

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: