POSTGRADUATE MEDICAL COUNCIL OF VICTORIA (PMCV) INTERVIEWS PRACTICE TEST (SAMPLE)

STUDY GUIDE

SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

1. A consultant is mean and tells you that you need to be better. How should you react?

A. Try not to take it personally, acknowledge the power imbalance, and view it as a learning opportunity.

B. Immediately confront the consultant about their behavior in front of others.

C. Quit the team and seek mental health support outside the workplace.

D. Ignore it and continue as if nothing happened.

2. If there were 100 tasks that needed to be done by the end of the day and there were four interns, how would you go about it?

A. Ideally find a time after ward round as soon as possible to conduct a paper round with more senior members of the team including registrars or residents + confirming tasks to be done

B. Get senior input into breaking down task workload and task allocation

C. Ideally breaking into even numbers of tasks but keeping in mind that some tasks are bigger than others and may take longer than expected so numbers can still be uneven

D. Get coffee

3. When resource constraints influence clinical decision-making, which approach is appropriate?

A. Prioritize urgent needs, communicate limitations, seek alternatives, document rationale, involve ethics if needed.

B. Ignore constraints and proceed with the usual plan.

C. Delay decisions until resources become available

D. Always choose the most expensive option.

4. A final year medical student appears distressed after they mistakenly gave juice to a fasting MRCP patient. How should you handle this situation?

A. Tell the student to accept responsibility and move on.

B. Ask what type of juice, how much, and when it was given, and ensure no further intake occurs.

C. Yell at the student to reinforce correct fasting protocols.

D. Ignore the incident and proceed with the ward round.

5. In deciding whether to discharge a patient AMA when delirium is suspected, which action is most appropriate?

A. Force discharge to avoid delays

B. Assess capacity and involve senior staff, provide support

C. Ignore delirium and discharge if patient insists

D. Transfer responsibility to another facility without discussion

6. How should you respond if you are involved in a medical error or near-miss?

A. Acknowledge, disclose appropriately, apologize, report, participate in learning, implement changes, support affected patients.

B. Hide the error to avoid blame.

C. Blame the system rather than own actions.

D. Wait for a formal investigation before saying anything.

7. The consultant attends ward rounds only once a week and the registrar does a brief ward round daily, leaving you in charge of the ward. How should you handle this?

A. Have a chat to registrar and consultant, see if they are willing to come in more often because we feel unsupervised and giving inadequate care

B. If HMO and myself feel unsupported and unsafe about doctor:patient ratio and unsure if patient care is compromised

C. If resistant, explain concerns further and that patient safety is priority, or any other suggestions to improve team safety

D. Otherwise could escalate to MWU about maybe having more doctors on ward like residents or registrars

8. Which statement best describes the components of clinical governance and how a trainee might contribute?

A. Trainees should avoid audits

B. Governance is unrelated to patient safety

C. Trainees should only follow orders

D. Governance includes safety, quality and accountability; contribute by reporting issues, engaging in QI, adhering to policies, participating in audits.

9. Ethical scenario: you have just received results that a patient has cancer. The family has asked you not to tell the patient. What would you do and what ethical principles would you apply?

A. Inform the patient immediately regardless of family wishes

B. Should involve the team + senior members and family in an open discussion about why they don't want to inform their family member

C. Withhold information from patient entirely

D. Tell the patient everything, ignoring family wishes

10. In the surgical ward, Mr R, a 40-year-old man with hydronephrosis awaiting surgery, is in severe pain and becomes aggressive when denied more analgesia. What is the appropriate initial approach?

A. Apply physical restraints immediately to ensure safety.

B. Prioritize patient safety and staff safety, de-escalate verbally, address concerns, offer other pain relief, consult with the treating team; use chemical restraint only if absolutely necessary and physical restraints only as a last resort.

