

MiniCEX (Yr5)

Please choose your Academy:

Please select the assistantship to which this assessment refers:

- Ward-based Care
- Acute and Critical Care
- Primary and Community Care

Student Name:

Date of assessment:

Assessor Name:

Assessor GMC Number:

Assessor Position:

- Consultant
- GP
- SAS
- StR
- CTF
- Other

Assessor Statement - Mandatory:

I confirm I have reviewed the University of Bristol assessor guidance material. **Please sign or state Yes.**

Assessors please consider individual domains below and feed back according to the following anchor statements:

- **Performs at level expected** indicates the student is procedurally competent and safe, and has demonstrated at least the minimal level of competence required for commencement of FY1.
- **Not yet performing at level expected** means that you do not feel student has reached a standard that will allow him or her to function as an FY1, in particular if you feel they have demonstrated behaviour that could potentially compromise patient safety.

History taking / information gathering

Facilitates patient telling their story; effectively uses appropriate questions to obtain accurate, adequate information; responds appropriately to verbal and non-verbal cues.

- Not yet performing at level expected
- Performs at level expected

Comments:

Physical Examination Skills

Follows efficient, logical sequence; examination appropriate to clinical problem; explains to patient; sensitive to patient's comfort and modesty.

- Not yet performing at level expected
- Performs at level expected

Comments:

Communication skills

Explores patient's perspective; jargon free; open and honest; empathic; explains rationale and agrees management plan/therapy with patient.

- Not yet performing at level expected
- Performs at level expected

Comments:

Professionalism

Shows respect, compassion, empathy, establishes trust; attends to patient's needs of comfort, modesty, confidentiality, information. Behaves in ethical manner. Recognises their limitations.

- Not yet performing at level expected
- Performs at level expected

Comments:

Diagnosis

Establishes a problem list; takes account of probabilities in ranking differential diagnoses; reviews and adjusts differential diagnosis in light of developing symptoms and response to therapeutic interventions.

- Not yet performing at level expected
- Performs at level expected

Comments:

Management planning

Selectively considers and plans appropriate diagnostic studies, considers risks, benefits. Constructs a management plan; prioritises actions on the basis of the differential diagnosis and clinical setting.

- Not yet performing at level expected
- Performs at level expected

Comments:

Organisation / efficiency

Prioritizes; is timely; succinct.

- Not yet performing at level expected
- Performs at level expected

Comments:

Patient Opinion:

"Would you be comfortable with this student looking after you if they were a recently qualified doctor?"

- Not comfortable
- Maybe
- Yes I would
- Definitely

Comments:

Global opinion of clinical competence:

Consider overall judgement, synthesis, effectiveness and efficiency.

- Not yet performing at level expected
- Performs at level expected

Comments:

Assessor feedback on the behaviour observed

Areas performed well:

Suggestions for development:

Must include feedback related to any domain marked “not yet performing at level expected”

Patient Feedback:

What was particularly good about how the medical student communicated and behaved towards you?

Patient Feedback:

How could the medical student improve the way that they communicated and behaved towards you?

Agreed Action:

Agreed action, specifically where and how work is required to address any cause for concern:

Thank you for acting as an assessor. Please enter your name and email address when this form is submitted. You will receive a link to a record of this assessment.