

## Patient Centered Communication Skills Assessment

PCC Skill Dimension	Skill Rating (1=poor; 3=average; 5=excellent)
<p><b><u>BUILDS RAPPORT</u></b></p> <p><i>Consider:</i> Smiles and greets patient, using patient's name; greets others in room and determines their relationship to patient; maintains eye contact; body language shows interest, uses verbal comments that show interest and help continue the interaction</p>	<p>1          2          3          4          5</p> <p><i>Comments:</i></p>
<p><b><u>FOCUSES THE EXAM</u></b></p> <p><i>Consider:</i> Starts with presenting problem and asks patient to articulate any other concerns; prioritizes problems to be addressed with patient; limits number of problems to be addressed; asks patient to prioritize problems if too many for one visit; reminds patient that another visit can be scheduled to address remaining problems</p>	<p>1          2          3          4          5</p> <p><i>Comments:</i></p>
<p><b><u>ELICITS PATIENT'S PERSPECTIVE</u></b></p> <p><i>Consider:</i> Explore the patient's illness experience, such as patient's idea of the problem (i.e., so, tell me about the headaches you've been experiencing); how patient feels about the problem (i.e., how are your headaches quality of life?); what concerns does the patient express about the problem (what are the things that bother you the most about the headaches?); impact of the problem on the patient's functioning (how are the headaches affecting your daily routines?); patient's expectations for help from PCP</p>	<p>1          2          3          4          5</p> <p><i>Comments:</i></p>

## COMMUNICATION

The family physician demonstrates interpersonal and communication skills that foster trust, and result in effective exchange of information and collaboration with patients, their families, health professionals, and the public.

<b>C-1 Develops meaningful, therapeutic relationships with patients and families</b>					
<b>Has not achieved Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
	Recognizes that effective relationships are important to quality care	Creates a non-judgmental, safe environment to actively engage patients and families to share information and their perspectives	Effectively builds rapport with a growing panel of continuity patients and families Respects patients' autonomy in their health care decisions and clarifies patients' goals to provide care consistent with their values	Connects with patients and families in a continuous manner that fosters trust, respect, and understanding, including the ability to manage conflict	Role models effective, continuous, personal relationships that optimize the well-being of the patient and family
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PCC Skill Dimension	Skill Rating (1=poor; 3=average; 5=excellent)
<p><b><u>GATHERS AND SHARES INFORMATION</u></b></p> <p><i>Consider:</i></p> <p>Uses open ended questions to gather information (i.e., so tell me how do you feel your pregnancy is going so far; show me where your pain is the worst; how is this affecting you emotionally); uses reflective listening (i.e., so you are finding that you don't have the same get up and go since you got pregnant, what you're telling me is that the worst pain is on the top and back of your head, it sounds like this has been pretty upsetting for you); communicates physical findings of exam as exam unfolds; describes diagnosis in jargon free terms; encourages discussion of psychosocial issues related to physical findings</p>	<p>1            2            3            4            5</p> <p><i>Comments:</i></p>
<p><b><u>REACHES COMMON GROUND</u></b></p> <p><i>Consider:</i></p> <p>Checks to see if the patient agrees with and understands the diagnosis and treatment plan; clearly describes what the patient will be asked to do as part of treatment; explores whether there are any barriers the patient will experience in following through; asks patient for any questions regarding visit prior to closing</p>	<p>1            2            3            4            5</p> <p><i>Comments:</i></p>
<p>Instructions: Add Up All Circled Numbers</p>	<p>Total Raw Score:</p>
<p>Milestone C-1 Score (See Scoring Key for Rating Scale Description)</p> <p><b><i>Circle Proficiency Level (circling 2 adjacent ratings is permissible):</i></b></p> <p>Did not attain Level 1 proficiency</p> <p>Level 1 proficiency</p> <p>Level 2 proficiency</p> <p>Level 3 proficiency (minimum passing level)</p> <p>Level 4 proficiency</p> <p>Level 5 proficiency</p>	<p>Milestone C-2 Score (See Scoring Key for Rating Scale Description)</p> <p><b><i>Circle Proficiency Level (circling 2 adjacent ratings is permissible):</i></b></p> <p>Did not attain Level 1 proficiency</p> <p>Level 1 proficiency</p> <p>Level 2 proficiency</p> <p>Level 3 proficiency (minimum passing level)</p> <p>Level 4 proficiency</p> <p>Level 5 proficiency</p>

<b>C -2 Communicates effectively with patients, families, and the public</b>					
Has not achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Recognizes that respectful communication is important to quality care</p> <p>Identifies physical, cultural, psychological, and social barriers to communication</p> <p>Uses the medical interview to establish rapport and facilitate patient-centered information exchange</p>	<p>Matches modality of communication to patient needs, health literacy, and context</p> <p>Organizes information to be shared with patients and families</p> <p>Participates in end-of-life discussions and delivery of bad news</p>	<p>Negotiates a visit agenda with the patient, and uses active and reflective listening to guide the visit</p> <p>Engages patients' perspectives in shared decision making</p> <p>Recognizes non-verbal cues and uses non-verbal communication skills in patient encounters</p>	<p>Educates and counsels patients and families in disease management and health promotion skills</p> <p>Effectively communicates difficult information, such as end-of-life discussions, delivery of bad news, acknowledgement of errors, and during episodes of crisis</p> <p>Maintains a focus on patient-centeredness and integrates all aspects of patient care to meet patients' needs</p>	<p>Role models effective communication with patients, families, and the public</p> <p>Engages community partners to educate the public</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					

\*Adopted from Patient Centered Communication form developed by Larry Mauksch at the University of Washington Department of Family Medicine