



**2009 ORAL EXAMINATION
CANDIDATE GUIDELINES**

**AMERICAN BOARD
OF
OTOLARYNGOLOGY**

INTRODUCTION

The purpose of the oral examination is to evaluate your knowledge, your skill in obtaining and interpreting information, and your ability to reason logically and thereby arrive at a diagnosis or plan of treatment for a specific patient. The oral examination includes most aspects of general otolaryngology (laryngology, rhinology, allergy, pediatric otolaryngology, and sleep medicine), head and neck surgery, otology and audiology, and facial plastic and reconstructive surgery. The cases have been selected to represent a broad spectrum of real-life patient care issues. You must be prepared to demonstrate competence in the management of problems in the entire field of otolaryngology-head and neck surgery.

Information available to you is consistent with that typically available in a clinical situation. Relevant clinical history, physical examination, pathological, laboratory, and other diagnostic findings may be provided. Reproductions of pertinent x-rays or scans, photomicrographs, audiograms, etc. may be available. No attempt will be made to mislead or deceive you in any way. The cases are designed to be straight-forward and pertinent.

REGISTRATION

Candidates are expected to dress professionally (jackets and ties for men; business attire for women).

You must bring **one** of the following with you to registration; you will **not** be admitted unless you do so.

- Driver's License
- Official State Photo ID
- Passport

Please **do not** bring any of the following to exam registration:

- Luggage (suitcases, briefcases, etc.)
- Purses or coats
- Any electronic devices such as cellular phones, palm-top computers, pagers or recording devices
- Pens or pencils

You will receive the following at registration:

- Schedule of exams and examiners
- ID number badge, to be worn throughout the exam

Please be sure to have breakfast or lunch prior to the exam. Only beverages will be available at registration.

After all candidates are registered, the ABOto Leadership will make introductory comments and review the exam process.

ADMINISTRATION

PROCTOR GROUPS

Exam security is of utmost importance. At registration you will be assigned to a proctor group, and you **must** remain with your group during the entire exam.

- Your group is escorted from registration to the exam floor.
- On the exam floor, your proctor will call out ID numbers to check you in.
- ID numbers are called out before and after each exam, and after the break period.
- Listen to proctor instructions carefully.

EXAM PROCESS

The oral exam consists of four fifty-minute segments (not necessarily in this order):

- General Otolaryngology (1st fifty-minute exam)
- Head and Neck Surgery (2nd fifty-minute exam)
- Break (20 minutes; restrooms and beverages available)
- Otology/Audiology (3rd fifty-minute exam)
- Plastic and Reconstructive Surgery (4th fifty-minute exam)

A knock on an Examiner's door indicates the conclusion of an exam session. The Examiner will quickly conclude the examination at that point. Do not leave an Examiner's room until a knock is heard, and then immediately report back to the proctor group after each exam. During some hours of the examination, an additional examiner may be present. He or she is observing the examiner, not you. The examiner identified on your schedule is the examiner who conducts and grades the examination.

DEBRIEFING

At the end of the fourth hour of the oral examination, your group will be escorted to a mandatory debriefing session, where you will complete a questionnaire and be given an opportunity to ask questions and make comments about the exam. It is **imperative** that any concerns or problems about your exam be expressed on the questionnaire **at this time**. You must remain with your group until you are dismissed from this session, which lasts approximately 30 minutes. You will not be permitted to go to the bathroom during this session for security reasons.

Morning groups may expect to be dismissed at 12:30 PM

Afternoon groups may expect to be dismissed at 5:30 PM

Please make your transportation arrangements accordingly.

PROTOCOL STEPS

During each segment, you are presented with four cases or “protocols.” Protocols are designed to examine your ability to gather and interpret patient information, to develop a differential/working diagnosis and to determine proper patient management and/or treatment. A brief case description typically presents the patient's age, general appearance, gender and chief complaint.

The examiner will allow reasonable time for you to gather the information. However, you should use the available time wisely. During the data gathering exercise, the examiner will not interpret the data, but will give only the kind of information that might be expected in a clinical situation. Your questions should be specific. For example, in answer to the question, "Is there a history of injury?" the examiner may say, "Where?" If you say, "To the arm," the examiner may say, "The patient says that he hurt his arm when he was very young." **Examiners will not volunteer information**, but will respond to your requests with information, if available. If the information is not available for the protocol, the Examiner will so notify you. You should pursue a line of questioning until all information required has been obtained, but do not waste time exploring "blind alleys."

You are then required to present diagnostic conclusions and discuss the reasons for them. Issues related to management and treatment are discussed based on the parameters of the protocol. An appropriate history and physical should be performed to facilitate management of each case.

Interpretation of photomicrographs is included in some of the cases. One or more questions may address professionalism and/or ethical issues.

