

OBSERVED PATIENT ENCOUNTER

STUDENT NAME _____

Verbal Communication <input type="checkbox"/> <i>Begins with open-ended questions</i> <input type="checkbox"/> <i>Uses conversational mix of open and closed-ended questions</i> <input type="checkbox"/> <i>Minimizes interruptions</i> <input type="checkbox"/> <i>Avoids use of medical jargon and overly familiar language</i> <input type="checkbox"/> <i>Appropriate pace</i> <input type="checkbox"/> <i>Appropriate tone</i> <input type="checkbox"/> <i>Appropriate volume</i> <input type="checkbox"/> <i>Interview is easy to follow</i>					
Notes:					
Non-Verbal Communication <input type="checkbox"/> <i>Professional dress and grooming</i> <input type="checkbox"/> <i>Good eye contact</i> <input type="checkbox"/> <i>Appropriate facial, hand, and body gestures</i> <input type="checkbox"/> <i>Open body posture</i> <input type="checkbox"/> <i>Uses non-verbal cues to demonstrate active listening</i> <input type="checkbox"/> <i>Appropriate use of touch</i>					
Notes:					

Physician/Patient Relationship <input type="checkbox"/> <i>Establishes rapport</i> <input type="checkbox"/> <i>Calls patient by name</i> <input type="checkbox"/> <i>Demonstrates compassion</i> <input type="checkbox"/> <i>Observes and responds to patient's verbal and non-verbal cues</i> <input type="checkbox"/> <i>Includes patient in decision making</i> <input type="checkbox"/> <i>Respects patient's culture and background</i>					
Notes:					
Time Management <input type="checkbox"/> <i>Develops agenda at beginning of visit</i> <input type="checkbox"/> <i>Manages overall flow of the interview</i> <input type="checkbox"/> <i>Questions are organized and easy to follow</i> <input type="checkbox"/> <i>Interview does not feel rushed</i> <input type="checkbox"/> <i>Provides appropriate summary</i> <input type="checkbox"/> <i>Confirms patient understanding and agreement with plan</i> <input type="checkbox"/> <i>Uses teachback = asks patient to explain his/her understanding of the plan</i>					
Notes:					

PHYSICIAN SIGNATURE _____ DATE _____

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Education and Counseling <input type="checkbox"/> Identifies areas where patient's behavior needs to change <input type="checkbox"/> Asks patient what changes they feel comfortable making <input type="checkbox"/> Helps patient set goals for healthy behaviors <input type="checkbox"/> Uses respectful tone and vocabulary while discussing behaviors				
Notes:				
Emotional Handling <input type="checkbox"/> Explores effects of patient's situation on them as a person <input type="checkbox"/> Recognizes and names emotions using respectful language <input type="checkbox"/> Expresses understanding of patient's situation <input type="checkbox"/> Supports patient				
Notes:				

History-Taking <input type="checkbox"/> Elicits adequate information about the chief complaint(s) <input type="checkbox"/> Obtains or clarifies relevant past medical history <input type="checkbox"/> Obtains or clarifies relevant social history <input type="checkbox"/> Obtains or clarifies relevant family history <input type="checkbox"/> Completes medication reconciliation				
Notes:				
Differential Diagnosis <input type="checkbox"/> Asks follow-up and review of system questions to clarify items on the differential diagnosis <input type="checkbox"/> Shares a couple of plausible diagnoses with the patient <input type="checkbox"/> Explains findings in the history and physical that justify the diagnosis <input type="checkbox"/> Recommends testing to evaluate the items on the differential				
Notes:				
Physical Examination <input type="checkbox"/> Performs appropriate maneuvers for the chief complaint <input type="checkbox"/> Correctly performs maneuvers <input type="checkbox"/> Recognizes and correctly interprets abnormal findings <input type="checkbox"/> Attends to patient's comfort and modesty while performing examination <input type="checkbox"/> Avoids unnecessary examination				
Notes:				

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