



Scoring the Scenario Evaluation Rubric: *Possible Solutions for Challenges in Evaluating*

What if: The student skips some parts in the Rapid Trauma Survey (or any exam or survey)? Does this mean they should receive a score of 1 for this section since it was not done in its entirety?

Not necessarily. At the competent level (a score of 2), the expectation that every step of the Rapid Trauma Survey (or all the assessments) be performed may be unreasonable. At the competent level, they must at least identify all critical injuries.

What if: The student treats a chest injury but does not splint an ankle fracture for a patient with both a critical chest injury and ankle fracture? Does this mean they should receive a score of 1 for this section since they did not perform indicated interventions?

Not necessarily. At the competent level (a score of 2), the expectation that every possible intervention be performed may be unreasonable. At the competent level, they need to at least perform all necessary interventions for the given scenario and resources.

What if: The student does not perform any interventions for a patient with multiple penetrating wounds to the torso who is critically unstable and there is a very short transport time to the hospital? Does this mean they should receive a score of 1 for this section since they did not perform indicated interventions?

Not necessarily. Given the scenario, resources, location, and road conditions (traffic, weather, etc.), this approach may be the right critical decision and demonstrate proficiency (a score of 3). In the rubric, a Proficient rating for Patient Care is: "Efficiently and effectively performs or directs indicated interventions that are prioritized." The action of rapid transport to definitive care in this example was prioritized. The Proficient rating for Team Work is: "Efficiently and effectively coordinates team members and resources to perform tasks and meet objectives." The use of the team (to include hospital resources) in this example was efficient and effective and met objectives. Therefore, the student could score a 3 in this scenario without performing any interventions.

What if: The team leader does not ask if there are any hazards on scene? Does this mean they should receive a score of 1 for this section since they did not identify existing hazards and placed the team or patient at risk of additional injury or illness?

This depends. If you clearly set the expectation they must ask if the scene is safe, then a score of 1 would be indicated. If you did not clearly set that expectation and you did not stage any hazards/props (gas cans, knife, etc.), it is less clear. During their scene size-up, they may have internally acknowledged the absence of hazards. In real life, would we expect a rescuer, upon scene arrival, to verbally ask if there were any hazards? Probably not. For many, it is an internal checklist.

What if: The Primary Survey takes more than 2 minutes, or the scene time on a critical patient exceeds 5 minutes, or the student does not perform a Reassessment at least every 5 minutes on critical patients? How do I score this if there are no objectives for meeting recommended time frames?

Time is important but the focus is on why recommended time frames are not met. If time frames are unnecessarily exceeded, this would fall under the Team Management objective (they did not demonstrate competency in coordinating team members or resources to perform tasks or meet objectives).