Appendix A

MEDICAL INTERVIEW RATING SCALE  A - Established Well Child Care

STUDENT ___________________________ DATE ________________________________
EVALUATOR ________________________

Data Collection and Clinical Skills

_____ Interval History (problems, illnesses, hospitalizations, etc.)

_____ Dietary History

Feeding

_____ Babies - frequency & time on breast/quantity of formula
_____ Supplements
_____ Solid foods (# of meals, snacks, balanced meals)
_____ Appetite

_____ Elimination:

_____ Babies - quality of stool, # of we diapers
_____ Toddlers - toilet training, constipation
_____ Children - enuresis, constipation

_____ Development

_____ Baby: milestones & current developmental achievements
_____ Toddler: developmental achievements
_____ Child: grade in school, quality of performance

_____ Allergies (characteristics)

_____ Medications (over the counter and prescription)

_____ Immunizations:

_____ up to date?
_____ reactions?

_____ Family history (update)

_____ Personal History (update)

_____ Relations with other children
_____ School Progress

_____ Social History (update)

_____ Family Structure
_____ Family Support Systems
_____ Child care arrangements and satisfaction
_____ School
_____ Insurance

_____ Habits (update)

_____ Recreation
Elimination
Behavioral concerns
Safety
Family health habits
Sleep (naps, # of hours at night)

Review of Systems
General Review
Skin
Eyes
Ears, Nose, Throat
Dental
Cardiorespiratory System
Genitourinary System
Neuromuscular System
Endocrine System

Physical Examination
Chooses best setting to examine child (parent's lap, examine table)
Undresses the child (exposes necessary body parts)
Observes the child, before proceeding with hands on exam
Age appropriate sequence
Performs complete exam including age appropriate neurological
Technically correct
Demonstrates appropriate restraining techniques to enable complete exam
Demonstrates distraction techniques
Respects patient's/parent's fears and anxieties
Requests Chaperon when appropriate
Developmental assessment where indicated

Interview Process

Opening
Identified himself/herself; acknowledges patient
Tells patient/parent what one is looking for/purpose/focus
Structure of Questioning
Proceeded from general to specific
Rate/pace, interruptions, clarity, concreteness
Adapted level of vocabulary
Unbiased questions
Absence of verbal idiosyncrasies
Maintains control of the interview
Use of time

Integration
Summarizes patient's/parents problems
Avoids repeating what was just said
Makes effective use of transitional statements

Closing
Summary - explanation of findings, observations, recommendations
Makes certain that instructions are understood (not just "yes/no")
Requests last minute disclosures/questions/concerns
Establishes Rapport

_______ Listening Behavior
   ______ Made eye contact (head & face)
   ______ Maximizes seating arrangement
   ______ Use of chart (ex. shows growth chart, checks on medication)
   ______ Awareness of patient's verbal/nonverbal cues/comfort
   ______ Student's body posture
   ______ Perceived to be actively listening (head nods, verbal reinforcers - uh-huh)
   ______ Avoids frequent & lengthy pauses without prior explanation
   ______ Avoids excessive writing during the interview

_______ Demeanor
   ______ Demonstrates poise and confidence, appears natural
   ______ Sensitivity
   ______ Positive and non-judgmental attitude
   ______ Aware of patient's/parent's agenda
   ______ Recognizes patient's/parent's feelings
   ______ Recognizes one's own feelings

_______ Supportive behavior
   ______ Positive tone of voice
   ______ Use of verbal reinforcers
   ______ Appropriate use of reassurance
   ______ Reflection of patient's/parents feelings when appropriate, paraphrases
   ______ Shares feelings when appropriate
   ______ Uses silence and pauses
   ______ Uses confrontation

Comments: