

Year 3 Formative OSCE 2016

Reading for Station 5

Candidate Instructions

Clinical Scenario

Beverly Welch is a 36 year old lady who has been admitted to hospital. She presented to ED this morning. Over the past 3 days, Beverly noticed the left side of her face started to droop.

You are a 3rd year medical student and the registrar has asked you to perform a cranial nerve exam on Mrs Welch. Explain your examination and findings to the registrar as you go.

Task

In a total of eight (8) minutes:

- Perform a cranial nerve examination on Mrs Welch.
- Discuss your examination findings with the registrar as you go.

[You should imagine that you in the room with the registrar (examiner) and Mrs Welch – act as is appropriate for the situation.]

Simulated Patient Information

The candidate has the following scenario and task

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Instructions for simulated patient

You have bells palsy of the left facial nerve.

Cranial Nerves

- CN 1 in tact
- CN 2 intact respond normally to exam
- CN 3, 4 and 6 normal eye movements
- CN 5 normal sensation
- CN 7 partial ptosis of left eye. Weakness of all left sided facial muscles. Abnormal facial expressions – left side of face should not lift with smile, should not be able to lift left eye brow.
- Corneal reflex should be absent – if student goes to do the corneal reflex the registrar should stop them and state that the corneal reflex is lost on the left and preserved on the right.
- CN 8 normal.
- CN 9, 10, 11 and 12 normal

Examiner Instructions

Please verify that you are examining the correct student by checking the name on the student's ID card against the name on the score sheet, as the student enters the room.

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Instructions

- You are playing the role of the registrar in this exam. Please address the student as a registrar would, after you have checked ID. Please do not provide prompts on the station content.
- Stay out of the line of sight between the candidate and the patient during the physical exam. Do not provide any positive or negative feedback to the candidate.
- Please record your observations on the scoresheet **as you go**, as discussed in the briefing.
- The candidate has 8 minutes for the station in total.
 - Corneal reflex should be absent – if student goes to do the corneal reflex the registrar should stop them and state that the corneal reflex is lost on the left and preserved on the right.
- You have two minutes between candidates to finalise your scoring and 'reset' the station.

Props and Sundries

- Simulated patient
- Handwash

Author – Maddison Taylor

OSCE Score Sheet

Station 5- Neurological Exam

Student Name/Number.....

Examiners Name:

SP:

No.	Assessment Item (details)	PLEASE MAKE ONE TICK IN EVERY ROW																											
1	Introduces self & Infection Control (appropriately, uses gel before and after)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																								
		0	1	2	3																								
2	Consent (explains, seeks and obtains)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																								
		0	1	2	3																								
3	End of Bed Patient oriented to place/person and time, alert, speech in tact, no abnormal posturing or other reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							
		0	1	2	3	4																							
4	Cranial Nerves – 1 & 2 (CN -1 asks about anosmia. CN 2 – tests pupils for light reflex, tests for RAPD with swinging light test, tests visual acuity with Snellen chart, tests peripheral fields with hat pin and correct technique)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
		0	1	2	3	4	5																						
	Cranial Nerves – 3, 4 & 6 Performs H movement successfully, asks about pain and diplopia, tests accommodation reflex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																								
		0	1	2	3																								
	Cranial Nerves – 5 Tests function of 2x muscles of mastication bilaterally, tests sensation of 3 dermatomes with pin prick, tests sensation of 3 dermatomes with cotton wool, attempts to test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							
		0	1	2	3	4																							
	Cranial Nerves – 7 Tests for eye brow raise, tests orbicularis oculi closure, tests buccinators with cheek puff, tests smile. Asks about taste sensation altered, asks about dry eyes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
		0	1	2	3	4	5																						
5	Cranial Nerves – 8, 9 & 10 (CN 8 – whisper test, performs rinne, perform weber test. CN 9 – observes uvula for elevation, attempts gag reflex, asks about swallowing, tests speech with ‘baby hippopotamous’ or ‘me, la, ke’)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
		0	1	2	3	4	5																						
	Cranial Nerves – 11 & 12 CN 11 – tests SCM bilaterally, tests shoulder shrug. CN 12 inspects tongue for wasting, fasciculation and comments on deviation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
		0	1	2	3	4	5																						
6	Assessment – Report of findings (Comments on facial droop, loss of power on left side of face, loss of left corneal reflex, comments on reduced sensation on left side of face, identifies CN 7 compromise and other cranial nerves in tact, identifies PEARL, comments nil slurred speech or other reasonable – max 5 marks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
		0	1	2	3	4	5																						
11	CLARITY (organisation, appropriate confidence)	<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2">Confused, disorganised, unclear</td> <td colspan="2">Below expected</td> <td colspan="2">Above expected</td> <td>Outstanding</td> </tr> </tbody> </table>							1	2	3	4	5	6	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confused, disorganised, unclear		Below expected		Above expected		Outstanding
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12	WARMTH (engagement, compassion, care for patient)	<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2">Cold, uncaring, brusque</td> <td colspan="2">Below expected</td> <td colspan="2">Above expected</td> <td>Outstanding</td> </tr> </tbody> </table>							1	2	3	4	5	6	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cold, uncaring, brusque		Below expected		Above expected		Outstanding
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