

Advanced Specialised Training in Emergency Medicine STAMPS

ASSESSMENT PUBLIC REPORT

2023B EM StAMPS

Purpose

This public report provides information for candidates, supervisors, educators and training organisations and is produced following each Emergency Medicine (EM) Structured Assessment using Multiple Patient Scenarios (StAMPS). It includes information on the conduct, outcome, statistics and commentary for the most recent delivery of the assessment. Past public reports are available on the [ACRRM website](#).

Introduction

The StAMPS assessment is an oral assessment in which the candidate is presented eight authentic rural medicine scenarios. Candidates are asked three questions over 10 minutes for each scenario. StAMPS aims to test clinical reasoning skills in a highly contextualised framework. Candidates are expected to explain how they would approach a given situation, demonstrating clinical reasoning, not only knowledge of facts in the emergency setting.

The 2023B AST EM StAMPS was held on 14 - 15 October 2023.

Overall Outcome

A total of 38 candidates sat the 2023B exam, with 20 of the candidates passing. The overall pass rate was 52.6%.

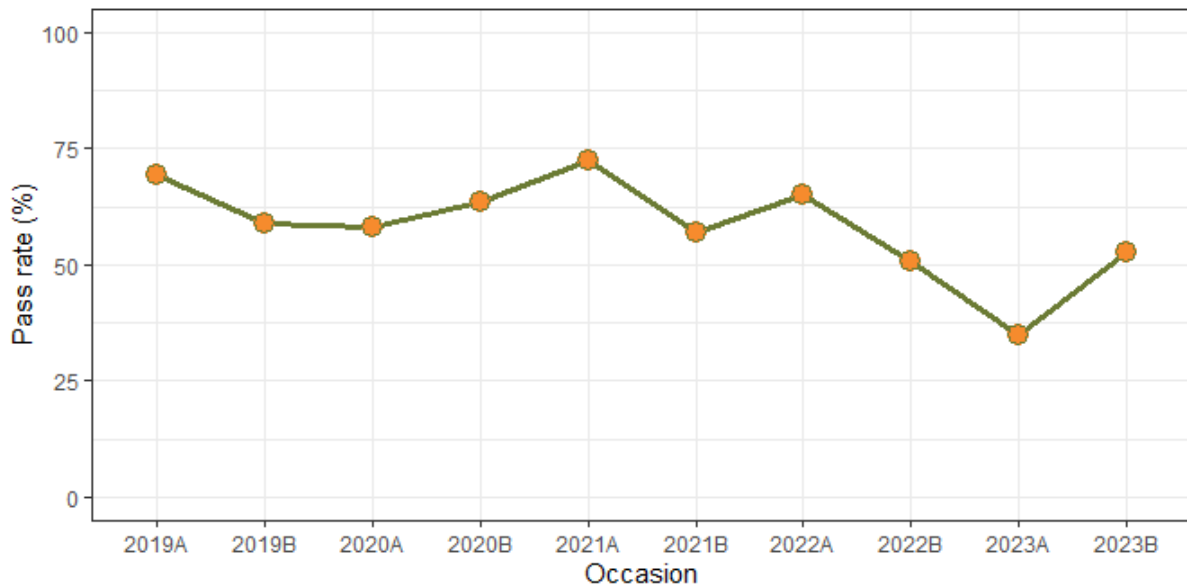
Assessment Statistics

The pass mark for 2023B was 190 out of a theoretical maximum of 336. Candidates who scored within 8 points of the cut score (i.e. 182 or higher) were formally reviewed.

The pass rates are shown by attempt number in the table below.

Attempt number	Total Number	% of Cohort	Number Passed	Pass Rate (%)
1	28	73.7	16	57.1
2+	10	26.3	4	40.0
All	38	100.0	20	52.6

For historical context, the overall pass rates for previous exams are illustrated in the plot below:



Conduct of the Exam

The assessment was conducted according to the previously established processes for AST EM StAMPS delivery on the College's online platform.

Candidates were provided a 'Community Profile' that described the demographics, logistics and health service availability of a simulated rural community in which the assessment is set. This ensures consistency of assessment delivery and marking for all candidates regardless of their actual practice location. The Community Profile used was unchanged from recent previous AST EM StAMPS exams. The current Community Profile is published on the [ACRRM website](#) and is available to view by the general public.

Candidates were provided with 15 minutes of log in time prior to the start of the first scenario to accommodate for any technical audio-visual issues and/or allow troubleshooting. 7 minutes were scheduled between scenarios to ensure there was at least 5 minutes for reading time. Examiners remained on one continuous videoconference link throughout the assessment with an ACRRM room monitor online. Candidates moved between the virtual rooms with their nominated invigilator on-site.

Further information may be found in the [Handbook for Fellowship Assessment](#).

Quality Assurance

Three Examiner team leads, each supporting a group of eight examiners, were selected for their considerable experience with the StAMPS modality. The Team Leads were available to assist in nuanced decision-making regarding candidate's scores when required.

Each Team Lead also undertook independent and concurrent scoring ensuring that each case and each examiner had paired data to assess inter-examiner variability/reliability. These QA scores were not included in the candidates' total scores and therefore did not affect the overall outcome, serving only a Quality Assurance function. All candidates' scenarios were videorecorded. These recordings are retained until reconsideration, review and appeal processes are completed and then are destroyed.

Given the revised scoring system in use, an additional Quality Assurance check was performed by the Lead Reviewer and team of Review Examiners of the narrowest scoring Pass performances to ensure that these candidates were meeting the standard to pass:

Grading and Scoring Overview

Candidate performance is graded against a rubric and behaviour anchors on an 8-point linear scale. Each scenario offers the candidate the opportunity to earn up to 7 points on 6 items/domains which are scored independently.

