

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: