

## Formative MiniCEX Scoring Form

**Date of assessment:**

**Registrar Name:**

**Assessor Name:**

**Assessor Position:**     FACRRM                       Medical Educator                       Accredited ACRRM Supervisor

**Name and address of assessment location:**

**Curriculum Requirement:**

Primary Curriculum     Emergency AST                       Mental Health AST                       ATSIH AST  
 AIM AST                       Paediatrics AST                       Remote Medicine AST                       Surgery AST

**Patient gender:**             Female  Male                      **Patient age:**                      **New patient:**     Yes     No

**Reason for consult:**

**Body system:**

Cardiovascular                       Respiratory                       Endocrine  
 Abdominal                       Neurological                       Musculoskeletal region  
 Mini-mental state assessment                       Neonatal/Paediatric                       Antenatal (first visit)

**Case complexity:**             Low                       Medium                       High

<b>Strengths:</b>	<b>Suggestions for development:</b> <i>If a candidate receives a rating which is borderline or unsatisfactory, the assessor must complete this section</i>

Please rate the candidate against what you would expect of a candidate in that stage of training:

	Unsatisfactory	Borderline	Satisfactory	Excellent
Overall clinical competence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Clinical management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
History taking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Communication skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Physical Examination: Please rate the candidate against what you would expect of a candidate in that stage of training:

**Tick if no physical examination**     N/A

	Unsatisfactory	Borderline	Satisfactory	Excellent
Overall competence in physical examination	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Appropriateness of physical examination in the context of the consultation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Appropriate examination technique	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Correct interpretation of findings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Professional approach to patient and family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Accurate recording of physical examination findings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

*A Physical Exam Reference document is available on the [assessment webpage](#).*

Assessor Signature:

Date:

Registrar Signature:

Date:

**Time taken for observation:**                      minutes

**Time taken for feedback:**                      minutes

<p><b>Mandatory physical examination categories</b></p> <p>Five different systematic physical examinations conducted within the context of a consultation are required, each from a different system across the nine cases</p> <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Respiratory</li> <li>• Abdominal</li> <li>• Neurological</li> <li>• Endocrine</li> <li>• Musculoskeletal</li> <li>• Mini-mental state examination</li> <li>• Neonatal/paediatric</li> <li>• Antenatal (first visit)</li> </ul>	<p><b>Patient consent forms</b></p> <p>Please ensure patient consent forms are collected and stored as per the protocol of the venue where the miniCEX is being conducted.</p>
<p><b>How to rate a candidate</b></p> <p><b>Unsatisfactory:</b> The candidate has not managed this case presentation appropriately at the level of a safe practitioner.</p> <p><b>Borderline:</b> The candidate is not performing at a level expected at this stage of training.</p> <p><b>Satisfactory:</b> the candidate is performing at a level expected at this stage of training.</p> <p><b>Excellent:</b> The candidate is performing at a level above expected at this stage of training.</p>	<p><b>Definitions of case complexity</b></p> <p><b>Low:</b> this may include presentations where there is a single problem, requiring limited history, physical examination and straight forward management.</p> <p><b>Medium:</b> this may include presentations where there are one or more problems, requiring a detailed history and examination of multiple systems, the diagnosis is not straight forward and patient review following a period of management will be required.</p> <p><b>High:</b> This may include difficult problems where the diagnosis is elusive and highly complex, requiring consideration of several possible differential diagnoses, and the making of decisions about the most appropriate investigations and the order of which they should be performed.</p>

#### Definition of Terms: Specific Areas of Assessment

<p><b>Overall clinical competence</b></p> <p>Characteristics of a 'satisfactory' candidate in this area may include: overall the candidate demonstrates a systematic approach; is consistently competent across the marking categories; and has made clear efforts to ensure patient comfort and safety and to reduce risks where appropriate in the clinical situation.</p>	<p><b>History taking</b></p> <p>Characteristics of a 'satisfactory' candidate in this area may include: the candidate effectively uses appropriate questions to obtain an accurate, adequate history with necessary information, and response appropriately to verbal and non verbal cues.</p>
<p><b>Clinical management</b></p> <p>Characteristics of a 'satisfactory' candidate in this area may include: the candidate makes an appropriate diagnosis; formulates a suitable management plan; selectively orders or performs appropriate diagnostic studies; and considers the risks and benefits to the patient. The candidate has a clear and demonstrated understanding of the patients community needs, the socioeconomic context and the particular mortality and morbidity patterns of that community; and provides high quality care to the patient, family and broader community that is delivered locally (as far as possible).</p>	<p><b>Communication skills</b></p> <p>Characteristics of a 'satisfactory' candidate in this area may include: the candidate explores the patient's problem using plain English; is open; honest and empathetic; negotiates a suitable management plan/therapy with the patient; shows respect; compassion and empathy establishes trust; attends to the patients needs of comfort; shows awareness of relevant legal frameworks; and is aware of own limitations. Where relevant, the candidate demonstrates an understanding of the differing cultural beliefs, values, and priorities of Aboriginal and Torres Strait Islander people, as well as other cultural groupings regarding their health and health care provision, and the candidate communicates effectively respecting these cultural differences.</p>