patient's values and preferences. Acknowledges the patients right to decide about aspects of care at an exceptional level.
<i>Unwilling to modify treatment or discuss other treatment options</i>		<i>Attempts to modify treatment plan but unable to deviate much from original treatment plan despite patient's concerns.</i>		<i>Encourages question from patients. Modifies treatment plan based on patient's feedback and comments while still using evidence-based management options. Ensures patient understands action to take if desired effects do not occur or if undesired effects occur. Provides appropriate education throughout</i>
○	○	○	○	○

**Station #3**

**Student name:** \_\_\_\_\_

Global Rating of the overall performance of this candidate (circle one)

Inadequate	Poor	Borderline	Clear pass	Outstanding
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Notes: