

SEE INSTRUCTIONS ON THE LAST THREE PAGES

Part A:

You have volunteered to be a facilitator on a clinical exam for medical students. A fourth year medical student, Sarah, approaches you while you are walking out of work. Sarah knows you are one of the facilitators for the clinical exam and asks you what type of scenarios will be covered in the clinical exam. You have worked with Sarah closely over the last few months.

Rate the appropriateness of the following actions in response to this situation.

Provide Sarah with some publicly available information about medical school examinations

2. Tell Sarah that it could be considered cheating if she tried to find out the scenarios beforehand
3. Explain to Sarah that it would be unfair on other candidates if only she knew the interview questions before the clinical exam
4. Tell Sarah that she has put you in a difficult position by asking you that
5. Reassure Sarah that she should not need to know the scenarios before the clinical exam in order to do well
6. Advise Sarah to ask another FY1 colleague, who is not a facilitator on the clinical exam, to help with exam practice

Part A (for reference):

You have volunteered to be a facilitator on a clinical exam for medical students. A fourth year medical student, Sarah, approaches you while you are walking out of work. Sarah knows you are one of the facilitators for the clinical exam and asks you what type of scenarios will be covered in the clinical exam. You have worked with Sarah closely over the last few months.

Part B:

The following day, you see an FY1 colleague, James, talking with Sarah over lunch. James is also a facilitator for the clinical exam. You can hear that James is providing Sarah with specific information about the types of scenarios which will be covered on the clinical exam. As James leaves the room, you walk over to Sarah and when she sees you, looks very guilty.

Rate the appropriateness of the following actions in response to this situation.

7. Ask Sarah exactly how much information James has told her

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8. Ask Sarah why she has chosen to also ask James for information
9. Tell Sarah that you will need to inform her educational supervisor* about the situation
10. Encourage Sarah to declare to the medical school that she has been told information about the clinical exam
11. Explore with Sarah why she feels she needs to know the information

You have been working in the Acute Admissions Unit* (AAU) for the past four months and a patient has been admitted for severe abdominal pain. This is the third time the patient has been admitted for the same condition and you have conducted all of her previous assessments. You go to assess the patient and when she sees you, she says, "No, I do not want you as my doctor again. You can't find out what is wrong with me. Please go and get me an experienced doctor."

Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way.

12. "Please be assured that I will try my best to find out the cause of your pain."
13. "I'm here to help you, please don't speak to me in that way."
14. "Let me see if a senior doctor is available to assess you instead."
15. "I'm sorry you feel that way, but it is not my fault you are still experiencing pain."
16. "I understand that being in and out of hospital must be frustrating for you."
17. "I can see if a senior doctor is available, however, you might end up having to wait a while to be seen."

You are working in a busy emergency department. A patient has presented with chest pain. He expresses his frustrations with his numerous long-term health problems, which are not urgent. Once you have dealt with his chest pain effectively, and tell the patient that he can be discharged, he asks you whether you can help with his other long-term health problems. Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way.

18. "I understand it must be frustrating to have long-term health problems."
19. "Since your chest pain has been dealt with, you're now being discharged from the Emergency Department."
20. "I don't have long, but I will see what I can do to help."

21. "I'd advise you to book an appointment with your GP* to discuss your long-term health problems."

22. "Is there something specific concerning you about your long-term health problems?"

23. "The Emergency Department is busy so unfortunately I need to prioritise other patients."

Part A:

You are working on a paediatric ward and a nurse, who works in a different department, approaches you to ask about his 6 year old niece who is a patient on your ward. He asks what is wrong with her and what treatment she is receiving. You are aware that the nurse is not the patient's legal guardian. You are on good terms with the nurse and you can see that he is clearly anxious about his niece.

Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way.

24. "You know that this is confidential information that I cannot discuss with you."



25. "You will need to speak with your niece's parents directly about this."

26. "Perhaps you should visit your niece when you finish your shift to check on her."

27. "Try not to worry. I'm sure everything is going to be fine."

28. "It is inappropriate for you to ask this of me so please do not ask me again."

Part B:

The following day, you arrive on the paediatric ward and notice the nurse reading a set of patient notes. When he sees you approaching, he looks guilty and immediately puts the notes back and walks away. You do not know which set of notes he was reading but suspect he may have been reading his niece's notes.

Rate the appropriateness of the following actions in response to this situation.

29. Ask the nurse directly which patient notes he was reading



30. Report the nurse for reading confidential patient notes

31. Ask the nurse in charge for advice about how to respond

32. Tell the patient's parents that you suspect the nurse was reading their daughter's notes

33. Ask the nurse why he was reading a set of patient notes for a ward he does not work on
Done to here

You are working in the Emergency Department, and a 19 year old patient presents alone, after being elbowed in the eye while playing football. When you inform the patient that she

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has broken her eye socket and may need to have surgery, she becomes very upset. She tells you that she does not want to have surgery and that she wants to go home. Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way.



34. "Is there anything else upsetting you?"
35. "It is up to you whether or not you go home."
36. "Is there is a particular reason why you do not want to have surgery?"
37. "While there is a chance you will need surgery, you might not."
38. "You're in the best place to be treated effectively."
39. "Do you have any family members or friends who can come to support you?"
40. "We would like you to stay to receive the best treatment."

You have had a particularly busy and challenging day in the ward and are feeling overwhelmed and finding it hard to concentrate. You ask your clinical supervisor*, Cathy, if you can leave two hours early because of how you feel and she says, "you need to toughen up, there are not enough staff on the ward anyway so you can't leave."

Rate the importance of the following considerations in the management of this situation.

- 41. The impact on the rest of the ward staff if you leave work now
 - 42. Your ability to handle stressful situations in the future
 - 43. Your ongoing relationship with Cathy
 - 44. The risk to patient safety if you complete your shift feeling like you do
 - 45. The amount of time you have left to complete
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You are working on a paediatric ward and you have prescribed a drug for a patient after being advised to do so by the consultant. The nurse looking after the patient has informed you that they will not give the drug as they have checked your calculation and it is the wrong dose. You were confident that your calculations were correct. The drug was due to be given half an hour ago, and the patient's parents are concerned that it is delayed. You know that the timing of the dose is not critical.

Rate the appropriateness of the following actions in response to this situation.

- 46. Reassure the parents that the delay in giving the drug will not cause harm to their child
 - 47. Explain to the parents that you and the nurse are making sure that the dose is correct and safe before it is given
 - 48. Ask the nurse if you can both go through the drug calculation together to try and agree on the dose
 - 49. Inform the nurse that you believe your calculations are correct
 - 50. Apologise to the parents for the delay
 - 51. Tell the parents that the delay is because the nurse thinks your drug calculations are wrong
 - 52. Ask the consultant to confirm with yourself and the nurse what dose to give
 - 53. Avoid having a conversation with the parents before you have sorted out the issue with the drug dose
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NEW SECTION: PART A SJT

You are an FY1 on a Care of the Elderly ward. It is one hour before the end of your shift and your FY1 colleague is checking the prescriptions for your patients on the computer. After a recent drug error on the ward, your FY1 colleague, Joanne, is repeatedly insisting that you double check all her patient's prescriptions, to ensure they are correct. If you choose to do any additional work, you will not be able to finish your work by the end of your shift. Rate the appropriateness of the following actions in response to this situation.

