



Note: This form is for information only, assessment forms are completed online.

Paediatric Requirement: Mini-CEX

Paediatric Emergency Requirement:

3 x Mini-Clinical Examination (Mini-CEX)

- Paediatric patient discharge communication for common diagnosis e.g., asthma, bronchiolitis, gastroenteritis (minimum of low complexity)
- Focused assessment of a paediatric patient aged less than to (2) years (non-verbal – communication with carer), with unclear diagnosis e.g., shortness of breath, or abdominal pain (minimum of medium complexity)
- Focused assessment of a paediatric patient aged two (2) to twelve (12) years (verbal - communication with child), with unclear diagnosis e.g., shortness of breath, or abdominal pain (minimum of medium complexity)

TRAINEE DATA and ASSESSOR DATA – as per online platform

PATIENT CASE DETAILS

Main Presenting Category *

Select the ONE BEST option

DROPDOWN MENU

Paediatric patient type

- less than two (2) years of age
- two (2) to twelve (12) years of age

Patient Case Complexity*

Select the ONE BEST option
(as per calculator)

Low Complexity

Medium Complexity

High Complexity

Brief case summary *

COMPONENT ASSESSMENT

Select the ONE best option that describes the level of input required on this observed occasion.	Trainee performed; senior clinician input required for majority of task	Trainee performed; senior clinician input required for minority of task	Trainee performed independently; senior clinician observed and advised for trouble shooting	Trainee performed independently; senior clinician required to check	Trainee performed independently	N/A
Please rate as many of the following tasks as observed. AT LEAST ONE task must be rated.						
History Taking From patient/ parent/ carer/ collateral sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Rationale</i>					
Physical Examination Structured, opportunistic examination appropriate for patient's age, developmental phase, and presentation; Age adjusted adjuncts (e.g. distraction techniques, parental/carers involvement).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Rationale</i>					

Clinical Synthesis Structured, prioritised approach to diagnosis (including differential); Further assessment and/or management and disposition.	<input type="radio"/>					
	<i>Rationale</i>					
Discharge instructions Clear discharge advice, clear instructions for further review and return criteria (red flags). Ensure comprehension, seeks questions.	<input type="radio"/>					
	<i>Rationale</i>					

Please rate ALL THREE of the following skills						
Communication* Establish rapport with child and parent/carers. Demonstrate age-appropriate communication strategies.	<input type="radio"/>					
	<i>Rationale</i>					
Prioritisation and Decision Making* Organisation and appropriate prioritisation of assessment or tasks. Perform assessment or tasks in an efficient manner.	<input type="radio"/>					
	<i>Rationale</i>					
Shared decision making* Demonstrate a collaborative approach. Patient's/carer's goals and other clinicians' advice.	<input type="radio"/>					
	<i>Rationale</i>					

GLOBAL ASSESSMENT

Select the ONE best option that describes the level of input required on this observed occasion:	Trainee performed; senior clinician intervention required for majority of task	Trainee performed; senior clinician assistance required for minority of task	Trainee performed independently; senior clinician observed and advised for trouble shooting	Trainee performed independently; senior clinician available to check	Trainee performed independently
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Areas of strength:

Areas for development and/or agreed learning goals for next encounter:

(Optional) Any other Assessor comments about this assessment:

t:

(Optional) Trainee comments about this assessment (Trainee reflection on the case, learning outcomes and future goals):