

PaedMini-CEX

Mini-CEX for Paediatric Run-through Trainees

Purpose

PaedMini -CEX is designed to provide feedback on skills essential to the provision of good clinical care in a UK Paediatric setting. In keeping with a quality improvement assessment model, strengths, areas for development and agreed action points will be identified following each PaedMini -CEX encounter. It samples a range of areas within the RCPCH assessment standards and can be mapped to GMP.

Completing a PaedMini -CEX

In order to provide sufficient evidence of curriculum coverage it is likely that trainees will need to perform at least 6 observed encounters using the mini-CeX per year of training. These should be done where possible with a different assessor for each encounter

Each PaedMini -CEX should ideally represent a different clinical problem and trainees should sample from the range of clinical problem areas listed. Please record a one line description of the case e.g. 3 year old with croup, needed nebulised adrenaline in A&E. The trainee can choose the timing, problem and assessor.

Ideally the PaedMini -CEX should cover the following:

Range of Clinical Situations, eg,

- Breathing difficulty
- Febrile illness
- Diarrhoea
- Abdominal pain
- Seizure
- Rash

Range of Clinical Settings, eg

- General Paediatrics
- Neonates
- Community Paediatrics
- Ward setting
- Clinic setting

PaedMini-CEX is suitable for use in an out-patient, in-patient or acute care setting. The assessor must have actually OBSERVED the part of the encounter they are rating. It is not designed to assess a reported encounter.

The assessor observes all or part of a clinical encounter and rates the trainee in aspects of the encounter that they observed. All ratings are on a 1-6 scale with an optional 'unable to comment' rating as it is recognised that assessors may not be able to make a judgement about all the PaedMini -CEX areas for every encounter they observe. It is not necessary to observe all of an encounter although sometimes this may be appropriate. For example suitable encounters could include:

- x Examination of a patient and explanation of the findings on the ward round
- x Initial history taking for a patient who is newly admitted
- x Review of a patient with a chronic illness such as Cystic Fibrosis
- x A trainee teaching a parent how to use an inhaler

The table below highlights the relevant assessment standards in relation to each question:

Question area			

History taking	x effective skills in three-way consultation and examination	x responsibility for an effective three-way consultation and examination	x responsibility for an analytic and focused three-way consultation and examination
Communication skills with child/young person Communication skills with parent/caregiver	x effective skills in three-way consultation and examination x understanding of effective communication and interpersonal skills with children of all ages x empathy and sensitivity and skills in engaging the trust of and consent from children and their families x understanding of listening skills and basic skills in giving information and advice to young people and their families	x responsibility for effective three-way consultation and examination x a commitment to effective communication and interpersonal skills with children of all ages x improving skills in building relationships of trust with children and their families x increasing confidence in giving advice to young people and their families	x responsibility for an analytic and focused three-way consultation and examination x effective strategies to engage children in consultations and in the management of their care x effective skills in conveying and discussing difficult information, including death and bereavement, with young people and their families x effective skills in giving information and advice to young people and their families in common and complex cases
Physical examination	x effective skills in three-way consultation and examination	x responsibility for an effective three-way consultation and examination	x responsibility for an analytic and focused three-way consultation and examination
Clinical judgement	x effective skills in paediatric assessment x effective responses to challenge, complexity and stress in paediatrics x skills in formulating an appropriate differential diagnosis in paediatrics	x responsibility for conducting effective paediatric assessments and interpreting findings x appropriately increasing credibility and independence in response to challenge and stress in paediatrics x improving skills in formulating an appropriate differential diagnosis in paediatrics	x commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics x responsibility for an effective response to complex challenges and stress in paediatrics x effective skills in making a safe decision about the 'most likely' diagnosis in paediatrics

Initial management	x	effective initial management of illhealth and clinical conditions in paediatrics seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of</i>	x	responsibility for the effective management of common acute and chronic conditions in paediatrics seeking additional advice and opinion as appropriate	x	leadership skills in the management of common and complex conditions in general paediatrics and paediatric subspecialties seeking additional advice and opinion as appropriate
	x	<i>Competences for Level 1 in Paediatrics)</i> professional respect for the contribution of colleagues in a range of roles in paediatric practice	x	<i>(as outlined in the Framework of Competences for Level 2 in Paediatrics)</i> increasing confidence in team-work and the ability to collaborate with a range of external agencies about the needs of children	x	<i>(as outlined in the Framework of Competences for Level 3 in General Paediatrics and the Paediatric subspecialties)</i> a commitment to effective multiagency and multi- disciplinary team-working for the care of children
Professionalism	x	ethical personal and professional practice	x	sound ethical personal and professional practice	x	exemplary professional and personal conduct so as to act as a role model to others
Organization/efficiency Time management	x x	effective time management skills effective skills in paediatric assessment	x	effective leadership and management skills in clinical and nonclinical settings responsibility for conducting effective paediatric assessments and interpreting findings appropriately	x	effective managerial skills in taking on a positive managerial role to support effective service provision commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics
Overall clinical care	x x	demonstrates judgement, synthesis, caring, effectiveness efficiency, appropriate use of resources, balances risks and benefits, awareness of limitations				

Administration of PaedMini-CEX

Mini-CeX can be completed by experienced higher level trainees and consultants.

Feedback

Immediate feedback will be provided after each encounter by the assessor rating the trainee. Assessors will be encouraged to use the full range of the rating scale. Following discussion of the encounter the

assessment record should then be filled out on line. Immediate feedback focusing on aspects of the discussion of the encounter where you felt the trainee did especially well (anything especially good), suggestions for development and any agreed action should be provided and documented. In order to maximise the educational impact of using PaedMini-CEX trainees and trainers will need to identify agreed strengths, areas for development and an action plan for each encounter.