## UNIVERSITY HEALTH NETWORK/ McGILL UNIVERSITY HEALTH CENTRE HIV ADVANCED (YEAR 2) RESIDENCY PROGRAM

### **ORAL EXAM ASSESSMENT FORM**

NAME OF RESIDENT:			NAME OF EVALUATOR:		
COMPLETED BY:	☐ EVALUATOR	☐ RESIDENT	☐ MIDPOINT EXAM	☐ END OF YEAR EXAM	

#### **EDUCATIONAL OUTCOMES:**

The oral exam focuses on the resident's ability to provide evidence-based direct patient care as a member of inter-professional teams.

\*Designated level of performance: the resident is expected to independently manage moderately complex drug therapy problems. Moderately complex problems have either complex drug related knowledge required (e.g. Protease inhibitor dosing / TDM / resistance interpretation) or a complex situation (e.g. treatment failure, pregnancy).

	1	2	3	4	5	Case 1	Case 2
1. ACADEMIC/C	ONTENT KNOWLEDGE						
Medication knowledge - pharmacology	Inadequate fund of medication pharmacology knowledge to apply to the resolution of clinical problems at the designated level	Superficial fund of medication pharmacology knowledge to apply to resolution of clinical problems at the designated level of	Satisfactory fund of medication pharmacology knowledge to resolve effectively most clinical problems at the designated level	Substantial fund of medication pharmacology knowledge to resolve consistently and effectively all clinical problems at the	Exceptional fund of medication pharmacology knowledge to resolve consistently and perceptively all clinical problems at		
	of performance.*	performance.*	of performance.*	designated level of performance.*	the designated level of performance.*		
Medication knowledge – treatment guidelines	Inadequate fund of treatment guidelines/standard practice knowledge to apply to the resolution of clinical problems at the designated level of performance.*	Superficial fund of treatment guidelines/standard practice knowledge to apply to resolution of clinical problems at the designated level of performance.*	Satisfactory fund of treatment guidelines/standard practice knowledge to resolve effectively most clinical problems at the designated level of performance.*	Substantial fund of treatment guidelines/standard practice knowledge to resolve consistently and effectively all clinical problems at the designated level of performance.*	Exceptional fund of treatment guidelines/standard practice knowledge to resolve consistently and perceptively all clinical problems at the designated level of performance.*		

	1	2	3	4	5	Case 1	Case 2
Medication	Inadequate fund of	Superficial fund of	Satisfactory fund of	Substantial fund of	Exceptional fund of		
knowledge -	primary literature	primary literature	primary literature	primary literature	primary literature		
primary literature	knowledge to apply to	knowledge to apply to	knowledge to resolve	knowledge to resolve	knowledge to resolve		
	the resolution of	resolution of clinical	effectively most	consistently and	consistently and		
	clinical problems at	problems at the	clinical problems at	effectively all clinical	perceptively all		
	the designated level	designated level of	the designated level	problems at the	clinical problems at		
	of performance.*	performance.*	of performance.*	designated level of	the designated level		
				performance.*	of performance.*		
Disease	Inadequate fund of	Superficial fund of	Satisfactory fund of	Substantial fund of	Exceptional fund of		
knowledge	disease knowledge to	disease knowledge to	disease knowledge to	disease knowledge to	disease knowledge to		
	define priorities and	define priorities and	define priorities and	define priorities and	define priorities and		
	manage clinical	manage clinical	manage effectively	manage consistently	manage consistently		
	problems at the	problems at the	most clinical	and effectively all	and perceptively all		
	designated level of	designated level of	problems at the	clinical problems at	clinical problems at		
	performance.*	performance.*	designated level of	the designated level	the designated level		
			performance.*	of performance.*	of performance.*		

Justify your rating using concrete examples (MANDATORY if any item scored <3):

2	DAT	IENT	CARE		UE66
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Presentation of	Fails to discern	Presents some	Information	Information	Information	
relevant data for	relevant from	relevant data, but not	presented is accurate	presented is	presented is precise,	
the case	irrelevant data;	enough to adequately	and mostly relevant.	accurate,	perceptive, and	
	important information	resolve drug-therapy	Information could be	comprehensive and	appropriately	
	is not presented.	problems (DTPs) or	presented more	relevant. Information	detailed. Information	
		understand his/her	concisely or in more	is presented in a	is presented in a	
		thought-process;	organized manner.	concise and	concise and	
		and/or some	_	organized manner.	organized manner.	
		important information			_	
		is not presented.				
Interpretation of	Difficulty is	Significant data may	Most data are	All data are correctly	Precisely and	
diagnostic tests /	experienced in	be misinterpreted.	correctly interpreted.	interpreted.	perceptively	
physical findings	interpreting the			·	interprets all data.	
/ laboratory tests	available data.					
(including HIV						
resistance tests)						

