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:			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/CONTENT KNOWLEDGE							
Medication knowledge - pharmacology	Inadequate fund of medication pharmacology knowledge to apply to the resolution of clinical problems at the designated level of performance.*	Superficial fund of medication pharmacology knowledge to apply to resolution of clinical problems at the designated level of performance.*	Satisfactory fund of medication pharmacology knowledge to resolve effectively most clinical problems at the designated level of performance.*	Substantial fund of medication pharmacology knowledge to resolve consistently and effectively all clinical problems at the designated level of performance.*	Exceptional fund of medication pharmacology knowledge to resolve consistently and perceptively all clinical problems at 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 examp	les (MANDATORY):					
	using concrete examp	les (MANDATORY):					
		les (MANDATORY):	Information	Information	Information		
2. PATIENT C	ARE PROCESS	· ·	Information presented is accurate	Information presented is	Information presented is precise,		
2. PATIENT C Presentation of	ARE PROCESS Fails to discern	Presents some					
2. PATIENT C Presentation of relevant data for	ARE PROCESS Fails to discern relevant from	Presents some relevant data, but not	presented is accurate	presented is	presented is precise,		
2. PATIENT C Presentation of relevant data for	ARE PROCESS Fails to discern relevant from irrelevant data;	Presents some relevant data, but not enough to adequately	presented is accurate and mostly relevant.	presented is accurate,	presented is precise, perceptive, and		
2. PATIENT C Presentation of relevant data for	ARE PROCESS Fails to discern relevant from irrelevant data; important information	Presents some relevant data, but not enough to adequately resolve drug-therapy	presented is accurate and mostly relevant. Information could be	presented is accurate, comprehensive and	presented is precise, perceptive, and appropriately		
2. PATIENT C Presentation of relevant data for	ARE PROCESS Fails to discern relevant from irrelevant data; important information	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or	presented is accurate and mostly relevant. Information could be presented more	presented is accurate, comprehensive and relevant. Information	presented is precise, perceptive, and appropriately detailed. Information		
2. PATIENT C Presentation of relevant data for	ARE PROCESS Fails to discern relevant from irrelevant data; important information	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her	presented is accurate and mostly relevant. Information could be presented more concisely or in more	presented is accurate, comprehensive and relevant. Information is presented in a	presented is precise, perceptive, and appropriately detailed. Information is presented in a		
2. PATIENT C Presentation of relevant data for	ARE PROCESS Fails to discern relevant from irrelevant data; important information	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her thought-process;	presented is accurate and mostly relevant. Information could be presented more concisely or in more	presented is accurate, comprehensive and relevant. Information is presented in a concise and	presented is precise, perceptive, and appropriately detailed. Information is presented in a concise and		
2. PATIENT C Presentation of relevant data for the case	ARE PROCESS Fails to discern relevant from irrelevant data; important information is not presented.	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her thought-process; and/or some important information is not presented.	presented is accurate and mostly relevant. Information could be presented more concisely or in more organized manner.	presented is accurate, comprehensive and relevant. Information is presented in a concise and organized manner.	presented is precise, perceptive, and appropriately detailed. Information is presented in a concise and organized manner.		
2. PATIENT C Presentation of relevant data for the case	ARE PROCESS Fails to discern relevant from irrelevant data; important information is not presented. Difficulty is	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her thought-process; and/or some important information is not presented. Significant data may	presented is accurate and mostly relevant. Information could be presented more concisely or in more organized manner. Most data are	presented is accurate, comprehensive and relevant. Information is presented in a concise and	presented is precise, perceptive, and appropriately detailed. Information is presented in a concise and		
2. PATIENT C Presentation of relevant data for the case	ARE PROCESS Fails to discern relevant from irrelevant data; important information is not presented. Difficulty is experienced in	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her thought-process; and/or some important information is not presented.	presented is accurate and mostly relevant. Information could be presented more concisely or in more organized manner.	presented is accurate, comprehensive and relevant. Information is presented in a concise and organized manner.	presented is precise, perceptive, and appropriately detailed. Information is presented in a concise and organized manner.		
2. PATIENT C Presentation of relevant data for the case	ARE PROCESS Fails to discern relevant from irrelevant data; important information is not presented. Difficulty is	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her thought-process; and/or some important information is not presented. Significant data may	presented is accurate and mostly relevant. Information could be presented more concisely or in more organized manner. Most data are	presented is accurate, comprehensive and relevant. Information is presented in a concise and organized manner.	presented is precise, perceptive, and appropriately detailed. Information is presented in a concise and organized manner. Precisely and		
2. PATIENT C Presentation of relevant data for the case	ARE PROCESS Fails to discern relevant from irrelevant data; important information is not presented. Difficulty is experienced in	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her thought-process; and/or some important information is not presented. Significant data may	presented is accurate and mostly relevant. Information could be presented more concisely or in more organized manner. Most data are	presented is accurate, comprehensive and relevant. Information is presented in a concise and organized manner.	presented is precise, perceptive, and appropriately detailed. Information is presented in a concise and organized manner. Precisely and perceptively		
2. PATIENT C Presentation of relevant data for the case	ARE PROCESS Fails to discern relevant from irrelevant data; important information is not presented. Difficulty is experienced in interpreting the	Presents some relevant data, but not enough to adequately resolve drug-therapy problems (DTPs) or understand his/her thought-process; and/or some important information is not presented. Significant data may	presented is accurate and mostly relevant. Information could be presented more concisely or in more organized manner. Most data are	presented is accurate, comprehensive and relevant. Information is presented in a concise and organized manner.	presented is precise, perceptive, and appropriately detailed. Information is presented in a concise and organized manner. Precisely and perceptively		

	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 are limited/absent, or	than one potential solution or course of	specific factors and	specific factors and	disease, and drug-		
			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 when there is more	are limited/absent, or when there is more	practice when data are limited/absent, or		
					when there is more		
	action.		than one potential solution or course of	than one potential solution or course of			
			action.	action.	than one potential solution or course of		
			action.	action.			
					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.					
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		

	1	2	3	4	5	Case 1	Case
of change)					care.		
	using concrete exampl	· · · · ·		P			
3. COMMUNI	CATION SKILLS, PROFI	ESSIONAL AND INTER		K			
Communication skills – case presentation	Often incomplete and/or inaccurate, difficult to follow and/or hard to understand and/or inappropriate for the audience.	Sometimes incomplete and/or inaccurate, superficial, rambling and not always understandable or inappropriate for the audience.	Usually complete and accurate, adequately organized, and understandable and appropriate for the audience.	Appropriately, comprehensively and effectively focused, accurate, organized and delivered; consistently clearly expressed and appropriate for the audience.	Precisely focused, coherently organized, accurate, clearly and succinctly expressed and always appropriate for the audience.		
Justify your rating	inappropriate for the	understandable or inappropriate for the audience.		consistently clearly expressed and appropriate for the	appropriate for the		

Grading

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

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.

RESIDENT COMMENTS (MANDATORY)	EVALUATOR COMMENTS (MANDATORY)
Strengths:	Strengths:
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 <u>alice.tseng@uhn.ca</u> and <u>nancy.sheehan@umontreal.ca</u>.

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

Last reviewed May 2023.