Mini-Clinical Evaluation Exercise
(mini-CEX) Rating Form

Trainee information

Trainee’s name: ................................................................. Date of assessment: ____ / ____ / ____
Advanced Training year:  □ 1  □ 2  □ 3  □ 4+  Case number for that year:  □ 1  □ 2  □ 3  □ 4
(Full time equivalent)
Assessor’s name: ......................................................... Assessor’s position: ........................................................
Assessor’s email: ............................................................ Hospital/Location: .....................................................
Setting:  □ In-patient  □ Out-patient  □ Emergency  □ Other (please specify) ......................................
Patient problem/Dx(s): .................................................. Specialty: ..............................................................
Patient age: .........  Patient gender:  □ Male  □ Female  Case complexity:  □ Low  □ Medium  □ High

Strengths

Suggestions for development

If a trainee receives a rating which is unsatisfactory, the assessor must complete this section for the form to be submitted.

Please rate the trainee against what you would expect of a trainee in that year of training

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Medical interviewing skills</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>n/o</td>
</tr>
<tr>
<td>2. Physical examination skills</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>n/o</td>
</tr>
<tr>
<td>3. Professional qualities/communication</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>n/o</td>
</tr>
<tr>
<td>4. Counselling skills</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>n/o</td>
</tr>
<tr>
<td>5. Clinical judgement</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>n/o</td>
</tr>
<tr>
<td>6. Organisation/efficiency</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>n/o</td>
</tr>
<tr>
<td>Overall clinical performance</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>n/o</td>
</tr>
</tbody>
</table>

Time taken for observation: ____ min  Time taken for feedback: ____ min

Assessor satisfaction using mini-CEX  LOW 1 2 3 4 5 6 7 8 9 HIGH
Trainee satisfaction using mini-CEX  LOW 1 2 3 4 5 6 7 8 9 HIGH

Data from formative assessments is collated for the purpose of evaluation. Individual, identifiable data will not be presented in any published reporting.

Assessor’s signature: ............................................  Trainee’s signature: ............................................

Input validated by supervisor:
(Supervisor to initial once they have checked electronic record against this paper record) .................................................................

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The details below outline the skills associated with each domain in this mini-CEX rating form and the mini-CEX framework. Please note that not all skills may be examined during each encounter—this is a guide to show what may be observed and rated.

### Medical Interviewing Skills
- Ability to interact with patient
- Ability to direct questions at key problem
- Ability to use second order of questioning to optimise focus
- Ability to incorporate information from questions with other information
- Ability to identify and respond appropriately to non-verbal cues
- Ability to retain a range of diagnostic options

### Physical Examination Skills
- Ability to conduct a systematic and structured physical examination
- Shows sensitivity to patient’s comfort and modesty
- Ability to detect abnormal signs when present and weigh the significance of these findings
- Informs patient
- Ability to focus the examination on the most important components
- Ability to integrate findings on examination with other information to clarify diagnosis

### Professional Qualities / Communication
- Shows respect for patient at all times
- Explains as well as asks
- Listens as well as tells
- Conscious of potentially embarrassing or painful components of interaction
- Shows awareness of issues surrounding confidentiality
- Able to adapt questioning and examination to patient’s responses

### Counselling Skills
- Explains rationale for test/treatment
- Addresses the transfer of information in a way which is clear and tailored to the patient’s needs
- Able to respond to patient and modify or repeat information in a different way
- Recognises patient’s own wishes and gives them priority
- Avoids personal opinion and bias

### Clinical Judgement
- Ability to weigh importance of potentially conflicting clinical data
- Ability to determine best choice of investigations and management
- Ability to relate management options to the patient’s own wishes or situation
- Considers the risks and benefits of the chosen management/treatment options
- Ability to come to a firm decision based on available evidence

### Organisation / Efficiency
- Ability to synthesise a collection of data quickly and efficiently
- Demonstrates appropriate judgement and synthesis
- Demonstrates optimal use of time in collection of clinical and investigational data

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**Ratings**

**Unsatisfactory** - gaps in knowledge or skills that you would not expect at this level of training. Some concerns about professionalism or patient safety.

**Satisfactory** - what you would expect for a trainee at this stage of their training year. Generally clinically competent and with satisfactory communication skills and professionalism.

**Superior** - performing well above their current stage of training. No concerns about their clinical method, professionalism, organisation, communication etc.