54. Politely explain to Joanne that you are busy checking the prescriptions of your patients and do not have time to double check hers
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55. Double check the prescriptions, as per Joanne's request
56. Ask Joanne if there is a particular reason why she believes her patient's prescriptions should be double checked
57. Inform Joanne's clinical supervisor* that she keeps asking you to double check her work
58. Go to another room where you can continue to work alone
59. Discuss the situation with your clinical supervisor
60. Tell Joanne that you are sure she has written down the correct results
-

While you are working on a ward, your consultant walks past you and asks you to order an urgent chest x-ray for a patient. You attempt to ask him why but he rushes off to treat another critically ill patient. The patient now approaches you and asks for an update. When you tell the patient that you are about to order another chest x-ray, she tells you that she had a chest x-ray yesterday and asks why she needs another one. Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way.

61. "The consultant asked for the chest x-ray but I'm not sure why."
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62. "I'm not sure why you need one if you had one yesterday; I'll cancel the chest x-ray."
63. "I'll check that the consultant realises that you had a chest x-ray yesterday."
- "There may have been an abnormality on the x-ray yesterday, but I'm not sure."
65. "It could have been that the picture was not clear enough on yesterday's x-ray."
-

A patient, Helen, was admitted to your ward overnight with abdominal pain and had an ultrasound this morning which showed she was pregnant. Her partner visits the ward and sees this written in her notes. You are outside Helen's room when you hear her partner start saying that the baby can't be his. You are unsure whether to intervene in case the situation escalates but his voice gets louder. Rate the importance of the following considerations in the management of this situation.


66. That Helen and her partner are having a private conversation



- 67. That the partner's shouting may be disturbing other patients
 - 68. That Helen's patient confidentiality is at risk of being compromised
 - 69. That Helen's partner may become physically aggressive
 - 70. That the partner's behaviour is not appropriate for a hospital
 - 71. That Helen may need support to deal with her partner's anger
 - 72. That it is not your job to mediate between patients and their families
 - 73. That hospital security might be better qualified to intervene in the discussion
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You have been working at a hospital for the past 3 months. Your consultant*, Dr Wong, recently changed the structure of the FY1 rota, which now includes working more consecutive night shifts. Since the rota has changed, you have noticed that you and your colleagues are more tired and team morale appears low. While you are working on the ward one day, Dr Wong asks "How is everyone finding the new rota?"

Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way.

- 74. "Would it be possible to switch back to the previous rota?"
- 
- 75. "Everyone is struggling to adjust to the new rota; I think they preferred the old rota."
 - 76. "Was it necessary to change the rota?"
 - 77. "I have noticed that everyone is more tired and team morale seems low since you changed the rota."
 - 78. "It might be a good idea to discuss the new rota at a meeting with the whole team."
 - 79. "I think people need some time to adjust to the new rota."
 - 80. "It's not too bad."
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Part A:

You are working on a general medical ward. Over the past week, you have noticed that your FY2 colleague has been more withdrawn than normal. She has also been more easily irritated which is unlike her typically friendly manner. Earlier today, you noticed the FY2 was very abrupt with one of the student nurses, who looked upset in response. As you enter the staff room to have your lunch, you overhear some of the other nurses complaining about how rude your FY2 colleague is. The nurses see you and continue talking. Rate the appropriateness of the following actions in response to this situation.

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81. Ignore the nurses, leaving the staff room to eat your lunch elsewhere
82. Find the FY2 to tell her what you heard the nurses saying about her
83. Inform a senior colleague that the FY2's behaviour is upsetting the nursing staff
84. Advise the nurses you are aware of a change in the FY2's behaviour, discussing this in more detail with them
85. Speak to your FY2 colleague to find out if there is a reason for the recent change in her behaviour
86. Suggest the nurses speak to the FY2 directly if they are unhappy with her conduct
87. Speak to other colleagues on your ward to see if they have noticed a change in the FY2's behaviour
88. Advise the FY2 that you have observed a change in behaviour that is having a negative impact at work

Part A (for reference).

You are working on a general medical ward. Over the past week, you have noticed that your FY2 colleague has been more withdrawn than normal. She has also been more easily irritated which is unlike her typically friendly manner. Earlier today, you noticed the FY2 was very abrupt with one of the student nurses, who looked upset in response. As you enter the staff room to have your lunch, you overhear some of the other nurses complaining about how rude your FY2 colleague is. The nurses see you and continue talking. Rate the appropriateness of the following actions in response to this situation.

