

ASSESSMENT CARD FOR PROCEDURE 2*

Type of Attempt (please tick): **First/Repeat 1/Repeat 2/Remedial**
 (use Xerox copy for Repeat/Remedial attempts)

<i>Sr. No.</i>	<i>Attributes to be assessed</i>	<i>Score (1–5)*</i>
i.	Behavioural skill	
ii.	Communication skill	
iii.	Confidence level	
iv.	Procedural skill	
v.	Knowledge level	
	Cumulative total (out of 25)	

***Note:** The teacher may decide the score as given below:

<i>Below average</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	<i>Excellent</i>
1	2	3	4	5

Grading of candidate (please tick): **B / M / E**

<i>Cumulative total</i>	<i>Grading</i>
9 or less	Below Expectations (B)
10–19	Meets Expectations (M)
20 and above	Exceeds Expectations (E)

Teacher's feedback:

Signature of teacher (with date)

ASSESSMENT CARD FOR PROCEDURE 4*

Type of Attempt (please tick): **First/Repeat 1/Repeat 2/Remedial**
 (use Xerox copy for Repeat/Remedial attempts)

<i>Sr. No.</i>	<i>Attributes to be assessed</i>	<i>Score (1–5)*</i>
i.	Behavioural skill	
ii.	Communication skill	
iii.	Confidence level	
iv.	Procedural skill	
v.	Knowledge level	
	Cumulative total (out of 25)	

***Note:** The teacher may decide the score as given below:

<i>Below average</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	<i>Excellent</i>
1	2	3	4	5

Grading of candidate (please tick): **B / M / E**

<i>Cumulative total</i>	<i>Grading</i>
9 or less	Below Expectations (B)
10–19	Meets Expectations (M)
20 and above	Exceeds Expectations (E)

Teacher's feedback:

Signature of teacher (with date)

ASSESSMENT CARD FOR PROCEDURE 6*

Type of Attempt (*please tick*): **First/Repeat 1/Repeat 2/Remedial**
(use Xerox copy for Repeat/Remedial attempts)

<i>Sr. No.</i>	<i>Attributes to be assessed</i>	<i>Score (1–5)*</i>
i.	Behavioural skill	
ii.	Communication skill	
iii.	Confidence level	
iv.	Procedural skill	
v.	Knowledge level	
	Cumulative total (out of 25)	

***Note:** The teacher may decide the score as given below:

<i>Below average</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	<i>Excellent</i>
1	2	3	4	5

Grading of candidate (please tick): **B / M / E**

<i>Cumulative total</i>	<i>Grading</i>
9 or less	Below Expectations (B)
10–19	Meets Expectations (M)
20 and above	Exceeds Expectations (E)

Teacher's feedback:

Signature of teacher (with date)

PROCEDURE 9

AIM: PY 10.11 Demonstrate the correct clinical examination of cranial nerves in a normal volunteer or simulated environment.

Number of times this skill needs to be done to be certified for independent performance = 01.

Checklist for procedure		
<i>Sr. No.</i>	<i>Steps to be performed sequentially</i>	<i>Performed (Y/N)</i>
i.	Stands on the right side of the subject and explains the procedure very clearly in subject's own language.	
Checklist for Cranial Nerve I		
i	Performs tests for olfaction.	
Checklist for Cranial Nerve II		
i.	Checks for acuity of distant and near vision.	
ii.	Performs tests for colour vision.	
iii.	Checks field of vision.	
Checklist for Cranial Nerves III, IV and VI		
i.	Checks the functioning of extraocular muscles.	
ii.	Elicits direct and indirect light reflex.	
iii.	Elicits accommodation reflex.	
Checklist for Cranial Nerve V		
i.	Elicits corneal and conjunctival reflexes.	
ii.	Checks muscles of mastication.	
Checklist for Cranial Nerve VII		
i.	Elicits the motor functions of facial nerve.	
ii.	Elicits the sensory (taste) function of facial nerve.	
Checklist for Cranial Nerve VIII		
i.	Performs hearing tests.	
Checklist for Cranial Nerves IX and X		
i.	Elicits palatal and pharyngeal reflexes.	
ii.	Checks for taste sensation on posterior 1/3rd of tongue	
iii.	Asks for history of nasal regurgitation of food from subject.	
Checklist for Cranial Nerve XI		
i.	Asks the subject to flex his chin against resistance.	
ii.	Asks the subject to shrug his shoulders against resistance.	
Checklist for Cranial Nerve XII		
i.	Observes for any sign of tongue atrophy and tongue deviation on protrusion	
ii.	Checks the movements of tongue.	