C. Ignore the aggression and continue to withhold analgesia.

D. Call security only after attempting pain relief measures and rounds have begun.

Answers

1. A
2. C
3. A
4. B
5. B
6. A
7. A
8. D
9. B
10. B

Explanations

1. A consultant is mean and tells you that you need to be better. How should you react?

A. Try not to take it personally, acknowledge the power imbalance, and view it as a learning opportunity.

B. Immediately confront the consultant about their behavior in front of others.

C. Quit the team and seek mental health support outside the workplace.

D. Ignore it and continue as if nothing happened.

When feedback comes from someone senior, the test is about handling criticism with professionalism while focusing on growth. The best approach is to take it in stride rather than personalizing it, recognize the power dynamic at play, and treat the remark as a chance to learn. This means staying calm, not reacting defensively, and identifying concrete, actionable points you can work on. By interpreting the comment as guidance, you can seek specifics about what to improve, set a plan, and monitor progress, which keeps you advancing in a demanding team environment. Publicly confronting the consultant can escalate tension and derail the learning moment. Quitting the team and seeking outside mental health support may be necessary if there's ongoing abuse or safety concerns, but it doesn't address the immediate opportunity to grow from the feedback you were given. Ignoring the remark misses a chance to improve. If the behavior feels disrespectful beyond a one-off critique, seek appropriate support afterward, but respond first with professionalism and a clear plan to improve.

2. If there were 100 tasks that needed to be done by the end of the day and there were four interns, how would you go about it?

A. Ideally find a time after ward round as soon as possible to conduct a paper round with more senior members of the team including registrars or residents + confirming tasks to be done

B. Get senior input into breaking down task workload and task allocation

C. Ideally breaking into even numbers of tasks but keeping in mind that some tasks are bigger than others and may take longer than expected so numbers can still be uneven

D. Get coffee

Distribute the work by balancing effort, not just counting tasks. With four interns and 100 tasks, it's sensible to start with roughly equal numbers, but you must account for variation in task size and time required. Some tasks will take longer, so you should keep the total workload (in time or effort) per intern as even as possible, and be ready to rebalance if certain tasks prove bigger or slower than expected. This approach reduces bottlenecks, avoids unfair workloads, and helps ensure all tasks are completed by the end of the day. Getting senior input can help for particularly complex tasks, but the practical daily plan is to allocate by workload and adjust as you monitor progress.

3. When resource constraints influence clinical decision-making, which approach is appropriate?

A. Prioritize urgent needs, communicate limitations, seek alternatives, document rationale, involve ethics if needed.

B. Ignore constraints and proceed with the usual plan.

C. Delay decisions until resources become available

D. Always choose the most expensive option.

When resources are limited, the best approach is to manage care through prioritization, transparency, and collaboration. Focus on urgent, time-sensitive needs and interventions with the greatest potential benefit, while clearly communicating the constraints to patients and the care team. Seek viable alternatives that achieve similar goals with fewer resources, and document the rationale for decisions so there is a clear record. If the case is ethically complex, involve an ethics consultation to support fair and patient-centered choices. This approach protects patient safety, supports professional responsibility, and promotes responsible use of scarce resources. Ignoring constraints, delaying decisions, or always opting for the most expensive option would undermine safety, equity, and efficiency.

4. A final year medical student appears distressed after they mistakenly gave juice to a fasting MRCP patient. How should you handle this situation?

A. Tell the student to accept responsibility and move on.

B. Ask what type of juice, how much, and when it was given, and ensure no further intake occurs.

C. Yell at the student to reinforce correct fasting protocols.

D. Ignore the incident and proceed with the ward round.

When a patient is meant to be fasting for a procedure, the immediate goal is to protect patient safety and quickly understand what happened so any risk is minimized and the situation is handled properly. The first practical step is to collect key facts: what type of juice was given, how much, and exactly when it occurred relative to the fasting window. Knowing these details lets you judge whether the fast was breached and what the clinical implications might be, and it also guides the next actions to take. Importantly, you should arrange for no further intake to prevent additional contamination of the fasting state, and you should involve the supervising clinician to decide whether the procedure should continue as planned or be rescheduled. This approach demonstrates a calm, safety driven response that supports the student's learning while prioritizing the patient. It avoids punitive language or actions, and it sets up a constructive debrief after the event. It also ensures you document what happened and communicate clearly with the patient about what occurred and the plan. Choosing to tell the student to just accept responsibility without addressing timing and next steps, yelling at the student, or ignoring the incident all fail to protect the patient or provide an opportunity to learn and correct the process.

