



## SECOND PART EXAM PREPARATION AND SELF ASSESSMENT OF READINESS TOOL

The Second Part Exam drives learning of knowledge, skills, and capabilities essential for being a good intensivist, and assesses attainment of these aspects of practice. This is a significant assessment, and adequate preparation is crucial for success.

This tool aims to support exam candidates in their Second Part Exam preparation by providing suggested actions to take in the preparation period and through a guided self-reflection of readiness to sit the exam. Whilst completing these activities does not guarantee exam success, they are tasks that are common in successful candidates' approach to preparing for the exam.

**It is recommended that you use this tool when you are beginning your preparation to sit the Second Part Exam, and then complete the self-reflection approximately two weeks before applying for the exam.** Whilst everyone's circumstances, learning and study techniques differ, it is common for Second Part Exam candidates to require **at least 12 months of preparation.**

When completing the self-reflection, answer the questions honestly and then review the ratios of green, amber, and red. The more 'green' your ratio is, the more likely it is that you are ready to sit the exam. You are also encouraged to discuss your preparation activities and self-reflection with your Supervisor of Training, exam tutorial or study group, mentor, or peer/s to help you make informed decisions.

CICM wishes you all the best for your exam.



**Planning:**

Suggested Activities	Self-Reflection: I have completed this activity	
	Yes	No
<b>Adequate time to prepare</b>	Yes	No
Whilst everyone's circumstances, learning, and study techniques differ it is common for candidates to prepare for at least 12 months.		
<b>Exam information and expectations</b>	Yes	No
Review the exam outline in the <a href="#">T18</a> , recent exam reports – <a href="#">paediatric</a> or <a href="#">general</a> , and examples of a second part exam paper – <a href="#">general</a> to know what to expect .		
<b>Exam preparation schedule</b>	Yes	No
Construct an exam preparation schedule considering: the time to the exam, life circumstances, realistic available study time <sup>1</sup> , and study needed to prepare (see below).		
Factor into your preparation schedule a gradual ramp-up period as you settle into a productive routine <sup>2</sup> .		
<b>Special consideration and reasonable adjustments</b>	Yes	N/A
If you require <a href="#">special consideration or reasonable adjustments</a> due to a medical or psychosocial difference/condition prepare documentation from your treating specialists, doctors, and health staff to include in your application.		

**Work experience:**

Suggested Activities	Self-Reflection: I have completed this activity	
	Yes	No
<b>Clinical experience</b>	Yes	No
Gain clinical experience with a broad patient case mix.		
Gain experience working as a senior registrar in charge of the unit, making independent management decisions and leading ward rounds.		

**Learning Approach:**

Suggested Activities	Self-Reflection I have completed this activity	
	Yes	No
<b>Syllabus review</b>	Yes	No
Review the second part syllabus – <a href="#">general</a> or <a href="#">paediatric</a> to understand what can be assessed in the Second Part Exam. This review should occur in parallel with SAQ/viva/hot case practice.		
<b>Evidence based study strategies</b>	Yes	No
Use <a href="#">evidence based study strategies</a> and <a href="#">deliberate practice in your study for SAQ and vivas</a> and <a href="#">hot case preparation</a> .		

<sup>1</sup> Consider the impact of shift work/what is achievable around shift work and any planned leave.

<sup>2</sup> Leave immediately before the exam is not necessary, however it is helpful to have a period of intense preparation just prior to the exam.



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Learning resources	Yes	No
Use the recommended resources for exam study, as outlined in the <a href="#">general</a> and <a href="#">paediatric</a> exam syllabus, to support understanding of the depth of knowledge required for success in the exam <sup>3</sup> .		
Attend the tutorials and practice viva sessions offered by the <a href="#">CICM online education program</a> .		
Participate in a study group, if this is your preferred method of learning.		
Attend Second Part Exam teaching sessions and tutorials.		
Effective use of time	Yes	No
Make every patient case you see at work a 'hot case' (lead-in question, focussed assessment, presentation of findings <sup>4</sup> to answer the question and management plan).		
Practice answering past questions	Yes	No
Use study resources, recent exam reports and study notes to prepare answers to past exam questions.		