Part B:

This afternoon you are sat with your FY2 colleague on the ward. She becomes frustrated by making a mistake on some paperwork and disturbs you from writing your own notes. She apologises and explains that she is feeling very stressed at the moment as she is worrying about an upcoming exam. Your colleague tells you she has found it difficult to concentrate at work and apologises if her recent mood has affected you in any way. Rate the appropriateness of the following actions in response to this situation.

89. Reassure the FY2 she will feel less stressed when the exam is over
 90. Ask the FY2 if she has considered speaking to her educational supervisor* about how she is feeling
 91. Ask the FY2 more about how she is feeling at work
 92. Suggest taking on some of the FY2's workload to allow her more time to study
 93. Suggest the FY2 goes home if she does not feel able to work
 94. Tell the FY2 that some of the nurses have noticed a change in her behaviour
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NEW SECTION: PART A SJT

You are on a medical team that is well staffed so your consultant has asked you to help out another understaffed medical team for an afternoon. You have completed the jobs for your patients and would be happy to help another team if needed. However, the ward nurse in charge is very unhappy about losing a team member for the afternoon and asks you to stay on the ward but does not give you a reason.

Rate the importance of the following considerations in the management of this situation.

95. That the ward nurse in charge must have a reason for wanting you stay
96. That the consultant probably knows the requirements of both wards the best
97. That you might learn more if you go and help out on an understaffed ward
98. That you might have an easier afternoon if you stay on your current ward
99. That the consultant expects you to do as you are told
100. That your relationship with the ward nurse in charge might be negatively affected if you go to the other ward
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A patient on the Acute Admissions Unit* (AAU) was admitted to hospital with pancreatitis two weeks ago. The patient was on holiday when he was admitted and has therefore asked to be transferred to a hospital closer to his home, which is a three hour drive away. The consultant explains that it is not safe for the patient to travel for at least another week. On your way to the ward you walk past the patient's daughter. You notice that she is upset, so you ask her whether she is OK. She tells you, "I can't keep travelling three hours every day to visit my father, I'm too exhausted, but he hasn't got anyone else. I wish he could be transferred." Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way.

101. "Don't worry, your father will be transferred next week."
102. "Have you discussed how exhausted you are with your father?"
103. "Your father's health is the most important thing to consider in deciding whether he can be transferred."
104. "It is not necessary for you to visit every day, I am sure he would be OK."
105. "I understand, it must be very tiring for you."
106. "Could you speak with your father on the phone, rather than visiting so often?"
107. "It is important that you consider the impact that this is having on your own health."
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NEW SECTION: PART A SJT

You are being shadowed by a medical student named Jeremy whilst consulting an elderly patient, Mrs McDermott. You are explaining to her that she will be prescribed several medications, when Jeremy interrupts to say that he thinks there is an alternative drug which would be more appropriate for Mrs McDermott than the one you have named. He says that he has read about this in an article online. Mrs McDermott looks confused.

Rate the appropriateness of the following actions in response to this situation.

108. Immediately ask to speak with Jeremy privately to discuss this with him further



109. Apologise to Mrs McDermott if Jeremy's comment has confused her

110. Ignore Jeremy's comment and continue the conversation with Mrs McDermott

111. After the consultation, explain to Jeremy that that was an inappropriate time to bring up the article

112. Explain to Mrs McDermott that Jeremy is still studying for his medical degree

113. Ask Jeremy to explain to the patient why he believes his alternative drug is more effective

114. After the consultation, explain to Jeremy that raising his idea in front of Mrs McDermott caused her to be confused

Welcome

Thank you for taking the time to sit the UK Foundation Programme SJT Practice Paper.