5. In deciding whether to discharge a patient AMA when delirium is suspected, which action is most appropriate?

A. Force discharge to avoid delays

B. Assess capacity and involve senior staff, provide support

C. Ignore delirium and discharge if patient insists

D. Transfer responsibility to another facility without discussion

Delirium is an acute, fluctuating brain condition that can severely impair a patient's ability to make sound decisions. When someone with suspected delirium wants to leave AMA, the priority is to assess whether they truly have capacity to decide and to involve senior clinicians to review the situation and arrange the necessary support before any discharge decision is made. Capacity is decision-specific and can wax and wane, so a formal assessment by more experienced staff helps determine if the patient can understand the consequences, appreciate their situation, reason about options, and communicate a choice. If capacity is lacking or uncertain, discharge AMA would be inappropriate; instead, delay discharge, treat the delirium, identify and address reversible causes (such as infection, dehydration, medications, or metabolic disturbances), and arrange appropriate support or surrogate decision-making as needed. This approach protects patient safety, respects autonomy when capacity is present, and ensures a thoughtful, coordinated plan. Forcing discharge to avoid delays disregards safety and legal duties. Ignoring delirium and discharging just because the patient insists can put the patient at real harm. Transferring responsibility to another facility without discussion likewise dodges the responsibility to assess capacity, discuss risks, and ensure continuity of care with appropriate input from the patient and their support network.

6. How should you respond if you are involved in a medical error or near-miss?

A. Acknowledge, disclose appropriately, apologize, report, participate in learning, implement changes, support affected patients.

B. Hide the error to avoid blame.

C. Blame the system rather than own actions.

D. Wait for a formal investigation before saying anything.

Open disclosure after a medical error or near miss centers on transparency, accountability, and turning an adverse event into a learning opportunity to improve safety. The best approach is to acknowledge what happened, share clear information with the patient or family, and offer an apology for the impact. This builds trust and demonstrates respect for the patient's autonomy and feelings. Beyond the initial communication, it's important to report the incident through the appropriate channels so the organization can review what occurred, identify contributing factors, and implement changes to prevent recurrence. Engaging in the learning process and supporting the affected patients or families—from follow up care to explanations of any ongoing steps—are essential components. Even near misses deserve attention because they reveal system vulnerabilities that could cause harm in the future. Hiding the error prevents learning and protects no one in the long run, and placing blame on the system without owning personal responsibility undermines accountability and undermines useful analysis. Waiting for a formal investigation before speaking to the patient delays necessary care and erodes trust. The responsible, patient centered response is to act openly, take responsibility where appropriate, and pursue improvements that enhance safety for everyone.

7. The consultant attends ward rounds only once a week and the registrar does a brief ward round daily, leaving you in charge of the ward. How should you handle this?

A. Have a chat to registrar and consultant, see if they are willing to come in more often because we feel unsupervised and giving inadequate care

B. If HMO and myself feel unsupported and unsafe about doctor:patient ratio and unsure if patient care is compromised

C. If resistant, explain concerns further and that patient safety is priority, or any other suggestions to improve team safety

D. Otherwise could escalate to MWU about maybe having more doctors on ward like residents or registrars

The main idea is to secure adequate supervision to keep patient care safe by taking proactive, direct steps with those responsible for oversight. When you're leading a ward with limited senior presence, the first move should be to have a candid conversation with the people who supervise you—the registrar and the consultant—to see if they can increase their on-site presence or provide clearer guidance. This option fits best because it directly addresses the safety concern in a practical way. By talking to the registrar and consultant, you're seeking a concrete plan to ensure adequate oversight and better support for decision-making. It shows you're prioritizing patient safety, using professional channels, and aiming for a collaborative solution rather than waiting for problems to escalate. You can bring specific examples of cases or tasks that would benefit from their input and propose feasible adjustments, such as more frequent rounds, set times for senior review, or reliable ways to reach a supervisor when decisions are needed. In practice, you'd prepare a concise summary of the current staffing, why it feels unsafe, and a few realistic options for increasing supervision. If they're open to it, agree on a plan with clear expectations and a timeline. If they're unwilling or unable to adjust, you then consider formal escalation or alternative supports, but the priority is to attempt a direct fix through communication first. Other approaches distract from immediate patient safety or skip the initial step of resolving supervision through the supervising team. Rather than waiting or jumping straight to formal escalation, starting with a constructive discussion keeps the focus on patient care and professional teamwork.

