

Medical Risk Assessment (Simulated) Competency Exam

PCC 139A, PCC 149D

Course #, Course Name		Examiner Name	Exam Date
PCC 139A Comprehensive Adult General Dentistry I PCC 149D Comprehensive Adult General Dentistry II			
Student Name	Student ID	Examiner Signature	Start Time
Patient EHR # (if applicable)		Final Score	
N/A – Simulation		Total:	
		Passing Score:	≥42
Exam Name		Total Possible:	60
Medical Risk Assessment (simulated) CE		This is an individual, high stakes exam.	

Examiner name, exam date/start time, student name/ID, patient EHR# above must be completed before the exam can begin.

CODA Competency	SOD Competency
2-10, Critical Thinking and Problem-Solving; 2-17, Treating Diverse Patients; 2-22, Scientific and Lay Literature; 2-24a, Patient Assess, Tx Planning & Prognosis; 2-24c, Referral; 2-24d, Health Promotion & Disease Prevention; 2-25, Patients with Special Needs	2- Applies course-based knowledge, 3- Critical thinking, 4- Assesses patient and makes referrals as appropriate, 9- Interprofessional collaboration
Exam Instructions	Learning Objectives
<ul style="list-style-type: none"> <input type="checkbox"/> Student must have passed overview quiz associated with this assessment BEFORE they start this assessment. <input type="checkbox"/> Student must sign up for an oral exam time slot. Student is sent authentic patient cases to review ~1 week before the exam. <input type="checkbox"/> Examiner gives oral exam to student asking questions to assess students' abilities in the 6 factors listed. Examiner may ask multiple questions. <input type="checkbox"/> If a factor could not be assessed because the student did not leave time to allow the factor to be assessed, the student fails the exam. <input type="checkbox"/> Time limit = 25 minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Write medical consultation requests to members of the health care team in order to obtain clarifications on patient's medical stability for elective or medically necessary dental treatment. <input type="checkbox"/> Discuss the management of the most common and significant medical emergencies that occur in the outpatient dental setting.
Outcome if Fail	
The exam is a 'No Pass' if the score is < 70%, or if there are any critical errors, or if the exam is not completed within the allotted time. The student is encouraged to seek guidance from the faculty examiner and/or course director for re-learning, and then must attempt the exam again, when deemed ready, on another patient as advised by the faculty examiner and their group practice leader.	

FACTOR 1: KNOWLEDGE BASE – Physiology/Pathophysiology and Diagnostic Tests Results			
10 – Optimal	8	3	0 – Critical error
<ul style="list-style-type: none"> • Superb knowledge of physiology and pathophysiology of systemic medical conditions • Efficiently articulates in detail how the systemic medical condition deviates from ideal physiological function 	<p>Has some deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> • Missing 1-3 relevant knowledge points on physiology or pathophysiology of systemic medical conditions • Asks for results of diagnostic tests, but unable to explain the derivation and/or meaning of the results • Has gaps in knowledge, but soundly narrows the gap with known knowledge 	<p>Has major deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> • Missing 4-5 relevant knowledge points on physiology or pathophysiology of systemic medical conditions • Weakly relating the pathology to the physiology or vice versa. • Has gaps in knowledge, but sometimes can narrow the gap with known knowledge in a responsible manner 	<ul style="list-style-type: none"> • Gross deficiencies in knowledge of physiology or pathophysiology of systemic medical conditions • Unable to meaningfully relate the pathology to the physiology, or vice versa. • Has gaps in knowledge, but attempts to narrow the gap in knowledge is woefully inaccurate <p>Any critical error will result in automatic failure of the exam.</p>
Score Awarded:	Comments: <i>points taken off for reasons not specified above must be written down</i>		
FACTOR 2: : KNOWLEDGE BASE – Pharmacology			
10 – Optimal	8	3	0 – Critical error
<ul style="list-style-type: none"> • Superb knowledge of pharmacology • Efficiently articulates in detail how the medication helps re-establish ideal or acceptable physiology 	<p>Has some deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> • Missing 1-3 relevant knowledge points on pharmacology • Unable to recall medications commonly used to treat a specific pathophysiology 	<p>Has major deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> • Missing 4-5 relevant knowledge points on pharmacology • Weakly relating the mechanism of action to modulating the physiology. 	<ul style="list-style-type: none"> • Gross deficiencies in knowledge of pharmacology • Unable to meaningfully relate the mechanism of action to its effect on the physiology.
Score Awarded:	Comments: <i>points taken off for reasons not specified above must be written down</i>		
FACTOR 3: CRITICAL THINKING – Modifications to Treatment / Modifications to Home Care			
10 – Optimal	8	3	0 – Critical error
<ul style="list-style-type: none"> • Provides an appropriate and relevant modifications to dental treatment plan options as well as modifications to oral home care regimen when needed • Application of how provisioning dental treatment is altered compared to a healthy individual • Mechanistically explains the pathophysiology impact on dentistry to drive treatment modification 	<p>Has some deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> • Misses 1-2 relevant modifications that would not grossly impact patient safety 	<p>Has major deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> • Misses 3 relevant modifications that would not grossly impact patient safety • Explanation of pathophysiology impact on dentistry is superficial 	<ul style="list-style-type: none"> • Misses 4+ relevant modifications that would not grossly impact patient safety • Misses modifications that would impact patient safety
Score Awarded:	Comments: <i>points taken off for reasons not specified above must be written down</i>		