1. Management in Part 1 that incorporates relevant medical and rural contextual factors
2. Management in Part 2 that incorporates relevant medical and rural contextual factors
3. Management in Part 3 that incorporates relevant medical and rural contextual factors
4. Problem Definition & Systematic Approach
5. Communication & Professionalism
6. Flexibility to changing context

As with previous years, the 2023B AST EM StAMPS exam used a combination of new and previously used scenarios. New scenarios were written and standardised by the Lead Examiner, writers and examiners, with review and approval at every stage by the Lead Examiner. As a quality measure, the new scenarios in this exam underwent review by a Delphi panel of three examiners (selected to optimise diversity) who were asked to recommend changes, grade difficulty, and outline an expected satisfactory answer.

Scenario Development

The 2023B AST EM StAMPS exam consisted of 8 scenarios aligned to the BARS format. New scenarios were written and standardised by the Lead Examiner and AST EM StAMPS review panel to confirm contemporary relevance and AST standard. Previously used scenarios were reviewed, and this resulted in some updating, wording changes, adjustment of complexity and development of suggested ‘probing questions’ to be used by the examiners.

As a further quality assurance measure, all scenarios for this exam underwent review by a Delphi panel of three examiners (selected to optimise diversity) who were asked to recommend changes, grade difficulty, and outline an expected satisfactory answer. Once deemed suitable, all 8 scenarios were put through a moderation process with the Lead Examiner and the examiners who delivered each scenario on the exam day.

Curriculum Blueprint

The table below provides a brief overview of the 2023B scenarios, the domains of the curriculum assessed and percentage of candidates who examiners felt “met the standard” in each scenario.

ACRRM Domains:

1. Provide expert medical care in all rural contexts
2. Provide primary care
3. Provide secondary medical care
4. Respond to medical emergencies
5. Apply a population health approach
6. Work with Aboriginal, Torres Strait Islander, and other culturally diverse communities to improve health and wellbeing
7. Practise medicine within an ethical, intellectual, and professional framework
8. Provide safe medical care while working in geographic and professional isolation

Topics covered and percentage pass rate

Scenario	Topics covered for 2023B	IPR
1.	Urinary retention in a remote area clinic	44.7%
2	Mental health – psychosis	78.9%
3	Neutropenic sepsis	84.2%
4	Neonatal sepsis	65.8%
5	Perforated bowel	65.8%
6	Paediatric overdose	63.2%
7	Major trauma	68.4%
8	Febrile illness in a return traveller	73.7%

Candidate and Educator Guidance

The following commentary is provided to assist candidates in understanding their results, future candidates in preparation for this assessment and educators who are supporting candidates. Brief individualised feedback is routinely provided, but this does not entirely capture the differences between success and non-success. Therefore, it is recommended that individual results and feedback be read in conjunction with the comments below.

It is noted that candidates who have significant current or recent EM experience appear to be significantly better prepared to sit the AST EM StAMPS exam

Passing the AST EM StAMPS requires a candidate to demonstrate their ability to manage emergency presentations as outlined below:

- Demonstrate a structured approach to autonomously stabilise and initially manage all emergency patients across all Australian Triage categories.
- Competently provide definitive emergency medical care for most emergency patients and determine when additional support from experienced colleagues is required (which may be through distance telehealth technology).
- Interpret common EM investigations and be able to provide a contextualised differential diagnosis.
- Describe the technique of performing procedural skills described in the curriculum documents or EM Logbook.
- Provide continuity of care for patients in the Emergency Department pending admission to hospital, transfer to another facility, or awaiting discharge.
- Provide collegial support and clinical advice to colleagues in more remote settings via telehealth technology.
- Take a leadership role in the Emergency Department as the most senior doctor on duty.

Further information may be found in the Advanced Specialised Training Emergency Medicine Guidebook. In addition to the abilities required in the CGT curriculum for EM, doctors achieving AST in EM are required to be able to competently provide definitive emergency medical care including common emergency medicine procedural interventions for individual patients across all presentations including Australian Triage Category 1 and 2. ACRRM has a number of preparation activities available to candidates to prepare for this assessment including a StAMPS Assessment online module that is available to all members.

Survey Feedback

Following the exam, examiners, candidates and invigilators are encouraged to provide feedback via an online survey. Feedback is reviewed and considered accordingly and may be used to drive continuous improvement and improve candidate, invigilator and examiner experience for future exams.

Based on feedback received from the 2023B cohort of candidates and invigilators, the following themes were identified:

- ACRRM staff provided helpful and timely responses to queries ahead of the assessment.
- Attending ACRRM information briefings was useful for preparation however the College should consider more familiarisation sessions for the new AMS be made available.
- The AST EM StAMPS Community Profile is easy to understand.
- The study groups were beneficial, and most candidates did not have a problem finding someone to study with.
- The assessment appropriately covered the assigned curriculum and clinical context measured was within expectations. Scenario topics were realistic.
- There is strong preference for exams to be held on weekends and the ability to sit locally.
- Staff and invigilator support and troubleshooting on the day prompt, patient and professional.

Evaluation

Led by the Assessment Committee, ACRRM undertakes a cycle of quality improvement in its suite of assessments, including the AST EM StAMPS. ACRRM has an ongoing commitment to improve the transparency and reliability of its assessments and to ensure its assessment systems are comprehensible to Registrars and Educators. Work is ongoing to review and update the 'Community Profile', assessor recruitment, training, professional development, feedback and to improve qualitative feedback for candidates.

Acknowledgements

ACRRM would like to thank everyone who contributed to this assessment including the other Lead Clinical team members, scenario writers, examiners, quality assurance examiners, reviewers, ACRRM staff, invigilators and organisations who provide the venues.

The College would also like to thank the Registrars who participated and the Medical Educators who assisted in preparing them for this assessment.