	1	2	3	4	5	Case 1	Case 2
Identification and	Fails to identify the	Identifies some	Identifies major DTPs	Identifies most real	Precisely synthesizes		
prioritization of	patient's real and/or	DTPs, but fails to	but may not always	and potential DTPs	and integrates data to		
drug therapy	potential DTPs.	identify some of the	prioritize them	and appropriately	identify all real and		
problems (DTPs)		patient's major real	effectively and/or	prioritizes the major	potential DTPs, and		
		and/or potential DTPs	consistently	DTPs.	appropriately		
		or is unable to	distinguish between		prioritizes all of them.		
		prioritize them.	the patient's real and				
			potential DTPs.				
Determining	Unable to determine	Determines some	Determines most	Determines most	Determines all		
endpoints and	appropriate endpoints	appropriate endpoints	appropriate endpoints	appropriate endpoints	appropriate endpoints		
outcomes.	and/or outcomes.	and/or outcomes.	and outcomes.	and outcomes,	and outcomes		
				considering most	considering all		
				aspects of patient	aspects of patient		
				care.	care.		
Clinical Decision	Often poor and/or not	Sometimes shows	Shows good	Good judgement and	Consistently arrives		
making	derived from the	poor judgement;	judgement and	decision-making	at right decision even		
	data; difficulty in	some difficulty in	usually makes sound	skills; exhibits good	on highly complex		
	arriving at decisions;	decision-making.	clinical decisions;	problem-solving skills	matters; analyzes		
	fails to make use of	Often requires	some difficulty in	including for complex	available data;		
	content knowledge	guidance in order to	complex situations or	situations.	superb clinical		
	and all available	make an informed	when there is	Recognizes	judgement.		
	information.	clinical decision/	ambiguity/lack of	situations of	Recognizes		
	Unable to make an	recommendation	data. Sometimes	uncertainty/	situations of		
	informed clinical	based on patient,	requires guidance in	ambiguity, and is	uncertainty/		
	decision/	disease, and drug-	order to make an	usually able to make	ambiguity, is		
	recommendation	specific factors and	informed clinical	an informed clinical	consistently able to		
	based on patient,	guiding principles of	decision/	decision/	make an informed		
	disease, and drug-	practice when data	recommendation	recommendation	clinical decision/		
	specific factors and	are limited/absent, or	based on patient,	based on patient,	recommendation		
	guiding principles of	when there is more	disease, and drug-	disease, and drug-	based on patient,		
	practice when data	than one potential	specific factors and	specific factors and	disease, and drug-		
	are limited/absent, or	solution or course of	guiding principles of	guiding principles of	specific factors and		
	when there is more	action.	practice when data	practice when data	guiding principles of		
	than one potential solution or course of		are limited/absent, or	are limited/absent, or	practice when data		
			when there is more	when there is more	are limited/absent, or		
	action.		than one potential	than one potential	when there is more		
			solution or course of	solution or course of	than one potential		
			action.	action.	solution or course of		
					action.		