FACTOR 4: CRITICAL THINKING – (Working) Dental Differential Diagnosis from HPI			
10 – Optimal	8	3	0 – Critical error
Able to provide 1-3 appropriate working differential diagnoses consistent with symptoms presented	<p>Has some deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> Provides multiple working differential diagnoses with minor inaccuracies in correlating symptoms with potential diagnoses Provides a working differential diagnosis, but unable to state expected results from objective tests would confirm that differential diagnosis 	<p>Has major deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> Only provides one (1) working differential diagnosis Provides one or more working differential diagnosis, but unable to meaningfully vet the candidacy of the provided diagnosis to the reported symptoms Unable to explain why certain differential diagnosis are unlikely to apply to the situation presented 	<ul style="list-style-type: none"> Gross deficiencies in knowledge of dental symptoms and their correlation to diagnoses Provides no working differential diagnosis
Score Awarded:	Comments: <i>points taken off for reasons not specified above must be written down</i>		
FACTOR 5: INTERPROFESSIONAL COMMUNICATION			
10 – Optimal	8	3	0 – Critical error
Determines need for consultation/referral with MD/NP or other health care colleagues. -AND- If consult/referral needed, writes consult/referral consistent with framework taught	<p>Has some deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> Consult/referral needed, but written with minor errors compared to framework taught Uses treatment-related dental jargon that is likely unfamiliar to other health care colleagues Asks for information that is relevant, but is unable to explain how they would meaningfully use that information 	<p>Has major deviation(s) from optimal that may include, but are not limited to:</p> <ul style="list-style-type: none"> Decides to write a consultation/referral when not needed. Consult/referral needed but written with major errors compared to framework taught Asks for permission from health care colleague in a manner that relinquishes independence as a provider Demonstrates superiority over the health care colleague 	<ul style="list-style-type: none"> Does not determine need for consultation/referral. Writes consult/referral grossly inconsistent with framework taught. Asks questions without rationale
Score Awarded:	Comments: <i>points taken off for reasons not specified above must be written down</i>		

FACTOR 6: CRITICAL THINKING – Management of Medical Emergencies			
10 – Optimal	8	3	0 – Critical error
<ul style="list-style-type: none"> Identifies major medical emergencies associated with patient’s systemic conditions. Demonstrates knowledge base to safely manage said medical emergencies 	Has some deviation(s) from optimal that may include, but are not limited to: <ul style="list-style-type: none"> Misses 1-2 relevant points on medical emergency management Management plan is slightly unorganized 	Has major deviation(s) from optimal that may include, but are not limited to: <ul style="list-style-type: none"> Misses 3 relevant points on medical emergency management Management plan is poorly organized, but does not miss key steps 	<ul style="list-style-type: none"> Misses 4+ relevant points on management of medical emergencies Takes a management approach that has no organization, missing critical steps, and/or would harm the patient Unable to independently lead in the management of the medical emergency Incorrectly uses medications or materials related to medical emergency management

Comments: *points taken off for reasons not specified above must be written down*

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	TOTAL SCORE
___/10	___/10	___/10	___/10	___/10	___/10	___/60

SUMMARY OF SCORES/SUM OF SCORES:

Factors 1-6
___/60
Pass ≥42

Any critical errors? Yes / No Exam completed on time? Yes / No <i>Any critical error or exam not completed on time will result in automatic failure of the exam.</i>
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Outcome (circle one)	
PASS	FAIL