Let’s talk about the exam…

Espace étudiant - Congrès 2014

Based on: Si l’examen m’était conté - Espace étudiant - 2014
Plan of the presentation

• The examination at a glance
• How to prepare for the examination
• The myths and realities of the correction
• The results
• Questions
The examination at a glance
Why have a professional examination?
An examination for...

- Ensuring protection of the public.
- Assessing aptitude to practice.
Competence

The degree to which the individual can use the knowledge, skills, and judgment associated with the profession to perform effectively in the domain of possible encounters defining the scope of professional practice. (Kane, 1992)
Aptitude to practice
Example

Identify the signs and symptoms of the flu.

VS

What is your assessment finding?
Assess… but how?
• 40 to 44 clinical situations:
  • Common pathologies.
  • Diagnostic tests.
  • Situations that involve risks.
  • Etc.
Sample of situations from practice...

- Medicine
- Surgery
- Geronto-geriatrics
- Mental health
- Mother and child health
Attending the examination

• OIIQ invitation - place, date, time, etc.

• Two periods of 2h45.
How to prepare for the examination?
Strategies for answering...

• Identify key information in the clinical situation
• Analyse the data
• Determine the objective of the question
The answer must take into consideration the clinical scenario.
Example

Maïna, 4 months old, now weighs 5.9 kg and is admitted to day surgery.

You must administer an antipyretic medication, as per the following collective prescription: acetaminophen (Tylenol), 80 mg/ml, 10 mg/kg, PO or PR X 1 single dose.
Example

*How many ml will you prepare?*

a) 0,7 ml → does not take into consideration the scenario!
b) 59 mg → does not answer the question!
c) 0,7375 ml → not realistic!
d) 0,73 ml ou 0,74 ml
Example

Her mother is getting ready to go home. She tells you that it’s the first time Maïna has ever had a fever.

She asks you: “How should I proceed to take her temperature at home?”
Example

What method will you recommend to Maina’s mother for taking her temperature?

a) Rectal
b) Axillary
Example

Maïna, 4 months old, now weighs 5.9 kg and is admitted to day surgery for anal fissure repair.

You must administer an antipyretic medication, as per the following collective prescription: acetaminophen (Tylenol), 80 mg/ml, 10 mg/kg, PO or PR X 1 single dose.
Example

What method will you recommend to Maina’s mother for taking her temperature?

a) Rectal

b) Axillary
The clinical situation…

• Age
• Timing of events
• Health history
• Etc.
The answer must refer to the most important element in the clinical situation.
Example

Mrs Renaud is in the post-partum unit since yesterday after a spontaneous vaginal delivery at 39 weeks of gestation.  
Her medical file shows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>BP</th>
<th>HR</th>
<th>Resp.</th>
<th>Temp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-09-21</td>
<td>16:00</td>
<td>120/80</td>
<td>88</td>
<td>20</td>
<td>37,2</td>
</tr>
<tr>
<td>2014-09-21</td>
<td>17:00</td>
<td>130/78</td>
<td>80</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2014-09-21</td>
<td>19:00</td>
<td>135/72</td>
<td>78</td>
<td>18</td>
<td>37,1</td>
</tr>
<tr>
<td>2014-09-21</td>
<td>23:00</td>
<td>125/80</td>
<td>76</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
Example

The next day, at 08:00, you proceed with a physical examination:
red lochia, fundal height: 0/0.

Her vital signs are: BP: 128/80 mm Hg, P: 80 batt./min, R: 18 resp./min, T: 38,6ºC.

She complains of pain in her perineum, nasal congestion and cough. During chest auscultation, you hear only vesicular sounds.
Example

What clinical manifestations (signs and symptoms), presented by Mrs Renaud, would indicate that she suffers from the flu. Name two.
All possibilities VS The most important elements
At 08:00, you proceed with a physical examination: red lochia, fundal height: 0/0, supple breasts.

Her vital signs are: BP: 128/80 mm Hg, P: 80 batt./min, R: 18 resp./min, T: 38.6°C.

She complains of pain in her perineum, nasal congestion and cough. During chest auscultation, you hear only vesicular sounds.
Determine the objective of the question
OR
How to read the questions to better answer them!
What is your assessment finding?

- Identifying an actual problem.
- Identifying a potential problem.
### Example

<table>
<thead>
<tr>
<th>Actual problem</th>
<th>Suspected</th>
<th>Manifestation(s)</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Present</td>
<td></td>
<td>Possible hypoglycemia</td>
</tr>
<tr>
<td>Confirmed</td>
<td>Present</td>
<td></td>
<td>Hypoglycemia</td>
</tr>
</tbody>
</table>

| Potential problem      | None      |                  | Risk of hypoglycemia  |
What other information must you collect to complete your assessment of the client’s condition?

Complete the data collection.

Information that has already been provided in the scenario is refused as an answer.
What signs and symptoms would indicate a complication?

Determine which signs and symptoms must be monitored to rapidly detect a complication.

Information that has already been provided in the scenario is refused as an answer.
Identify a sign that will indicate that your interventions have been effective.

Assess outcomes.

The answer must identify specifically the expected outcome.
Example

Name a sign that would indicate that your interventions have been effective.

a) Normal uterine fundus.

b) Uterine fundus at midline.
Give the rationale for your answer.

Support a clinical decision.

An answer such as « because it is prescribed » is refused because it does not support the clinical decision.
Determine and enter in the TNP a nursing directive.

Determine or adjust the TNP.

All directives entered in the TNP must specify, when applicable:

• The frequency or duration (ex. : q 2 h or for 30 min)

• If the activity is reserved to the nurse

• To whom the directive is addressed (ex. : client/family/orderly)
The myths and realities of the correction
Correction

• Expected answers pre-determined by the elaboration committees.

• Supervision of correctors by the members of the committees.
Correction

One answer per line.
Example

1. How often he has taken Tylenol.
2. At what time he took the last Tylenol.
3. How many tablets did he take.

VS

1. How often he has taken Tylenol and at what time he took the last Tylenol.
2. How many tablets did he take.
3. Reason why he is only taking Tylenol.
Examination correction

The expected answer fits on the provided lines.

OESAQ
1. I will proceed very quickly to auscultate his chest.
Examination correction

Avoid abbreviations

OR

How to make sure to be understood.
The day of the examination
The day of the examination

- 2 booklets = on examination
- 130 open-ended, short answer questions (approx.)
- 40 - 44 clinical situations
- 1 situation = 100 points:
  - 1 question = % of 100 points
Results
Results

• 8 weeks delay.
• Results : F / P - % - PS
• Feedback to F candidates
• Feedback to educational institutions
Competence

*The degree to which the individual can use the knowledge, skills, and judgment associated with the profession to perform effectively in the domain of possible encounters defining the scope of professional practice.* (Kane, 1992)
Questions?