



# PATIENT PERCEPTION SCALE

**Student:**

**SP ID:**

**Case Name:**

**Date:**

Record your perceptions of the student's behavior by evaluating the following items. Your written observations and/or suggestions will be provided to the student.

**ANY GRADE EXCEPT "MEETS EXPECTATIONS" REQUIRES A WRITTEN COMMENT AT THE END**

## ITEMS 1-9 ASSESS INTERPERSONAL AND COMMUNICATION SKILLS:

Assess the Following		Does Not Meet Expectations	Meets Expectations, but with Concerns	Meets Expectations	Exceeds Expectations
1	<b>Greeting</b>	<input type="checkbox"/> Aloof, rude, cold, crabby, not friendly OR overly friendly	<input type="checkbox"/>	<input type="checkbox"/> Warm, friendly, put you at ease	
2	<b>How he/she treated you</b>	<input type="checkbox"/> Condescending, patronizing, "talked down" to you, or treated you like a child	<input type="checkbox"/>	<input type="checkbox"/> Treated you on the same level	<input type="checkbox"/> Immediately connected with me; established complete trust and confidence within the first few minutes of the encounter
3	<b>Letting you tell your story</b>	<input type="checkbox"/> Interrupted you frequently	<input type="checkbox"/>	<input type="checkbox"/> Let me tell my story with only a few interruptions	<input type="checkbox"/> Listened carefully, used multiple open-ended questions, redirected you in a kind and courteous way
4	<b>Showing interest in you as a person</b>	<input type="checkbox"/> Acted bored, preoccupied, or ignored what you had to say; or distracted by note-taking, or showed too much interest in you as a person vs. concern for reason for visit	<input type="checkbox"/>	<input type="checkbox"/> Did not act bored; paid attention to what you said	
5	<b>Asking and answering questions</b>	<input type="checkbox"/> Made no effort to encourage questions; or did not ask or answer questions clearly; or seemed to be lecturing you	<input type="checkbox"/>	<input type="checkbox"/> Answered most questions clearly; never lectured, defers questions he/she can't answer	<input type="checkbox"/> Encouraged questions; all answers were thorough and complete; anticipates questions and concerns that the patient may not have thought of

Assess the Following		Does Not Meet Expectations	Meets Expectations, but with Concerns	Meets Expectations	Exceeds Expectations
6	Using words you understand	<input type="checkbox"/> Used medical jargon consistently throughout encounter without attempting to explain	<input type="checkbox"/>	<input type="checkbox"/> Consistently used understandable words	
7	Controlling the flow of the interview	<input type="checkbox"/> Over-controlling or let patient control interview; or no summarization; or disorganized	<input type="checkbox"/>	<input type="checkbox"/> Moved smoothly from one component of the interview to another; summarized key points;	<input type="checkbox"/> Flawless, seamless flow through the entire encounter
8	Patient education: delivering diagnostic and instructional statements	<input type="checkbox"/> Delivered instructions in a lecture format; or used medical jargon; did not check for my understanding	<input type="checkbox"/>	<input type="checkbox"/> Consistently used understandable language; checked for my understanding; involved you in the process	<input type="checkbox"/> Student was so knowledgeable with the material; negotiated goals with me; you left the encounter feeling empowered to manage your health
9	Closing the encounter	<input type="checkbox"/> Abrupt closure; or never able to bring encounter to a close; left me hanging; did not finish encounter	<input type="checkbox"/>	<input type="checkbox"/> Brought encounter to a natural, well-defined close	<input type="checkbox"/> Brought encounter to a natural, well-defined close AND before leaving he/she checked if I had any other questions or if there was anything they missed, and told me what the next steps would be

### ITEMS 10-16 ASSESS PHYSICAL EXAM SKILLS

10	Transferring from the history to the exam	<input type="checkbox"/> Abrupt; did not explain what was about to happen; forgot hand hygiene	<input type="checkbox"/>	<input type="checkbox"/> Smooth transfer; explained what was to happen next	
11	Giving clear instructions and advance warning on what was coming next and what you were supposed to do during the exam	<input type="checkbox"/> Frequently did not tell me what to do or what was next; abruptly touched me without warning	<input type="checkbox"/>	<input type="checkbox"/> Consistently gave clear instructions, explained what was happening and what you needed to do or what to expect next	
12	Avoiding awkward maneuvers and positions, and being aware of your comfort	<input type="checkbox"/> Disorganized; or too many position changes causing unnecessary discomfort	<input type="checkbox"/>	<input type="checkbox"/> Organized and concerned about your comfort; minimal number of positional changes	

Assess the Following		Does Not Meet Expectations	Meets Expectations, but with Concerns	Meets Expectations	Exceeds Expectations
13	<b>Draping you</b>	<input type="checkbox"/> Made no effort to guard your modesty; or left you uncovered unnecessarily	<input type="checkbox"/>	<input type="checkbox"/> Demonstrated concern for your modesty; draped appropriately throughout exam	
14	<b>Performing the exam without causing undue pain (i.e., during insertion of ear speculum or insertion of speculum for nasal exam, or when testing the Babinski reflex)</b>	<input type="checkbox"/> Brusque, uncaring, causing pain or discomfort without warning	<input type="checkbox"/>	<input type="checkbox"/> Exhibited care not to cause undue discomfort, or forewarned when discomfort could be expected	
15	<b>Appropriately pacing the exam</b>	<input type="checkbox"/> Rushed or performed exam too slowly; or did not finish exam	<input type="checkbox"/>	<input type="checkbox"/> Appropriately paced exam; completed comfortably in time allowed	
16	<b>Demonstrating confidence in the exam and its individual techniques</b>	<input type="checkbox"/> Struggled, appeared uncomfortable, or had difficulty with many of the individual techniques	<input type="checkbox"/>	<input type="checkbox"/> Performed exam steps smoothly; seldom struggled with individual techniques	<input type="checkbox"/> Inspired confidence by performing ALL exam steps smoothly

**ITEMS 17-18 ASSESS PROFESSIONALISM**

17	<b>Accepting Feedback</b>	<input type="checkbox"/> Had trouble accepting feedback, argumentative or arrogant, discredited value of the SP's input	<input type="checkbox"/>	<input type="checkbox"/> Was open to accepting feedback; genuinely interested in how they could improve	
18	<b>Maintaining the role of a medical professional</b>	<input type="checkbox"/> Overall during encounter, gave such a negative professional impression that you would not want to return to this person as a patient	<input type="checkbox"/>	<input type="checkbox"/> Acted professionally throughout encounter, you'd probably go back to this person as your physician	<input type="checkbox"/> Overall impression was so positive that you would want to have this person as your doctor AND you'd refer your friends to this doctor

*Please provide comments for any evaluation besides "meets expectations." Also provide any other suggestions for improving interviewing technique and professional behavior.*

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