STEP ONE: – INFORMATION GATHERING & INTERPRETATION

- Appropriate history and physical examination
- Order appropriate studies
 - Lab work
 - Audiograms/vestibular testing
 - Imaging Studies
 - Other studies as indicated
- Correctly interpret these studies

STEP TWO: – DIFFERENTIAL DIAGNOSIS/WORKING DIAGNOSIS

- Based on information from Step One
 - Offer appropriate differential diagnosis with a brief explanation of why each should be considered
 - Narrow these to one or a very small number of diagnoses which will be the basis for the next step

STEP THREE: – MANAGEMENT/TREATMENT

- Logical, coherent, treatment plan based on working diagnosis
 - Detailed steps including medical and surgical management
 - Appropriate use of consultants
- Explain reasons for the various steps in the treatment plan
 - Pros and cons of various approaches

SCORING

You will receive three scores for each of the four protocols from each examiner:

- **Data Gathering/Interpretation** - Your ability to identify key aspects of the history and physical exam; to interpret histopathology, and to order and interpret appropriate clinical studies.
- **Differential Diagnosis/Working Diagnosis** - Your ability to assimilate and evaluate the clinical information available and integrate it with your clinical experience in developing an appropriate differential diagnosis and identifying a likely working diagnosis.
- **Management/Treatment** - Your ability to propose an appropriate treatment strategy, to discuss that strategy in detail and to discuss other treatment options with the advantages and disadvantages of each.

Demonstrated expertise in only one area will **not** be adequate to earn a passing score. The examiner will make every attempt to have you finish the examination; however, in rare cases, you may not complete all protocols in a given hour. It is not possible to fail the exam if a low score is given by only one examiner, nor is it possible for one very high score to cause an otherwise failing candidate to pass. The exam is scored using a Criterion Referenced Standard. The minimum passing score reflects an absolute standard developed by the ABOto and is independent of the performance of any group of candidates.

The examiner will make notes during the exam. All responses are noted, so do not interpret note taking as poor performance on your part.

THE RATING SCALE

A four-point numeric rating scale is used to evaluate your performance, with levels defined as follows:

<u>Level of Performance</u>	<u>Scale Interval</u>	<u>Interpretation</u>
Excellent	4	The candidate rapidly integrates the history and physical findings, suggests only the most significant diagnostic studies and is able to justify each of them. The differential diagnosis is complete and well-structured with a clear indication of the most likely diagnosis. The excellent candidate accurately interprets all studies including histopathology. Treatment options are all discussed thoroughly and in detail, citing clinical studies and anticipated outcomes from the recent literature. <u>Excellent clinical judgment.</u>
Satisfactory	3	The candidate performs a complete and well organized history and physical examination. Diagnostic studies are appropriately limited and justified. The differential diagnosis is very complete, and treatment options are appropriate and are discussed in considerable detail. <u>Satisfactory clinical judgment.</u>
Marginal	2	The candidate performs a marginally adequate history and physical, and orders excessive or too few diagnostic studies with inadequate justification. The differential diagnosis may be very limited, and treatment options are discussed only in general terms. <u>Marginal/Questionable clinical judgment.</u>
Unsatisfactory	1	The candidate does not perform an adequate history and physical examination, does not justify diagnostic studies appropriately, is unable to formulate an appropriate differential diagnosis, and does not have a clear idea of how and why treatment should be instituted. <u>Unsatisfactory/Poor clinical judgment.</u>

EXPECTATIONS

The successful candidate:

- gathers information in an orderly and timely progression through history, physical exam, lab, x-ray and other studies
- reflects thoughtfully before responding
- gives a balanced response: neither too long nor too brief
- answers the question that is asked
- has depth of knowledge and gives rationale for answers
- behaves professionally and with maturity
- recognizes controversial areas and gives both sides
- follows a deliberate and logical path to solve problems
- is aware of cost issues and is selective
- includes ethical considerations in management

The unsuccessful candidate:

- gathers data in a disorganized fashion
- rushes and/or pauses excessively
- uses time ineffectively and in a “stalling” technique
- drops names frequently
- answers a question other than the one that is asked
- bluffs
- is unable to integrate or synthesize information
- gives superficial or “cookbook” management patterns
- is seldom able to expand beyond the first short answer
- tries to take over the exam with frequent questions
- jumps to conclusions
- scans visual materials, pointing out one finding while missing several others
- ignores the patient’s needs or ethical considerations
- treats everything surgically first

NOTIFICATION OF RESULTS

After the examination is given, data is analyzed and evaluated to ensure the reliability of individual results. Results are mailed within **nine weeks** of the examination. Information is not available by phone until two weeks after the results are mailed.

Passing Candidates receive a letter from the Executive Director and a certificate order form. A score report is **NOT** provided.

Failing Candidates receive a letter from the Executive Director, their score report, and a copy of the ABOto Appeals Policy. The score report contains the scaled scores for each of the three skill areas (Data Gathering/Interpretation, Differential Diagnosis/Working Diagnosis and Management/Treatment), and a total scaled score. Because each score is calculated independently, an average of the three area scores will not necessarily produce the total scaled score. By policy, the Board does not disclose specific deficiencies of a failing candidate. This information is considered confidential; its disclosure could undermine the goal of composing and administering fair and objective examinations.