

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

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

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