

## GUIDELINES ON THE OPTIMUM VIEWING AND SCORING OF A SOO VIDEO

Please take a moment to thoroughly review the **case description (script)** and the **marking scheme** which includes detailed **criteria** distinguishing the Superior, Certificant, and Non-certificant performances, **prior to viewing the featured SOO video.**

Compliance with this protocol will serve to effectively familiarize you, the viewer, with the optimum SOO video viewing and scoring guidelines established by the College.

As you now play the video, you may elect to score some elements of the SOO; however, we recommend that you stop the tape at the conclusion of the clinical encounter and **then** proceed to fully mark each of the 11 components of the marking scheme.

The analysis of your overall scoring determinations will now direct you to a performance as Superior, Certificant, or Non-certificant in distinction.

We invite you to compare your SOO scores to the ones found by the College in the accompanying SOO **critique**. Variances in judgment between the two evaluations present an opportunity for reflection.

SOO preparation workshop leaders have found that the process of specifically committing to a score, while the viewer is purposely unknowing of the College's assessment, is an important element in guiding him or her to solidify his or her understanding of the marking scheme.

### The 11 COMPONENTS OF THE SOO MARKING SCHEME

1. Identification of Problem #1
2. Illness Experience in reference to Problem #1
3. Identification of Problem #2
4. Illness Experience in reference to Problem #2
5. Context Identification within the Social and Developmental Context
6. Context Integration within the Social and Developmental Context
7. Management of Problem #1
8. Finding Common Ground in reference to Problem #1
9. Management of Problem #2
10. Finding Common Ground in reference to Problem #2
11. Interview Process and Organization

### SOO SCORE SHEET SAMPLE



3744



### Certification in Family Medicine

### Simulated Office Oral score sheet

EX: 0123456789

|               |    |                      |                      |                      |
|---------------|----|----------------------|----------------------|----------------------|
| EXAMINER NAME | No | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|---------------|----|----------------------|----------------------|----------------------|

Case No:

**1. IDENTIFICATION :**

|                     |                       |                       |                       |
|---------------------|-----------------------|-----------------------|-----------------------|
| Superior Certificat | <input type="radio"/> | Illness<br>experience | <input type="radio"/> |
| Certificat          | <input type="radio"/> |                       | <input type="radio"/> |
| Non-Certificat      | <input type="radio"/> |                       | <input type="radio"/> |

**4. MANAGEMENT:**

|                     |                       |      |                          |                       |
|---------------------|-----------------------|------|--------------------------|-----------------------|
| Superior Certificat | <input type="radio"/> | Plan | Finding common<br>ground | <input type="radio"/> |
| Certificat          | <input type="radio"/> |      |                          | <input type="radio"/> |
| Non-Certificat      | <input type="radio"/> |      |                          | <input type="radio"/> |

**2. IDENTIFICATION :**

|                     |                       |                       |                       |
|---------------------|-----------------------|-----------------------|-----------------------|
| Superior Certificat | <input type="radio"/> | Illness<br>experience | <input type="radio"/> |
| Certificat          | <input type="radio"/> |                       | <input type="radio"/> |
| Non-Certificat      | <input type="radio"/> |                       | <input type="radio"/> |

**5. MANAGEMENT:**

|                     |                       |      |                          |                       |
|---------------------|-----------------------|------|--------------------------|-----------------------|
| Superior Certificat | <input type="radio"/> | Plan | Finding common<br>ground | <input type="radio"/> |
| Certificat          | <input type="radio"/> |      |                          | <input type="radio"/> |
| Non-Certificat      | <input type="radio"/> |      |                          | <input type="radio"/> |

**3. SOCIAL AND DEVELOPMENTAL CONTEXT**

|                     |                       |                           |                        |                       |
|---------------------|-----------------------|---------------------------|------------------------|-----------------------|
| Superior Certificat | <input type="radio"/> | Context<br>identification | Context<br>integration | <input type="radio"/> |
| Certificat          | <input type="radio"/> |                           |                        | <input type="radio"/> |
| Non-Certificat      | <input type="radio"/> |                           |                        | <input type="radio"/> |

**6. INTERVIEW PROCESS AND ORGANIZATION**

|                     |                       |
|---------------------|-----------------------|
| Superior Certificat | <input type="radio"/> |
| Certificat          | <input type="radio"/> |
| Non-Certificat      | <input type="radio"/> |

**COMMENT SHEET**

Written comments will assist the board of examiners when assessing candidates. Please provide comments with particular attention to marginal and failing candidates. (Use reverse of this form).