The questions that you will see in this SJT Practice Paper are illustrative examples of the types of questions that will be used for the Operational UKFP SJT, which forms part of the annual recruitment to the UK Foundation Programme. Please note that the Practice Paper is designed to help you familiarise yourself with the test, so you will not receive a score. Please be aware that, although these questions have been through a thorough expert review process, they have not been evaluated psychometrically. Please be assured that any questions that are used in the Operational UKFP SJT will have been through a piloting process in which they are analysed psychometrically and any questions deemed unsuitable are removed.

The practice paper has been designed to be very similar in structure to a typical operational paper and the range of questions reflects this. However, new operational papers are constructed each year, and therefore there may be slight differences in the number of scenarios for each question type. The total number of scenarios within the Practice Paper and the Operational UKFP SJT will remain the same.

When you are ready to proceed, you will be taken to the 'candidate instructions' screen, which is the first stage of the assessment.

In this test, you will be presented with typical scenarios that Foundation Year One (FY1) Doctors encounter, and you will be asked questions about dealing with them. When answering the questions, please consider yourself to be a FY1 Doctor and please answer based on what you **should** do. We appreciate you may sometimes feel that you would like more information before answering, however, please give your best answer based on the information provided in the question.

The Paper is divided into three parts, with different types of questions used throughout. Please read the instructions for each part carefully before attempting the questions.

The three parts are as follows

- Part 1: Rating questions. This part includes 18 scenarios, requiring you to individually rate between 4 and 8 response options per scenario, with each response option being displayed on a separate screen.
- Part 2: Multiple choice questions. This part includes 20 scenarios, requiring you to select 3 answers from a choice of 8 for each.
- Part 3: Ranking questions. This part includes 37 scenarios, requiring you to rank 5 options for each.

Some of the questions have accompanying videos so please make sure you have headphones before starting the test. You are able to stop/pause/replay the videos.

Please Note:

- This Situational Judgement Test consists of three parts.
- Read the instructions carefully before each part to make sure you understand the response format.
- Some questions require you to select more than one option.
- Some questions have multiple parts (e.g. Part A, Part B, Part C) – in such cases, each part should be answered independently, even though the context they are set in remains the same across the question. The questions will be clearly labelled (e.g. as 'Part A') within the text.
- There is no negative marking; you should therefore attempt all the questions.
- You have **140 minutes** to complete this paper. There are **75 scenarios in total**.
- Definitions are available for terms which have been marked with an asterisk (*). These definitions are included within the glossary of terminology.

PART 1 - Rating

In this part you will be presented with scenarios. Rate the responses based on what you **should** do as a FY1 Doctor.

This part includes 18 scenarios, requiring you to rate between 4 and 8 response options per scenario, with each response option being displayed on a separate screen. The relevant scenario will be displayed on the left-hand side of the screen throughout.

There are three possible response formats, depending on whether the responses given are actions, considerations or speech responses. Each question will clearly state which response format to use. The possible formats are as follows:

- Rate the appropriateness of the following actions in response to this situation. (Very appropriate; somewhat appropriate; somewhat inappropriate; inappropriate)
- Rate the importance of the following considerations in the management of this situation. (Very important; Important; Of minor importance; Not at all important)
- Rate the appropriateness of the following responses to say in this situation. Assume they are all said in a polite way. (Very appropriate; somewhat appropriate; somewhat inappropriate; inappropriate)

Each response option should be treated independently. You should make a judgement regarding each response option, independent from the other options presented for each scenario. For example, an action does not need to resolve all aspects of the dilemma to be desirable; therefore, a response option can be rated as very desirable if it only addresses one aspect of the dilemma.

Within a single scenario, each rating can be used more than once or not at all; for example, all response options within a scenario can be given the same rating of 'very appropriate' if you feel that this is the correct rating for each response option.

This section uses a 'near miss' scoring convention, meaning that a range of marks are available based on how close your response is to the correct key