8. Which statement best describes the components of clinical governance and how a trainee might contribute?

A. Trainees should avoid audits

B. Governance is unrelated to patient safety

C. Trainees should only follow orders

D. Governance includes safety, quality and accountability; contribute by reporting issues, engaging in QI, adhering to policies, participating in audits.

Clinical governance covers safety, quality of care, and accountability within the healthcare system. A trainee contributes by actively reporting safety issues, engaging in quality improvement activities, adhering to policies and procedures, and participating in audits to monitor and improve practice. This proactive involvement supports patient safety and continuous improvement. Statements that suggest avoiding audits, that governance isn't related to patient safety, or that a trainee should only follow orders miss the essential, collaborative, systems-based role of governance.

9. Ethical scenario: you have just received results that a patient has cancer. The family has asked you not to tell the patient. What would you do and what ethical principles would you apply?

A. Inform the patient immediately regardless of family wishes

B. Should involve the team + senior members and family in an open discussion about why they don't want to inform their family member

C. Withhold information from patient entirely

D. Tell the patient everything, ignoring family wishes

The situation tests how to handle truth-telling about a serious diagnosis while balancing patient autonomy, beneficence, non-maleficence, and the role of the family. Ethically, patients have a right to know their own diagnosis and to participate in decisions about their care, but families may have concerns about distress or cultural expectations. The best approach is to involve the medical team and senior clinicians to navigate the disclosure in a careful, patient-centered way. By having an open discussion with the family about why they don't want to inform the patient, you can understand their concerns, assess the patient's capacity and preferences, and plan a respectful, supportive disclosure. This also provides senior oversight to ensure policies and ethical standards are followed and helps determine the most appropriate timing, setting, and support for delivering the news to the patient, possibly with involvement of a counselor or palliative care, if helpful. If the patient has capacity and prefers information, they should be told with appropriate support; if the patient lacks capacity, a surrogate decision-maker can be involved in line with patient best interests and prior wishes. This approach upholds honesty and transparency while responsibly addressing family concerns and safeguarding the patient's autonomy. Informing the patient immediately regardless of family wishes would bypass a necessary discussion and assessment of the patient's preferences and could damage trust and violate a thoughtful, patient-centered plan. Withholding information entirely denies the patient autonomy and the opportunity to participate in decisions about care. Telling the patient everything while ignoring family wishes is an abrupt move that may disregard family context and support needs, and it ignores the collaborative communication process that ethical practice promotes.

10. In the surgical ward, Mr R, a 40-year-old man with hydronephrosis awaiting surgery, is in severe pain and becomes aggressive when denied more analgesia. What is the appropriate initial approach?

A. Apply physical restraints immediately to ensure safety.

B. Prioritize patient safety and staff safety, de-escalate verbally, address concerns, offer other pain relief, consult with the treating team; use chemical restraint only if absolutely necessary and physical restraints only as a last resort.

C. Ignore the aggression and continue to withhold analgesia.

D. Call security only after attempting pain relief measures and rounds have begun.

When someone in severe pain becomes aggressive, the priority is safety while trying to calm the situation and address the pain. Start with calm, non-threatening communication to de-escalate, acknowledge the patient's pain and concerns, and invite him to explain what's driving the aggression. Reassess and optimize analgesia in collaboration with the treating team, and offer other pain relief or non-pharmacologic supports if helpful. Ensure the environment is safe for both patient and staff, and proceed with documentation and team input. Use the least restrictive approach: chemical sedation only if absolutely necessary and physical restraints only as a last resort, with appropriate monitoring and policies in place. Escalate to security only after attempts at de-escalation and pain management have been tried. This approach prioritizes safety and patient rights while actively addressing pain and avoiding unnecessary coercion.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!