



## 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:

- Paediatric
- 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.



### 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)



|   |   |   |
|---|---|---|
| <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>Exhibit honesty, integrity, compassion and respect</li> <li>Participate effectively and appropriately in an inter-professional healthcare team</li> <li>Appropriately manage conflicts of interest</li> <li>Aware of own limitations</li> <li>Comply with relevant legislation, codes of conduct and requirements</li> </ul> | ○ | ○ |
| <i>Rationale:</i>   |   |   |
| <p><b>Organisation and Efficiency</b></p> <ul style="list-style-type: none"> <li>Set priorities and manage time efficiently</li> <li>Manage competing demands and stress</li> <li>Use resources appropriately</li> <li>Manage resources appropriately</li> </ul>  | ○ | ○ |
| <i>Rationale:</i>   |   |   |

## GLOBAL ASSESSMENT

|  |                          |                  |
|--|--------------------------|------------------|
| Select the ONE best option that describes the trainee's overall performance in this Mini-CEX | <b>Not Yet Competent</b> | <b>Competent</b> |
|  | ○                        | ○                |

Areas of strength:

Areas learning goals for next encounter:

Any other Primary Supervisor comments about this assessment (optional):

Trainee comments about this assessment (optional) – entered by Primary Supervisor:

(end of assessment)