Communication variables rated in students’ history-taking consultations\*

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| **No** | **Item/ Variable** | **Description** |
| (1) | Beginning interview | Greeting of patient and clarity of purpose for interview. |
| (2) | Seating arrangement | Open, facilitative arrangement which helps communication. |
| (3) | Body posture | Open posture. Use of unconscious mannerisms. |
| (4) | Eye contact | Maintenance of appropriate eye contact to regulate communication flow. |
| (5) | Interruptions | Speaking over patient. Use of non-verbal cues to interrupt. |
| (6) | Use of facilitation | Student's techniques for helping patient to express ideas, e.g. minimal encouragers, reflection. |
| (7) | Maintaining relevance | How effectively the student keeps the patient ‘on-the-track’. |
| (8) | Psychosocial concerns related to diagnosis | The student's attempts to include relevant psychological and social factors in the discussion. |
| (9) | Empathy | The student's expressed understanding of what the patient is feeling and communicating. |
| (10) | Use of silence | Use by student to encourage patient to talk. |
| (11) | Personal and social issues | Student's willingness to discuss emotional or highly personal issues raised by patient. |
| (12) | Verbal or non-verbal leads | Student's ability to pick up leads from what the patient says or does. |
| (13) | Warmth | Student's expressed acceptance of patient as a person. |
| (14) | Question style | Sequencing of open and closed questions. Use of simple questions and avoidance of leading and multiple questions. |
| (15) | Clarity | Clear communication between the two people. Avoidance of unexplained medical terms. |
| (16) | End of interview | Summary by student. Communication of appreciation. Effective and clear closure of interview. |