## Medical Interviewing Rating Tool

### Acute care/sick visit

**Student:** [Name]

**Observer:** [Name]

**Date:** [Date]

### Data Collection and Clinical Skills

- [ ] History of present illness
  - How long has the child been ill
  - Chronological review of signs/symptoms
  - Associated symptoms
  - Activity level of the child
  - Appetite for solids or liquids
  - Pertinent review of systems
  - Pertinent family history (e.g., asthma if child is wheezing)
  - Exposure to others who are ill
  - Animal contacts which could cause illness
  - Has patient had this before?
  - Immediate intervention if needed

- [ ] Relevant past medical history

- [ ] Medications (over the counter, prescription, CAM)

- [ ] Immunization status as pertinent

### Physical Examination

- [ ] Chooses best setting for exam (parent's lap, examine table)

- [ ] Undresses child/exposes body parts as appropriate

- [ ] Observes the child before proceeding with hands-on exam

- [ ] Age appropriate sequence

- [ ] Focuses on all areas included in/related to chief complaint

- [ ] Examines related organ systems as suggested by history

- [ ] Technically correct

- [ ] Uses appropriate restraining techniques to complete exam

- [ ] Demonstrates distraction techniques

- [ ] Respects patient's/parent's fears and anxieties (e.g., requests chaperon when appropriate)

- [ ] Developmental assessment where indicated

### Interview Process

- [ ] Opening
  - Identified self; acknowledges patient
  - Tells patient/parent purpose/focus of interview

- [ ] Structure of questioning
  - Proceeds from general to specific
  - Adjusts vocabulary; avoids verbal idiosyncrasies or jargon
  - Asks unbiased questions
  - Maintains control of the interview

- [ ] Integration
  - Summarizes patient's/parent's problems and concerns
  - Avoids repeating what was just said
  - Makes effective use of transitional statements

- [ ] Closing
  - Summary: explains findings, observations, recommendations
  - Assures that instructions are understood (not just "yes/no")
  - Asks for last minute disclosures/questions/concerns

### Establishes Rapport

- [ ] Listening Behavior
  - Makes eye contact
  - Optimizes seating arrangement
  - Maintains presence; stays attentive
  - Makes good use of chart (e.g., shows growth chart, checks on medication)
  - Shows awareness of verbal and nonverbal cues
  - Perceived to be actively listening (head nods, verbal reinforcers ("uh-huh"; "tell me more"))
  - Avoids frequent & lengthy pauses without prior explanation
  - Avoids excessive writing/typing during the interview

- [ ] Demeanor
  - Demonstrates poise and confidence, appears natural
  - Sensitivity
  - Positive and non-judgmental attitude, tone of voice
  - Aware of patient's/parent's agenda
  - Recognizes patient's/parent's feelings
  - Recognizes one's own feelings

- [ ] Supportive behavior
  - 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 and Feedback