Name: _____

Date: _____

Patient-Centered Communication Skills
Self-Assessment and Action Plan

The following core skills for Patient-Centered Communication are taken directly from the Patient Centered Observation Form* used in video review. Please review the skills listed below and circle the areas where you believe you need to improve.

Establishes Rapport
- Introduces self
- Warm greeting
- Acknowledges all in the room by name
- Uses eye contact
- Humor or non-medical interaction

Comments:

Maintains Relationship Throughout the Visit
- Listens well using continuer phrases and repeats important verbal content
- Explores connections between physical, personal, and emotional
- Uses verbal and non-verbal empathy during discussions or exam (NURS)
- Demonstrates mindfulness through presence, curiosity, intent focus, doesn't seem "rushed," acknowledges distractions

Comments:

Collaborative Upfront Agenda Setting
- Additional elicitation- "Something else?"
- Acknowledges agenda items from other team member or EMR
- Confirms what is most important to patient

Comments:

Maintains Efficiency Using Transparent Thinking and Respectful Interruption
- Talks about visit time use/organization
- Talks about problem priorities and problem solving strategies

- Uses respectful interruption/redirection (EEE - Excuse, Empathize, Explain)

Comments:

Gathering Information
- Uses open-ended questions
- Uses reflecting statements
- Uses summary/ clarifying statements

Comments:

Assessing Patient or Family Perspective on Health
- Acknowledges patient verbal or non-verbal cues
- Explores patient beliefs or feelings
- Explores contextual influences (family, cultural, spiritual)

Comments:

Electronic Medical Record Use
- Regularly describes use of EMR to patient
- Maintains eye contact with patient during majority of time while using EMR
- Positions monitor to be viewed by patient
- Points to screen

Comments:

Physical Exam
- Prepares patient before physical exam actions **and** describes exam findings during the exam

Comments:

Sharing Information
- Avoids or explains medical jargon
- Summaries cover biomedical concerns
- Summaries cover psychosocial concerns
- Invites Q/A

Comments:

Behavior Change Discussions
- Explores pt knowledge about behaviors
- Explores pros <u>and</u> cons of behavior change
- Scales importance/confidence (1-10)
- Asks permission to give advice
- Reflects comments re: desire, ability, reason, need, or commitment to change (respects ambivalence)
- Creates a plan aligned with patient's readiness
- Affirms behavior change effort or success

Comments:

Co-Creating a Plan
- Assesses patient preferred decision making role
- States clinical issue/decision to be made
- Describes options
- Discusses pros/cons
- Discusses uncertainties of decision
- Assesses patient understanding
- Asks for patient preferences
- Identifies and resolves decisional differences
- Plan respects patient's goals/values

Comments:

Closure and Follow-up
- Asks questions about today's topics
- Co-creates and prints a readable AVS
- Uses Teach back- Asking the patient to explain his/her understanding of the plan
- Combines Teach-back and AVS creation while sharing the screen or notepad

Comments:

Identify one core skill that you would like to develop further. Set a self-management goal and action plan for improvement using for format below.

The change I want to make happen is:

_____

My goal for improvement is:

_____
_____

The specific steps I will take to achieve my goal are (**s**pecific, **l**imited, **a**chievable, **m**easurable):

_____
_____
_____
_____
_____