## Feedback and benchmarking

Suggested Activities	Self-Reflection	
	I have completed this activity	
Seek advice and guidance	Yes	No
Discuss your exam preparation plan, progress and exam readiness with your Supervisor of Training, mentor/coach, exam educator or others who supervise your practice.		
Seek feedback	Yes	No
On multiple occasions, practice answering SAQs and ask for feedback on your answers <sup>5</sup> .		
Seek feedback on practice SAQs and Vivas from current examiners, as they are very familiar with the standard required for success in the exam.		
On multiple occasions (at least over several months), with multiple individuals (Fellows, transition year trainees, examiners) practice hot cases and obtain feedback.		
Attend education sessions	Yes	No
Attend practice viva sessions, for example with the <a href="#">CICM online education program</a> .		
Reflect	Yes	No
Reflect on your knowledge, skills, and capability in comparison to a transition year / Phase 3 trainee (exam standard) and obtain feedback on your capabilities from your Supervisor of Training, other Fellows, and peers.		

<sup>3</sup> While online resources (for example Deranged Physiology) can be useful study tools, caution should be used as 'model answers' from these resources may not contain the detail or depth required.

<sup>4</sup> This could be to an SoT, Fellow, peer, bedside nurse.

<sup>5</sup> Achieving full marks on SAQ can be challenging, therefore it is important to obtain feedback to understand how answers are assessed.



**Being 'match fit' (exam training):**

Suggested Activities	Self-Reflection I have completed this activity	
	Yes	No
<b>Practice under exam conditions</b>		
Practice writing SAQ answers within a 10-minute time limit.		
Practice answering 15 SAQ in 150 minutes.		
Engage in VIVA practice with a group, a previous exam candidate or a mentor/educator.		
Practice hot cases under 'exam conditions'.		

**Social and emotional support:**

*This is very important for helping to manage exam related stresses.*

Suggested Activities	Self-Reflection I have completed this activity	
	Yes	No
<b>Create supports</b>		
Engage with peers who are also preparing for the exam for support, as this may help with managing stress associated with exams.		
Plan how you will manage any exam-day nervousness or anxiety that may impact your performance and seek help if needed.		
Create support structures that you can draw on to help you in your exam preparation <sup>6</sup> , during the exam period and in the event that you are unsuccessful in your exam attempt. This may include family, friends, mentors, and peers.		
Consider the potential impact of any current life events on your exam preparation, or how these may impact your exam performance (for example, planning a wedding, caring for a sick relative).		
If you need to, use CICM's professional counselling service partner, <a href="#">Converge</a> or another professional counselling or psychological support service.		

<sup>6</sup> You may consider offloading and outsourcing responsibilities such as domestic tasks.



wellbeing:

Suggested Activities	Self Reflection I have completed this activity	
<b>Sense of self-worth and self-forgiveness</b> <i>One of the most important activities in the exam preparation process, and during and after the exam. The exam preparation period and sitting the exam is a period of high cognitive burden, and being kind to yourself is essential.</i>	Yes	No
Maintain your sense of self-worth throughout the process (including during the results period) and engage with people and activities who support this.  If you are struggling with self-worth, depression, or other mental illnesses, seek help.  <a href="#">Beyond Blue</a>  <a href="#">Lifeline</a>  <a href="#">Converge</a>		
<b>Physical and mental health</b>	Yes	No
Consider how you will maintain your health and wellbeing during the exam preparation period.		
Include in your planning and prioritise in addition to study time away from study to support wellbeing.		
Engage in regular exercise, and ensure you have adequate nutrition which is important for performance.		
Seek support, advice and/or management of ongoing medical conditions, and engage in preventative health programs if needed.		
<b>Exam day strategies</b>	Yes	No
Plan your exam day, and practice your stress management strategies, to minimise exam day stress and ensure you are prepared for any unforeseen circumstances.  This may include planning where you will stay the night before, how you will travel and who with, what you will do before and after the exams, and your exam day nutrition.		

My self-reflection results	Count	Ratio
Red	/36	
Amber	/36	
Green	/36	