**Learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Polypharmacy Case**

**Case Specific Score Item Checklist – History**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **YES** | **NO** | **Student’s Prompt** | **SP Response** |
| **HPI** |  |  | **Asks initial open-ended question about presenting complaint.** | **“My kids are worried about my blood pressure.”** |
| **HPI** |  |  | **Obtains range of blood pressure readings AND that patient knows that they are high.ORAsks second open-ended question.** | **“I must admit it is weird that that number just won’t go down! Every time I check my blood pressure at home, the top number is higher than 160. I feel fine, and I’m taking my medications like I’m supposed to, so I’m not sure what’s going on?”** |
| **Meds** |  |  | **Student determines which medications patient has and is taking.** | **SP reads out from or shows medication bottles.** |
| **Meds** |  |  | **Student elicits information about patient’s poor adherence (that medications are not being taken as prescribed).** | **“Sometimes I miss a dose here or there. Sometimes I don’t take one or two of the pills”** |
| **Note to scorer: If good rapport has been built, SP can offer this information, even if not asked specifically.** |
| **Meds** |  |  | **Student asks about reason for medication non-adherence.** | **“Sometimes I miss a dose here or there. Sometimes I don’t take one or two of the pills, especially if I feel a little dizzy”. She can share that the furosemide makes her urinate, so she will skip this if she is going to be out in public and can’t make it to a bathroom.** |
| **Note to scorer: If good rapport has been built, SP can offer this information, even if not asked specifically.** |
| **HPI/ROS** |  |  | **Determines that patient has been feeling dizzy lately.** |  |
| **HPI/ROS** |  |  | **Determines patient has been having headaches.** |  |
| **ROS** |  |  | **Determines patient has been experiencing frequent urination.** |  |
| **SOC** |  |  | **Asks about patient’s family supports.** |  |
| **Coun** |  |  | **Student counsels that there are duplicative medications.ORStudent counsels that patient is not taking the recommended regimen.** |  |
| **Note to scorer:  the student should either decide on which ones the patient needs to take, or have the patient follow-up with primary doctor to determine which ones to take** |
| **Couns** |  |  | **Student counsels on need for medication adherence.** |  |

**Case Specific Score Item Checklist – Physical Examination**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | **Examination attempted and performed successfully** | **Examination attempted but not performed successfully** | **Examination not attempted** | **Item and Scoring Criteria**1. Successful
2. Unsuccessful
3. Not attempted
 |
| 1TELE |  |  |  | Did the student confirm the patient’s identity prior to beginning? |
| 2TELE |  |  |  | Did the student confirm that this is an appropriate time to have a telehealth visit AND obtains permission to proceed with the telehealth visit? |
| 3TELE |  |  |  | Did the student confirm that the connection was functional? |
| 4TELE |  |  |  | Was the student mindful of their eye line, and looked at their camera some of the time? |

**Score, Physical Examination Item Checklist:**

 **# of items, Examination attempted and performed successfully: \_\_\_\_\_\_**

 **# of items, Examination attempted but not performed successfully: \_\_\_\_\_\_**

 **# of items, Examination not attempted: \_\_\_\_\_\_**

**Doctor / Patient Interaction Skills Scoring:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *Rudimentary behavior* |  |  |  |  | *Approaching ideal**behavior* |
| **Structure** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Language** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Manner** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Counselling** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Rapport / Empathy / Support** | **1** | **2** | **3** | **4** | **5** | **6** |