

Associateship Training Programs

Mini-CEX Guidelines (FEMTP, IEMTP & AEMTP)

1. Introduction

A Mini Clinical Evaluation Exercise (Mini-CEX) is a snapshot of doctor-patient interaction observed and assessed by the Approved Assessor. The Mini-CEX is an opportunity for the trainee to be observed during a patient encounter to identify strategies to improve their clinical practice.

Mini-CEX cases are not pre-selected to "test" a trainee. The assessor is to see the patient "de novo" with the trainee, in real time, as part of normal work.

The Mini-CEX must be assessed by an Approved Assessor (see assessment summary page for Approved Assessor Matrix).

2. Instructions

To achieve an overall competent standard for each mini-CEX, trainees must be assessed as being at a competent standard in all six (6) criteria for each Mini-CEX.

2.1 FEMTP curriculum

Complete five (5) Mini-CEX assessments to a competent standard for the following presentations:

- Paediatrio
- Trauma (with primary survey)
- Chest pain
- Abdominal pain
- Mental health (examination)

2.2 IEMTP curriculum

Complete five (5) Mini-CEX assessments to a competent standard for the following presentations:

- Obstetrics and gynaecology
- Multi-trauma
- Neurology
- Toxicology
- Renal/Endocrine/Metabolic

2.3 AEMTP curriculum

Complete three (3) Mini-CEX assessments to a competent standard for any high complexity and different presentations relating to the themes of the FEMTP, IEMTP or AEMTP.

2.4 Assessor

- Use the criteria on the assessment form and the descriptors where applicable to assess the Mini-CEX. Note: Paediatric can be indicated when the patient is under 16 years of age.
- Assessor may ask for feedback from the patient and other staff present.
- For the Global Assessment, to be assessed as 'Competent' the trainee must not have been assessed as 'Not yet competent' for any individual criteria.
- Assessment (including feedback comments) can be recorded in hard copy initially, however, it also needs to be entered and saved in the assessment area of the ACEM Educational Resources website.

Mini-CEX Assessment Form (FEMTP, IEMTP & AEMTP)



3. Additional information/tips

- Trainee to introduce themselves to the patient and explain their role and the role of the assessor.
- Assessor to observe as much of the encounter as practicable.
- Assessor should not interrupt trainee, unless deemed necessary to ensure safe patient care.
- Trainee to be allowed access to any relevant documentation as they would in routine, time-efficient practice.
- Trainee to synthesize the case at the end as they would on the floor at work.
- Assessor may corroborate the trainee's clinical findings by performing a brief focused assessment after the encounter as part of everyday clinical practice.

Mini-CEX Assessment Form (FEMTP, IEMTP & AEMTP)



NAME OF TRAINEE					
NAME OF APPROVED ASSESSOR*					
DATE OF ASSESSMENT					
*See <u>Approved Assessor Matrix</u>					
PROGRAM	FEMTP	IEMTP ○	AEMTP		
PATIENT CASE DETAILS			Patient Type		
Main Presenting Category(As outlined on page 1)			Adult O	Paedi	atric O
Patient Case Complexity Select the ONE BEST option (as per complexity calculator)	Low Complexity		Complexity High Complexity		
Brief summary of case					
COMPONENT ASSESSMENT					
	Not Yet Comp	etent	Competent		
Select the ONE best option tha in th	Trainee did perform independentl competent sta	y to a	Trainee performed independently to a competent standard		
Please rate the trainee on all the	following criteria, usi	ng the descriptor	rs where applica	ble.	
History Taking			0		0
 Elicit a history from patient and/concise and accurate to patient's Use effective questioning technic Respond appropriately to verbal 	s context and preference que(s)		Rationale:		-
Physical Examination or Assessment	0		0		
 Perform a focused, relevant and assessment Explain process to patient Considerate of patient's comfort 	Rationale:		L		
Clinical Synthesis			0		0
 Demonstrate effective clinical propatient problems Demonstrate appropriate prioriti Identify red flags Interpret available data and integrity diagnoses, investigation strategie 	sation grates information to ge	enerate differential	Rationale:		
Communication • Develop rapport, trust and understanding with patient/family/whānau			0		0
 Develop rapport, trust and under Accurately convey relevant inforr patients/family/whānau and oth Develop a shared plan of care wi professionals Appropriately consider cultural a with patients/ carers/family/whā Effectively manage communication delivering bad news, addressing 	mation and explanations ler health professionals th patient/family/whān and linguistic diversity w ānau on challenges e.g. inforn	s to au and other healt hen communicatin ned consent,			

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Professionalism								
 Exhibit honesty, integrity, compassion and respect Participate effectively and appropriately in an inter-professional healthcare team 			O	O				
			Rationale:					
 Appropriately manage co 								
Aware of own limitationsComply with relevant leg								
Organisation and Efficiency								
Set priorities and manage time efficiently			O	0				
Manage competing demands and stressUse resources appropriately			Rationale:					
Manage resources appro								
GLOBAL ASSESSMENT								
Select the ONE best option that describes the trainee's overall performance in this Mini-CEX	Not Yet Competent	Competent						
	not for competent							
	0	0						
Areas of strength:								
Areas learning goals for next encounter:								
Areas tearning godes for next effectances.								
Association B. C.								
Any other Primary Supervisor comments about this assessment (optional):								
Trainee comments about this assessment (optional) – entered by Primary Supervisor:								

(end of assessment)