INSTRUCTIONS TO STUDENT

Miss Jones is a patient who presents for review 2 weeks after sustaining a head injury in a fall. She wants to return to work. Your Task: 1. Perform a neurological examination of all the cranial nerves using the equipment provided.

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<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION OF PERFORMANCE (for Examination and Procedure stations)</th>
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</table>
| 1. Process & structure of consultation | INTRODUCTION: Greets patient by name and checks identity, introduces self/role, explains process and obtains consent; uses easily understood language, explores patient’s view & feelings, conveys understanding  
STRUCTURING: Flow smooth and organised, efficient time management and signposts transitions between tasks.  
CONCLUSION: Thanks patient, summarises, explains findings and future directions to patient  
HAND HYGIENE: Systematic ‘hand-wash’ & drying of hands at beginning and end of patient examination  

| EXAMINATION | EXAMINES each cranial nerve in order I – XII.  
I – asks about loss of smell.  
II – visual acuity, fields, direct, consensual and accommodation pupil reflexes.  
III, IV & VI – eye movements asks if diplopia occurs, nystagmus.  
V – sensory divisions of face, corneal reflex, muscles of mastication, jaw jerk.  
VI – muscles of facial expression.  
VIII – hearing tested with Rinne and Weber tuning fork tests (nystagmus already checked before or could do at this point).  
IX & X – examines mouth, gag reflex (not necessary to perform), asks patient to say “ah” looking for hoarse voice and movement of uvula.  
XI – tests muscle strength trapezius and sternomastoids.  
XII – examines tongue for wasting, fasciculation and movement.  

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2. Content of consultation | Professional, respects patient’s comfort/perspective, establishes rapport with patient to facilitate examination, mindful of patient’s comfort during and at end of examination. When making your final judgement, please consider if you would be likely to return to this doctor  

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3. Approach to patient: | Note: marks awarded by patient |

STANDARD SETTING THE PASSING SCORE

For this station imagine a hypothetical student competing their first year of clinical experience, who is borderline for the task. Compare the performance you have just observed to the hypothetical student by rating the performance using the 5 point scale below.

- Poor Attempt
- Borderline
- Excellent

NOTES FOR EXAMINER

An announcement will indicate when 1 minute of the station remains. A bell will be rung at 8 minutes to indicate the end of the station. At this point, the student should finish their sentence and stop. The assessor should then provide some feedback on the student’s individual performance. A second bell will be rung at 15 minutes and the student should leave. 2mins later a third bell will ring by which time the next student should be ready to start. Examiners should decide the marks and overall performance independently from each other.

Examiner’s Name: ___________________________  Examiner’s Signature: ___________________________
If the student scored less than 14/20, please describe what the student should have done differently:

Any issues that may have affected performance?
Mrs Carlisle presented to the doctor with a 1 day history of abdominal pain, fever and vomiting. The GP has referred her to the ED, where you are a junior doctor. Your Task: 1. Take a brief focussed history 2. Perform an appropriate examination 3. Present your diagnosis and differential to the assessor.

### Activity: Process & structure of consultation

**INTRODUCTION:** Greets patient by name and checks identity, introduces self/role, explains process and obtains consent; uses easily understood language, conveys understanding

**STRUCTURING:** Flow smooth and organised, efficient time management and signposts transitions between tasks.

**HAND HYGIENE:** Systematic 'hand-wash' & drying of hands at beginning and end of patient examination

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### Activity: Content of consultation

**HISTORY** – takes a brief focussed history which includes:
- History of the presenting problem, PMH – including previous surgery, gynae history, relevant family & social history, medications, etc.

**PERFORMS A BRIEF GENERAL EXAMINATION WHICH INCLUDES:**
- Checks the patient’s vital signs – especially looking for fever
- Inspection of patient for pallor, hydration, distress

**PERFORMS A FULL EXAMINATION OF THE ABDOMEN**
- **INSPECTION** for pulsations, distension of abdomen, appropriately exposes abdomen
- **PALPATION** performs light and deep palpation in a systematic way then examines for liver and spleen, checks renal tenderness, checks for rebound and guarding,
- **PERCUSSION** liver and spleen, horse shoe dullness
- **AUSCULTATION** for bowel sounds
- Describes PR and PV examination

**PRESENTATION OF FINDINGS** In structured way to the assessor in appropriate professional language
- Presents a diagnosis of acute appendicitis with a differential of Diverticulitis, Acute Lymphadenopathy, Ectopic pregnancy, etc.

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### Activity: Approach to patient

Professional, respects patient’s comfort/perspective, establishes rapport with patient to facilitate examination, mindful of patient’s comfort during and at end of examination. When making your final judgement, please consider if you would be likely to return to this doctor

**Note:** marks awarded by patient

#### Score

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### Standard Setting the Passing Score

For this station imagine a hypothetical student competing their first year of clinical experience, who is borderline for the task. Compare the performance you have just observed to the hypothetical student by rating the performance using the 5 point scale below.

