*Track behaviors in the left column. Mark one box per row based on the number of* ***applicable behaviors*** *the student used during the visit. Competent skill use is in one of the right two columns.*

Provider Centered Patient Centered

Biomedical Focus Biopsychosocial Focus

|  |  |  |
| --- | --- | --- |
|  | *Uses**Few**(1 pt)* | *Uses Uses Uses Half Many Consistently**(2 pts) (3 pts) (4 pts)*  |
| Rapport and RelationshipMight not be captured on video[ ]  *Introduces self* *[ ]  Warm greeting* *[ ]  Acknowledges all in the room by name**[ ]  Uses eye contact* *[ ]  Humor or non-medical interaction**[ ]  Strong verbal or non-verbal empathy**[ ]  Listens well using continuer phrases (“um hmm”)* *[ ]  Repeats important verbal content* *[ ]  Acknowledges patient verbal or non-verbal cues.**[ ]  Allows appropriate time for patient’s response* | .[ ]  | [ ]  | [ ]  | [ ]  |
|  |  |
| *Notes:* |  |
| Gathering Information/Efficiency [ ]  *Uses open-ended questions instead of leading questions*  *[ ]  Uses reflecting statement*  *[ ]  Uses summary/clarifying statement* [ ]  *Explores relevant past medical and surgical history* [ ]  *Relates the social history appropriately to the HPI*  *[ ]  Additional elicitation - “anything else I should know?”*  *[ ]  Confirms what is most important to patient* [ ]  *Performs an appropriate physical exam*  [ ]  *Asks relevant ROS questions* [ ]  *Maintains appropriate flow & organization of interview*  | [ ]  |  [ ]  | [ ]  | [ ]  |
| *Notes:* |  |
| Differential Diagnosis/Clinical Reasoning *[ ]  Considers the most likely causes*[ ]  *Responds with appropriate follow up questions* *[ ]* *Recognizes/asks about a red flag symptom**[ ]  Maintains a broad differential early on in visit**[ ]  Explores a less common cause with follow up questions**[ ] Considers psychosocial aspects* | [ ]  |  [ ]  | [ ]  | [ ]  |
| *Notes:* |
| Provider Centered Patient CenteredBiomedical Focus Biopsychosocial Focus |
|  | *Uses Uses Uses Uses Few Half Many Consistently**(1 pt) (2 pts) (3 pts) (4 pts)* |  |
| Presentation to Preceptor*[ ]* *Presentation is organized*[ ]  *Reviews most likely differential* *[ ]  Makes a commitment* *[ ]  Provides supporting evidence**[ ]  Plan avoids unnecessary testing**[ ]  Plan is comprehensive for the acute problem**[ ] Plan considers patient input and/or preferences* | [ ]  |  [ ]  | [ ]  | [ ]  |
| Plan, Closure and Follow up*[ ]  Explains diagnosis**[ ]* *Shares the differential and the reasoning behind the diagnosis when appropriate* *[ ]* *Describes alternative treatment options when appropriate**[ ]  Plan given to patient is specific**[ ]  Plan includes prevention for the acute issue**[ ]  Plan includes symptom control**[ ]  Plan includes follow-up instructions**[ ]  Avoids or explains medical jargon**[ ]  Invites questions* *[ ]* *Uses Teachback. = Asking the patient to explain his/her understanding of the plan* | [ ]  | [ ]  | [ ]  |  [ ]  |
| ***SUMMARY COMMENTS:*** |  |
| ***This domain is not graded. It is purely for feedback and is optional.***Behavior Change Discussions[ ]  *Explores pt knowledge about behaviors* *[ ]  Explores pros and cons of behavior change**[ ]  Scales confidence or importance**[ ]  Asks permission to give advice**[ ]  Reflects or summarizes patient thoughts and feelings**[ ]  Creates a plan aligned with patient’s readiness**[ ]  Affirms behavior change effort or success* |