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| **OCCCF Curriculum** | **Core** |
| **WBA form** | CRS |  | **Curriculum code** | CA6 | **Competency assessed** | Pupil Examination |

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| Trainee Name |  |
| Assessor Name |  |
| Date |  |

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| Brief description of case: |

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| **Attitude and manner** | |
| **Good practice:**   * Introduces themselves and establish the identity of the patient and any other attendant (e.g. spouse, parent, carer) * Their demeanour throughout the interview shows that they are actively listening to the patient by gestures, words of encouragement and appropriate eye contact * They establish a good rapport with the patient which is respectful of any ethnic, religious or social preferences that they express * They are empathic and sensitive to the patient’s concerns. They ensure that the patient is comfortable and that adequate privacy is maintained * They guide the patient considerately through the clinical examination | **Needs improvement:**   * Neither introduces themselves nor identifies the patient * They hurry the patient and ignore what the patient is saying * They look away or appear impatient * They are unable to establish rapport with the patient and show little respect * They pay little or no attention to confirmation of patient comfort or privacy * They proceed with the examination without adequate explanation and with little consideration for patient comfort |

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| **Attitude and manner** | **Needs development** | **Competent** | **Highly Competent** |
| Introduction and explanation of tests |  |  |  |
| Shows consideration for patient |  |  |  |
| Adopts an appropriate method of communication and develops rapport |  |  |  |

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| **Pupil Examination** | |
| **Good Practice**   * Examine the patient in low ambient light and record the pupil size, position, shape and symmetry * They ensure that the subject fixates on a distance target * They use a bright focussed light to examine the direct and the consensual reaction in each eye, noting the extent, speed and recovery of the reaction * They then progress to the swinging flashlight test (SFT), dwelling on each eye for a second or two and moving the light swiftly across to the other pupil * They correctly interpret the results of a SFT even when one pupil is dilated or obscured * They test the accommodative reaction using an appropriate target and instruction * They ask to view the pupils on the slit lamp * They are familiar with pharmacological tests for abnormal pupil reactions * They suggest an appropriate cause for any abnormalities observed | **Needs Improvement**   * Examine the pupils in an ill-structured and inefficient way with inappropriate illumination * They fail to ensure that the subject fixates on a distance target and get in the way of the subject’s direction of gaze * They allow the test light to spill into the non-tested eye * They forget to record the size, shape and position of the pupils * They perform the SFT with a slow arc under the nose from one eye to the other * They are unable to comment on pupil reactions if one pupil is dilated or obscured * They elicit the accommodative reaction by rapidly approaching the eyes with one finger and are unaware of the threat response * They exhibit confusion about the theory and practice of pharmacological tests * They forget to view the pupils on the slit lamp * They are unable to interpret the results of the test |

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| **LEVEL 1** | **Needs development** | **Competent** | **Highly Competent** |
| Assess the pupil for abnormalities of size, shape  and reactions |  |  |  |
| Test for a relative afferent pupillary defect |  |  |  |

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| **LEVEL 2** | **Needs development** | **Competent** | **Highly Competent** |
| Understand abnormalities of pupil size, shape  and reactions |  |  |  |
| Understand the reflexes upon which they are based, including a relative afferent pupillary defect |  |  |  |

**Overall Performance:**

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| **OCCCF Level** | **Needs Development** | **Competent** | **Highly Competent** |
| **Level 1** |  |  |  |
| **Level 2** |  |  |  |
| **Level 3** |  |  |  |

**Comments: Please write and discuss areas of good performance and areas in which skills could be improved:**

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| **Strengths** | **Areas for improvement** |
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Signature of assessor…………………………………………………………………………………..

Signature of trainee…………………………………………………………………………………….

Date…………………………………………………………………………………………………………….