



Feasibility, acceptability & students' perception about mini-CEX for WPBA in Obstetrics & Gynaecology postgraduate education

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Introduction

- Mini-CEX is a valuable but underutilized tool for Workplace based assessment (WPBA)
- Structured feedback after student-patient interaction increases its utility as a formative assessment tool
- Acceptability & feasibility of mini-CEX challenging in busy clinical departments
- Usually perceived to be time consuming & a burden due to lack of trained assessors

Aim & Objective

- To sensitize & train faculty & PG students of Ob/Gyn in use of mini-CEX
- To evaluate feasibility & acceptability of mini-CEX as a WPBA tool for formative assessment
- To assess students' perception about it

Methodology

- Prospective observational study on 52 PG students using 7 faculty & 13 senior residents as assessors
- All participants sensitized & trained in conducting mini-CEX, assessors also trained to provide a structured feedback
- Blueprint of mini-CEX sessions made ensuring 4 encounters/ student with different assessors
- Mini-CEX conducted using standard procedure & ABIM evaluation form
- Students' scores, time for encounter & feedback recorded along with satisfaction scores
- Participants made to fill peer validated feedback forms about their experience

Results

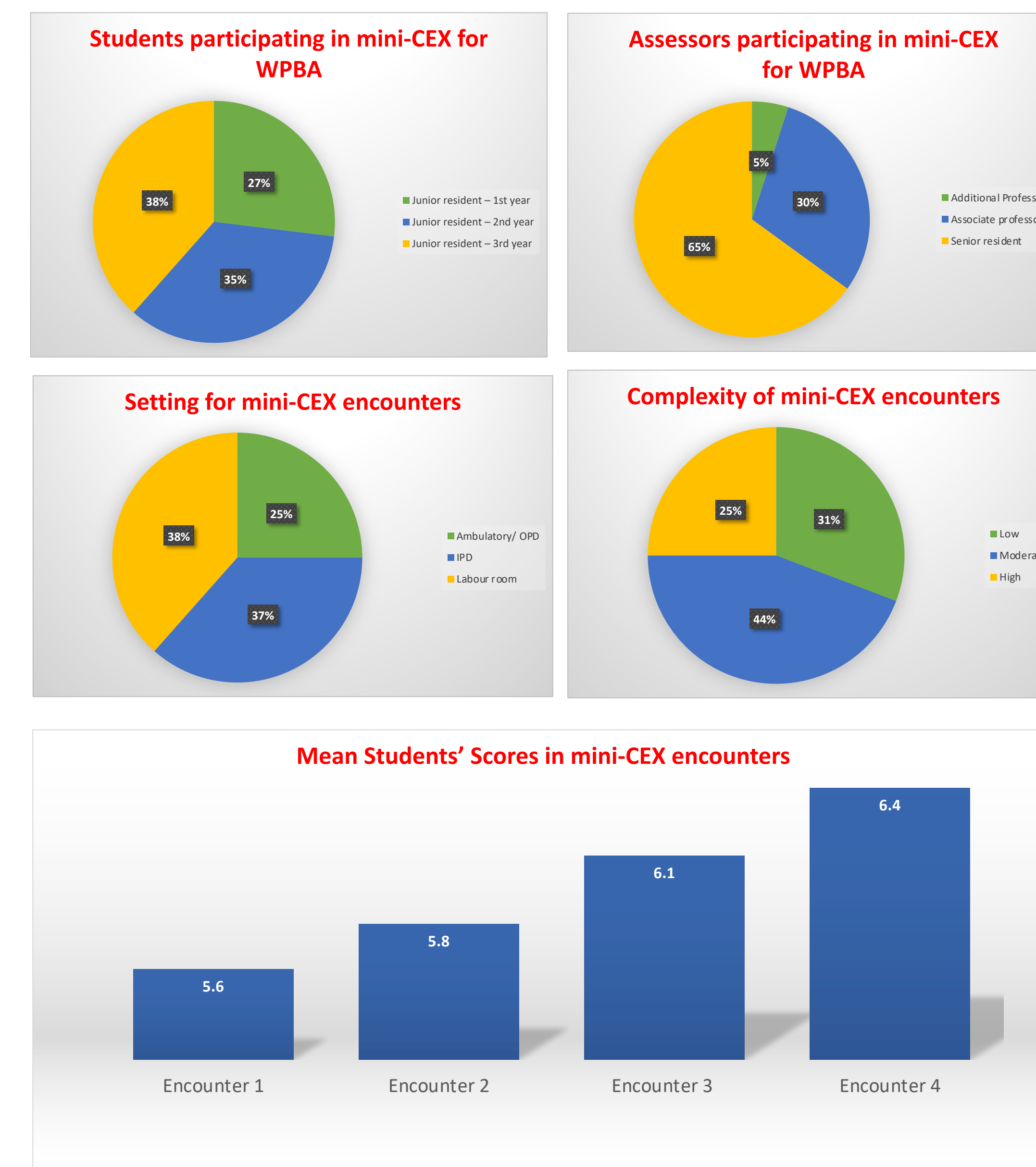
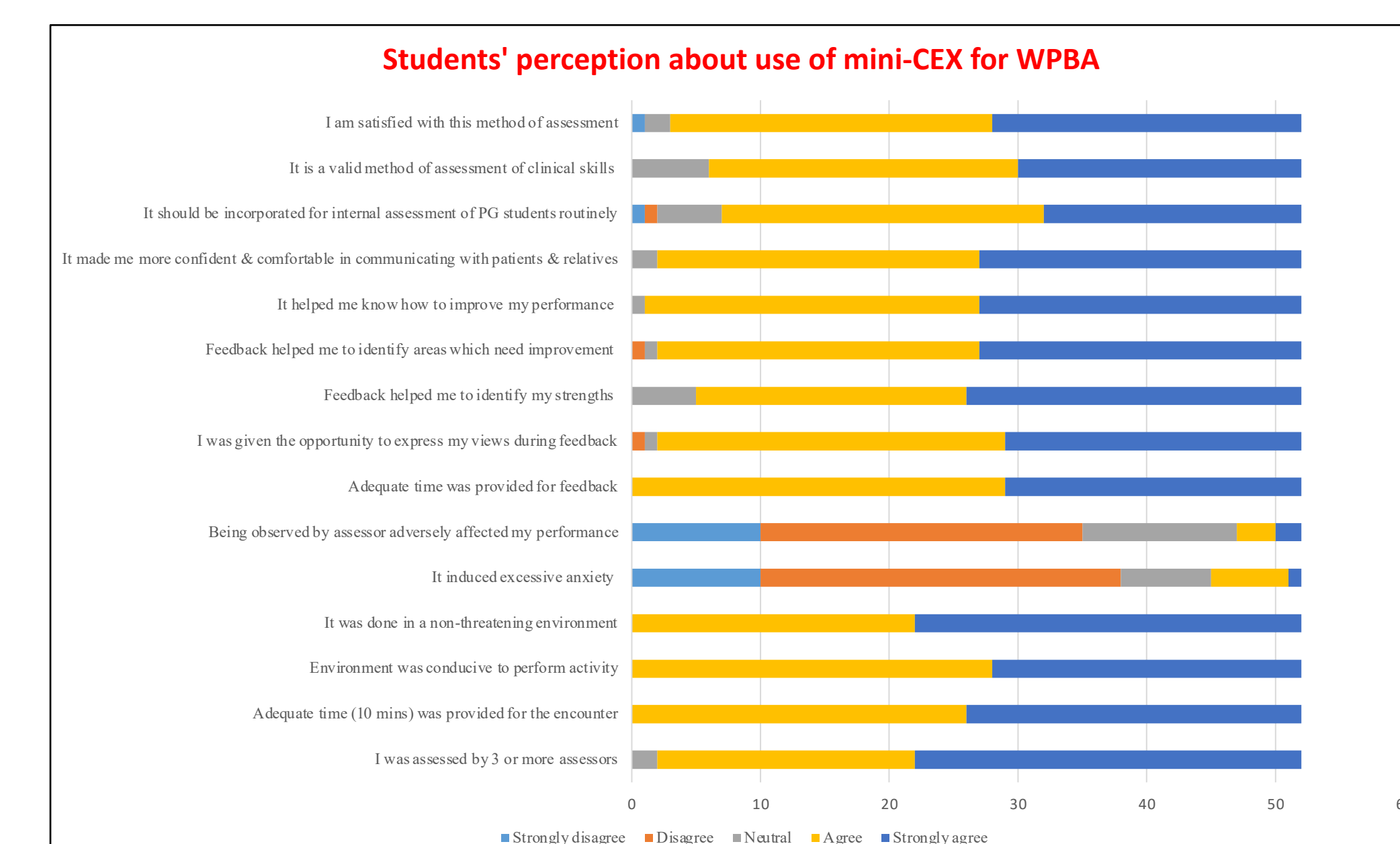
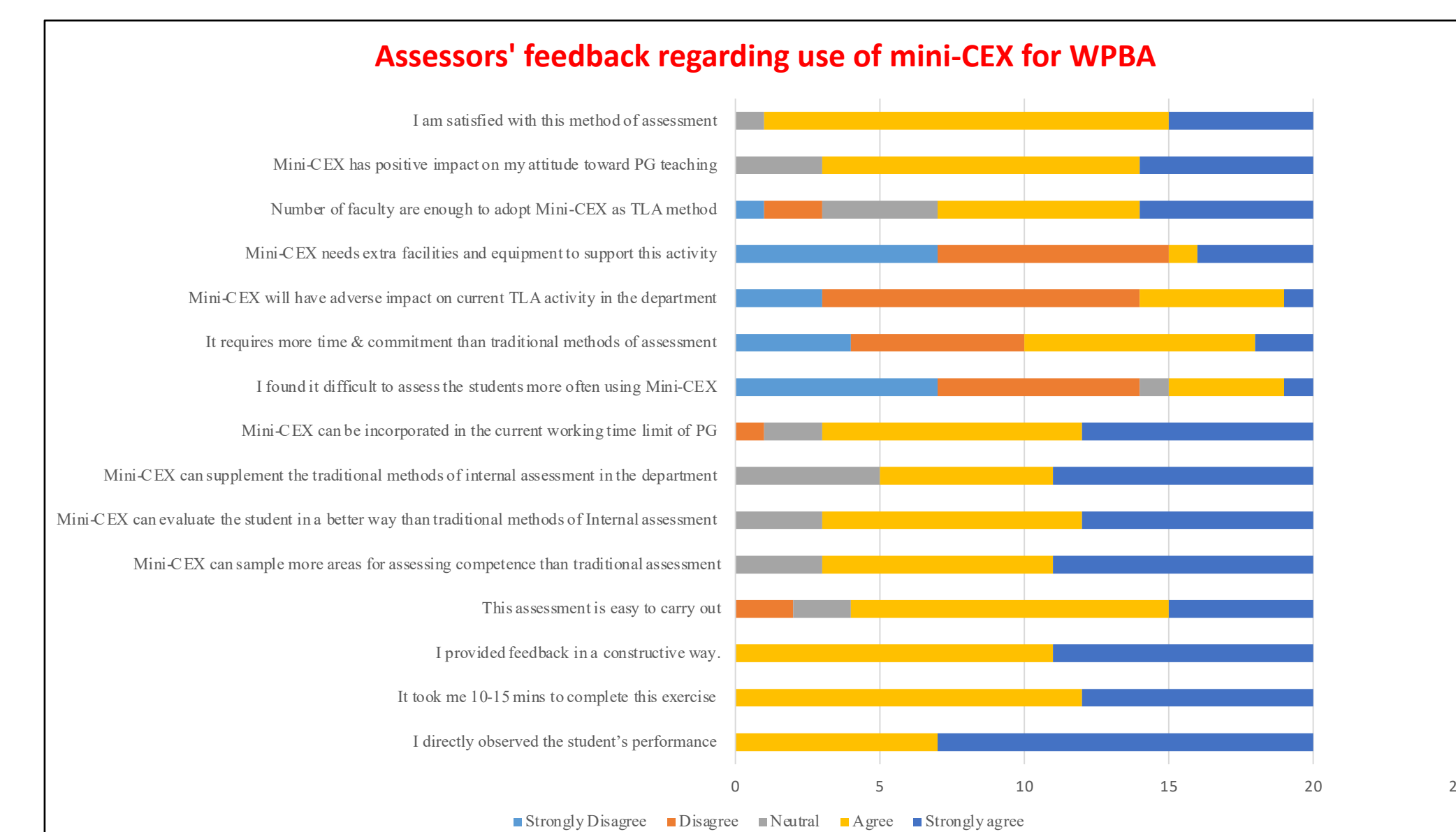


Table 1: Time taken for Observation and Feedback for mini-CEX encounters

Time taken	Range (mins)	Mean $\pm$ SD (mins)	Median (mins)
Observation time	7 – 12 mins	8.6 $\pm$ 1.3 mins	8 mins
Feedback time	3 – 6 mins	4.3 $\pm$ 0.8 mins	4 mins



Conclusion

- Mini-CEX is useful, effective, feasible, acceptable WPBA tool for formative assessment where faculty can assess residents' performance real-time, in real environment even in busy clinical departments
- Observation & feedback takes < 20 minutes, no special preparation required & encounter can be seamlessly incorporated in routine clinical work
- Although assessors find it time consuming, most agree it can sample more areas of competence, evaluate students better than traditional methods and has a positive impact on their teaching
- Students are satisfied with one-to-one feedback as it helps improve their clinical skills and want it to be used routinely for assessment

Take home message

- Mini-CEX is a feasible WPBA tool acceptable to both faculty & residents and can be used for regular formative assessment of PG students even in busy clinical departments

References

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