*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 Relationship Might 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 Centered  Biomedical 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* | | | | | |