Appendix B

* Rate S (Strong), W (Weak), or NA (No Opinion/Not Applicable)

**Interview Rating Scale B - Established Chronic Visit**

STUDENT: _______________________________ DATE: __________________________

EVALUATOR: __________________________________________________________________

Data Collection and Interview Skills

_____ Interval History (what has happened since last visit)

_____ Current signs or symptoms with respect to the specific chronic illness

__ New Problems

___ Medication status

_______ Medication

_ Dose
_ Frequency
_ Reactions

___ Focused review of systems

_______ Physical Examination

_ Chooses best setting to examine child (parent's lap, examining table)
_ Undresses the child (exposes necessary body parts)
_ Observes the child, before proceeding with hands-on exam
_ Age-appropriate sequence
_ Focuses on all areas included in presenting complaint
_ Examines related organ systems as suggested by history
_ 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 child

_______ Tells patient/parent what he/she 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

Establishment of Rapport

Listening Behavior

- Made eye contact (head and 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 and 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: