**Mini-Clinical Evaluation Exercise (Mini-CEX)**

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| Trainee Name |  | Date of MiniCEX |  |
| Trainee Group |  | Stage of Training |  |

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| **Please grade the following areas:** | **Significantly below** | **Below expectations** | **Borderline** | **Meets expectations** | **Above**  **expectations** | **Significantly above** | **Unable to comment** |
| Delivery of Patient Care | | | | | | | |
| 1 Patient consultation |  |  |  |  |  |  |  |
| 2 Need for drug |  |  |  |  |  |  |  |
| 3 Selection of the drug |  |  |  |  |  |  |  |
| 4 Drug specific issues |  |  |  |  |  |  |  |
| 5 Provision of drug product |  |  |  |  |  |  |  |
| 6 Medicines information and patient education |  |  |  |  |  |  |  |
| 7 Professionalism |  |  |  |  |  |  |  |
| Problem Solving | | | | | | | |
| 8 Gathering information |  |  |  |  |  |  |  |
| 9 Knowledge |  |  |  |  |  |  |  |
| 10 Analysing information |  |  |  |  |  |  |  |
| 11 Overall clinical care |  |  |  |  |  |  |  |

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| Summary of case: (to include clinical setting, patient type, focus of encounter, new or follow up, complexity of case) | |
| Anything especially good: | Suggestions for development: |
| Agreed action (SMART: Specific, Measurable, Achievable, Realistic and Timely): | |

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| Name & Signature of Supervisor: |  | Date |  |
| Position of Supervisor: |  | Has the Supervisor received training in the use of MiniCEX? |  |

**Explanation of each competency area**

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|  | Delivery of patient care |  |
|  | Patient consultation | Gaining patient consent, conducting a patient-centred consultation, exploring the medical/surgical condition with the patient, considering the patient’s own health beliefs, being aware of personal limitations and making appropriate referrals. |
|  | Need for drug | Establishing the patient’s background, taking a drug history and gaining the necessary information from a range of sources in order to decide on the appropriateness of drug therapy. |
|  | Selection of the drug | Appropriate consideration of evidence-based medicine and drug interactions (drug-drug, drug-disease, drug-patient). |
|  | Drug specific issues | Checking that the drug is prescribed correctly (route, formulation, dose, frequency, course length) and considering available results and what effect they have on drug therapy e.g. U&Es, LFTs etc. |
|  | Provision of drug product | Implementing an effective system for the supply of medicines |
|  | Medicines information and patient education | Provision of medicines and health advice to patients, carers, other pharmacy staff, medical and nursing staff, and other healthcare professionals. |
|  | Professionalism | Identification and prioritisation of medicines management issues, time management, patient confidentiality, appropriate application of guidelines such as the formulary, therapeutic switching policies etc. |
|  | **Problem solving** |  |
|  | Gathering information. | Accessing and summarising the information required and ensuring the information used is up-to-date. |
|  | Knowledge. | Knowledge of pathophysiology of common medical/surgical conditions encountered, pharmacology, side effects, and drug interactions. |
|  | Analysing information. | Demonstrating the ability to evaluate information gathered (reliability of source, relevance to patient care), correctly identifying the problem, appraising options, making appropriate decisions and demonstrating a logical approach. |
|  | Overall Clinical Care: | An assessment that summarises all of the above in terms of outcome for the patient. |

Explanation of the rating scale

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| Significantly below | Performs poorly; very rarely meets the standard expected |
| Below | Performs poorly; meets the standard required occasionally |
| Borderline | Performs satisfactorily; with appropriate support and direction should meet expectations |
| Meets expectations | Performs well and to the standard expected of a pharmacist at that stage in their training |
| Above | Performs to a standard higher than what you would expect from a pharmacist at that stage in their training |
| Significantly above | Performs to an excellent standard; trainee is ahead of his/her peer group |
| Unable to comment | Unable to comment as performance not observed whilst s/he was there |

*MiniCEX tool. Adapted from the JPB MiniCEX 2010*