Appendix C

MEDICAL INTERVIEW RATING SCALE C - Established Sick Visit

STUDENT _________________________ DATE _________________________
EVALUATOR _________________________

Data Collection And Interview Skills

_____ History of Present Illness
    ______ How long has child been ill
    ______ Chronological explanation of signs and symptoms
    ______ Any associated symptoms
    ______ Activity level of the child
    ______ Appetite for solids or liquids
    ______ Pertinent review of systems
    ______ Pertinent family history (i.e. asthma in a wheezer)
    ______ Exposure to other ill human and/or pet contacts
    ______ Has patient had this illness before?
    ______ Immediate intervention if needed

_____ Inquired about relevant Past Medical History

_____ Medications (prescribed and over the counter)

_____ 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
    ______ Focuses on all areas included in presenting complaint
    ______ Examines related organ systems as suggested by history
    ______ Technically correct
    ______ Demonstrates appropriate restraint 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

Interview Process, cont.

_____ 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: