

الهيئة السعودية للتخصصات الصحية  
Saudi Commission for Health Specialties



## **CARDIAC ANESTHESIA SAUDI FELLOWSHIP PROGRAM**

**SAUDI FELLOWSHIP FINAL CLINICAL EXAMINATION OF CARDIAC ANESTHESIA**

### I Exam Format

- The Cardiac Anesthesia final clinical examination shall consist of 4 graded stations each with 10 - 20 minutes .
- All stations shall be designed to assess integrated clinical encounters.
- SOE stations are designed with preset questions and ideal answers.
- Each OSCE station is assessed with a predetermined performance checklist.
- A scoring rubric for post- encounter questions is also set in advance.

### II Final Clinical Exam Blueprint\*

|  |   | DIMENSIONS OF CARE                    |          |         |                      |            |
|--|---|---------------------------------------|----------|---------|----------------------|------------|
|  |   | Health Promotion & Illness Prevention | Acute    | Chronic | Psychosocial Aspects | # Stations |
| <b>DOMAINS FOR INTEGRATED CLINICAL ENCOUNTER</b> | <b>Patient Care</b>                             |                                       | <b>3</b> |         |                      | <b>3</b>   |
|  | <b>Patient Safety &amp; Procedural Skills</b>   |                                       |          |         |                      |            |
|  | <b>Communication &amp; Interpersonal Skills</b> |                                       | <b>1</b> |         |                      | <b>1</b>   |
|  | <b>Professional Behaviors</b>                   |                                       |          |         |                      |            |
|  | <b>Total Stations</b>                           |                                       | <b>4</b> |         |                      | <b>4</b>   |



### III Definitions

| Dimensions of Care                               | Focus of care for the patient, family, community, and/or population  |
|--|--|
| <b>Health Promotion &amp; Illness Prevention</b> | The process of enabling people to increase control over their health & its determinants, & thereby improve their health. Illness prevention covers measures not only to prevent the occurrence of illness such as risk factor reduction but also arrest its progress & reduce its consequences once established. This includes but is not limited to screening, periodic health exam, health maintenance, patient education & advocacy, & community & population health. |
| <b>Acute</b>                                     | Brief episode of illness, within the time span defined by initial presentation through to transition of care. This dimension includes but is not limited to urgent, emergent, & life-threatening conditions, new conditions, & exacerbation of underlying conditions.  |
| <b>Chronic</b>                                   | Illness of long duration that includes but is not limited to illnesses with slow progression.  |
| <b>Psychosocial Aspects</b>                      | Presentations rooted in the social & psychological determinants of health that include but are not limited to life challenges, income, culture, & the impact of the patient's social & physical environment.   |

| Domains   | Reflects the scope of practice & behaviors of a practicing clinician   |
|---|--|
| <b>Patient Care</b>                             | Exploration of illness & disease through gathering, interpreting & synthesizing relevant information that includes but is not limited to history taking, physical examination & investigation. Management is a process that includes but is not limited to generating, planning, organizing care in collaboration with patients, families, communities, populations, & health care professionals (e.g. finding common ground, agreeing on problems & goals of care, time & resource management, roles to arrive at mutual decisions for treatment) |
| <b>Patient Safety &amp; Procedural Skills</b>   | Patient safety emphasizes the reporting, analysis, and prevention of medical error that often leads to adverse healthcare events. Procedural skills encompass the areas of clinical care that require physical and practical skills of the clinician integrated with other clinical competencies in order to accomplish a specific and well characterized technical task or procedure.   |
| <b>Communication &amp; Interpersonal Skills</b> | Interactions with patients, families, caregivers, other professionals, communities, & populations. Elements include but are not limited to active listening, relationship development, education, verbal, non-verbal & written communication (e.g. patient centered interview, disclosure of error, informed consent).   |
| <b>Professional Behaviors</b>                   | Attitudes, knowledge, and skills based on clinical &/or medical administrative competence, ethics, societal, & legal duties resulting in the wise application of behaviors that demonstrate a commitment to excellence, respect, integrity, accountability & altruism (e.g. self-awareness, reflection, life-long learning, scholarly habits, & physician health for sustainable practice).  |

**Note:**

Percentages and content are subject to change at any time. See the SCFHS website for the most up-to-date information.