	1	2	3	4	5	Case 1	Case 2
Identification of	Fails to identify	Some therapeutic	Most therapeutic	Most therapeutic	All therapeutic		
therapeutic	appropriate or	options are	options are	options are	options are		
options to	relevant therapeutic	presented, but fails to	presented; options	presented; options	presented; options		
resolve DTPs	options; options are	identify some key	reflect the current	are relevant and	are relevant,		
	not consistent with	options, and/or is	standards of practice	reflect the current	appropriate, and		
	available scientific	unable to present any	and available	standards of practice	reflect best in current		
	evidence.	advantages or	scientific evidence.	and available	practice and key		
		disadvantages of the	Some options	scientific evidence.	scientific evidence.		
		proposed options.	presented are	Options are	Options take into		
		Some options are not	generic and not	individualized to the	consideration patient,		
		consistent with	individualized to the	specific patient.	disease, and drug-		
		available scientific	specific patient.	Presents most key	specific factors.		
		evidence.	Presents some key	advantages and	Presents all key		
			advantages and	disadvantages of the	advantages and		
			disadvantages of the	proposed options.	disadvantages of the		
			proposed options.		presented options.		
Development of a	Plans are incomplete	Plans are frequently	Plans are usually	Plans are complete	Plans are		
therapeutic plan,	or inappropriate.	incomplete or	complete and the	and most of the	consistently complete		
choosing the	The chosen	superficial. Some	chosen therapeutic	chosen therapeutic	and all chosen		
most reasonable	therapeutic options	chosen therapeutic	options are	options are optimal	therapeutic options		
therapeutic	for the DTPs are	options for the DTPs	appropriate for the	for the patient.	are optimal for the		
option best	inappropriate for the	are inappropriate for	patient.	Plans often include	patient. Plans		
suited for the	patient. Plans do not	the patient. Plans	Plans may include	consideration of	consistently include		
patient for each	include consideration	often lack	consideration of	determinants of	consideration of		
DTP	of determinants of	consideration of	determinants of	health such as	determinants of		
	health such as	determinants of	health such as	disease prevention,	health such as		
	disease prevention,	health such as	disease prevention,	health promotion	disease prevention,		
	health promotion	disease prevention,	health promotion	and/or health	health promotion		
	and/or health	health promotion	and/or health	surveillance.	and/or health		
	surveillance.	and/or health	surveillance.		surveillance.		
		surveillance.	<b>.</b>				
Establish a	Monitoring plans are	Monitoring plans are	Monitoring plans are	Monitoring plans are	Monitoring plans are		
patient-centred	incomplete or	frequently incomplete	usually complete,	complete,	consistently		
monitoring plan	inappropriate;	or superficial;	appropriate, and	appropriate, and	complete,		
(efficacy, safety	significant monitoring	significant monitoring	reflect the current	reflect the current	appropriate, and		
and adherence	parameters are	parameters may be	standards of practice.	standards of practice.	reflect best current		
parameters, time	overlooked.	overlooked.			practice, strategically		
frame and					considering all		
expected degree					aspects of patient		

-f -l	1	2	3	4	5	Case 1	Case
of change)					care.		
lustify your rating	using concrete examp	les (MANDATORY if an	y item scored <3):				
3. COMMUNIO	CATION SKILLS, PROF	ESSIONAL AND INTER	PERSONAL BEHAVIOU	IR			
0. 00				•			
Communication	Often incomplete	Sometimes	Usually complete and	Appropriately,	Precisely focused,		
kills – case	and/or inaccurate,	incomplete and/or	accurate, adequately	comprehensively and	coherently organized,		
presentation	difficult to follow	inaccurate,	organized, and	effectively focused,	accurate, clearly and		
rescritation	and/or hard to	superficial, rambling	understandable and	accurate, organized	succinctly expressed		
	understand and/or	and not always	appropriate for the	and delivered;	and always		
		1	appropriate for the		1		
	inappropriate for the	understandable or	audience.	consistently clearly	appropriate for the		
	audience.	inappropriate for the		expressed and	audience.		
		audience.		appropriate for the			
				audience.			
Justify your rating	using concrete examp	les (MANDATORY if an	y item scored <3):				

# Grading

		SUMN	<b>MARY</b>
Evaluation Domain	Max Score	Case 1	Case 2
Academic / Content Knowledge	20		
2) Patient Care Process	40		
3) Communication Skills, Professional and Interpersonal Behaviour	5		
Total	65		
FINAL SCORE (average)	65		

	OVERALL SCORE					
Case	1	Case	2			
Evaluator 1	Evaluator 2	Evaluator 1	Evaluator 2			
	1		1			

### PASS:

MIDPOINT ORAL EXAM: The resident must have  $\geq$  45.5/65 ( $\geq$  70%) for <u>each</u> case. FINAL ORAL EXAM: The resident must have  $\geq$  48.8/65 ( $\geq$  75%) for <u>each</u> case. The final score for each case is the mean of the total scores of the evaluators.

DECIDENT COMMENTS (MANDATODY)	EVALUATOR COMMENTO (MANDATORY)
RESIDENT COMMENTS (MANDATORY)	EVALUATOR COMMENTS (MANDATORY)
Strengths:	Strengths:
ou ou guillo	
Areas of improvement:	Areas of improvement:
Resident's detailed action plan (if resident does not meet minimum sc	ore, or identifies significant areas of improvement ):

Resident signature:	Evaluator signature:
Date:	Date:

Please forward copies of completed & signed oral exam assessment forms to <a href="mailto:alice.tseng@uhn.ca">alice.tseng@uhn.ca</a> and <a href="mailto:nancy.sheehan@umontreal.ca">nancy.sheehan@umontreal.ca</a>.

Adapted with permission from Clinical Rotation Assessment Form, HIV Advanced (Year 2) Residency Program.

Last updated February 2021.