



OSCE Checklist: Paediatric Neurological Examination

| Introduction | |
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| 1 | Wash your hands and don PPE if appropriate |
| 2 | Introduce yourself to the parents and the child, including your name and role |
| 3 | Confirm the child's name and date of birth |
| 4 | Briefly explain what the examination will involve using patient-friendly language |
| 5 | Gain consent from the parents/carers and/or child before proceeding |
| General inspection | |
| 6 | Observe the child in their environment (e.g. waiting room, hospital bed) and take note of their appearance and behaviour. Watch them during play to assess their attention span, motor coordination and problem-solving abilities. |
| Cranial nerves | |
| 7 | CN I: Assess olfaction (in older children) |
| 8 | CN II: Assess visual acuity |
| 9 | CN II: Assess visual fields |
| 10 | CN II: Assess direct and consensual pupillary reflexes |
| 11 | CN II: Perform fundoscopy including assessment of the fundal reflex |
| 12 | CN III, IV, VI: Assess extraocular eye movements |
| 13 | CN V: Assess facial sensation |
| 14 | CN V: Assess mouth opening against resistance |
| 15 | CN VII: Inspect the face for asymmetry and ask the child to perform various facial expressions if possible |
| 16 | CN VIII: Perform a gross assessment of hearing and assess vestibular function by observation (e.g. poor head control, truncal unsteadiness, ataxia) |
| 17 | CN IX, X: Observe the child drinking or eating |
| 18 | CN IX, X: Inspect the soft palate including the uvula for asymmetry |
| 19 | CN XI: Ask the child to shrug their shoulders and turn their neck against resistance (older children) |
| 20 | CN XII: Inspect the tongue for fasciculations and ask the child to protrude their tongue |
| Upper and lower limb examination | |
| 21 | Inspect the upper and lower limbs for abnormalities (e.g. asymmetry, wasting, abnormal movements, abnormal posture) |
| 22 | Observe gait |
| 23 | Assess upper and lower limb tone as appropriate |
| 24 | Assess upper and lower limb power as appropriate |
| 25 | Assess upper and lower limb reflexes as appropriate |

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| 26 | Assess upper and lower limb sensation as appropriate | |
| Cerebellar examination | | |
| 27 | Perform focused assessment of cerebellar function (e.g. co-ordination) | |
| Cognitive assessment | | |
| 28 | Assess current developmental milestones (e.g. speech) or perform age-appropriate cognitive tests (e.g. MMSPE) | |
| To complete the examination... | | |
| 29 | Explain to the child and parents that the examination is now finished | |
| 30 | Ensure the child is re-dressed after the examination | |
| 31 | Thank the child and parents for their time | |
| 32 | Explain your findings to the parents | |
| 33 | Ask if the parents and child (if appropriate) have any questions | |
| 34 | Dispose of PPE appropriately and wash your hands | |
| 35 | Summarise your findings to the examiner | |
| 36 | Suggest further assessments and investigations (e.g. skin assessment, neuroimaging) | |

Read the full guide at
[geekymedics.com](https://www.geekymedics.com)



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