- **Poor Attempt**
- **Borderline**
- **Excellent**

### Notes for Examiner

An announcement will indicate when 1 minute of the station remains. A bell will be rung at 8 minutes to indicate the end of the station. At this point, the student should finish their sentence and stop. The assessor should then provide some feedback on the student’s individual performance. A second bell will be rung at 15 minutes and the student should leave. 2mins later a third bell will ring by which time the next student should be ready to start. Examiners should decide the marks and overall performance independently from each other.

Examiner’s Name: ___________________________  Examiner’s Signature: ___________________________
If the student scored less than 14/20, please describe what the student should have done differently:

Any issues that may have affected performance?
# GSM: Clinical Examination-Student (CEX-S)

**Student Name:**

**Student No.:**

**Assessor Name:**

**Practice/Hospital:**

**Patient Problem/Diagnosis:**

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<th>Case complexity</th>
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<td>Feedback time (mins):</td>
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<td></td>
<td>Other</td>
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**PLEASE TICK APPROPRIATE JUDGEMENT**

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<th>Borderline</th>
<th>Satisfactory</th>
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<th>Not Observed</th>
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**Overall clinical competence in relation to stage of training**

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<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
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**Comments** (particularly required if grade is unsatisfactory, but feedback is valuable for all students)

**Assessor**

**Signature:**

**Date:** / /

**Student**

**Signature:**

**Date:** / /
Assessor’s Marking Sheet

Title of competency: Examination of the Peripheral Nervous System

Clinical Competency Attempt (Please circle): First Second Third

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STRUCTURING: Flow smooth and organised, efficient time management and signposts transitions between tasks.  
APPROACH TO TASK: Ordered approach to tasks, confident and efficient examination, tailored to patient's problem  
CONCLUSION: Thanks patient, summarises, explains findings and future directions to patient  
HAND HYGIENE: Systematic 'hand-wash' & drying of hands at beginning and end of patient examination |
| Score | 0 1 2 3 4 5 6 |
| 2. Content of consultation | OBSERVATION SKILLS Performs general and specific observations appropriate for the task  
- Examines all aspects of Gait, Squat and Romberg’s correctly, Checks back.  
- Examines upper and lower limbs for muscle bulk, tremors, scars, etc.  
EXAMINATION SKILLS performs all aspects of the examination as per the SSG using good technique  
- Compares sides, tests upper and lower limbs, covers all areas / nerves.  
- Correctly tests: Tone (incl. clonus in lower limbs), Power, Reflexes, and Coordination  
- Correctly tests sensation: Touch, Pain, Vibration and proprioception.  
KNOWLEDGE Demonstrates ability to explain the pathophysiological/anatomical basis for a sign or symptom (question) |
| Score | 0 1 2 3 4 5 6 7 8 9 10 11 12 |
| 3. Approach to patient: | Professional, respects patient's comfort/perspective, establishes rapport with patient to facilitate examination, mindful of patient's comfort during and at end of examination. When making your final judgement, please consider if you would be likely to return to this doctor  
Note: marks awarded by patient |
| Score | U/0 5/1 E/2 |

STANDARD SETTING THE PASSING SCORE  
For this station imagine a hypothetical student in their first year of clinical experience, who is borderline for the task. Compare the performance you have just observed to the hypothetical student by rating the performance using the 5 point scale below.  

- Poor Attempt  
- Borderline  
- Excellent  

Please do not reveal these results to the student. Please do give the student verbal feedback on what they could have done better or differently but do not offer an opinion of their overall performance.

Assessor's Name: ___________________________  
Assessor’s Signature: _________________________
If the student scored less than 14/20, please describe what the student did poorly to assist with the remediation process:

Any issues that may have affected performance?
Participant Name: ____________________________  
RACGP QI&CPD / ACRRM Number_________

1. Please mark (x) your level of agreement:

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<tr>
<th>As a result of participation in this activity the below learning outcomes have been:</th>
<th>Entirely met</th>
<th>Partially met</th>
<th>Not met</th>
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<tbody>
<tr>
<td>1. Objectively evaluate the student who is not yet competent to perform the skill being assessed without appropriate supervision*</td>
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<td>☐</td>
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<tr>
<td>2. Outline the integrated course at the Graduate School of Medicine and describe the degree of competence expected at each level of the MB, BS course.</td>
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<td>3. Articulate the concept of borderline regression method of assessment employed in OSCEs.</td>
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<tr>
<td>4. Demonstrate the delivery of constructive and objective feedback to the student, when appropriate</td>
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<td>☐</td>
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<tr>
<td>5. Confidently complete the different forms for assessment of clinical competence used at each level of the course.</td>
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6. Briefly describe three considerations when giving feedback to the student, as described in the workshop………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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7. Please rate the degree to which your own learning needs were met by participating in this activity:

☐ Entirely met  ☐ Partially met  ☐ Not met

8. Please rate the degree to which this activity was relevant to your own practice:

☐ Entirely relevant  ☐ Partially relevant  ☐ Not relevant

9. Please provide any further comments:

10. Please list any other training you would be interested in attending:

Thank you – To ensure RACGP point allocation, please email completed evaluation to Therese Goodwin tgoodwin@uow.edu.au or fax 02 4221 4341