

## Appendix

### Qualitative Research in Medicine & Healthcare #8213

#### The role of standardized patient assessment forms in medical communication skills education

Comprehensive Clinical Performance Exam (CCPX)			
SP Post Encounter Evaluation			
Building the Doctor / Patient Relationship:			
1. The student knocked on the door before entering.	<input type="radio"/> Not done		<input type="radio"/> Done
2. The student introduced themselves by name (first and last) to me.	<input type="radio"/> Not done		<input type="radio"/> Done
3. The student identified his/her role or position to me.	<input type="radio"/> Not done		<input type="radio"/> Done
4. The student correctly used patient's name.	<input type="radio"/> Not done		<input type="radio"/> Done
5. The student inquired/explained the purpose of the visit.	<input type="radio"/> Not done		<input type="radio"/> Done
6. The student maintained good eye contact and body language with me.	<input type="radio"/> Not done	<input type="radio"/> Below expectations: Infrequently: the student rarely made eye contact with me, focused too much on note taking and/or presented a defensive pose when talking with me (arms crossed, leaning away).	<input type="radio"/> Meets Expectations: Mostly: The student frequently glanced at me and leaned in when talking with me.  <input type="radio"/> Exceeds Expectations: Consistently: The student maintained a comfortable level of eye contact and was very engaged in our discussions.
Reflective Listening:			
7. The student asked an open-ended question and actively listened to the response, (i.e., ...can you tell me about...I understand that you are saying..., or what happens when... I see, so in other words you mean...)?	<input type="radio"/> Not done		<input type="radio"/> Done
8. The student asked me to list my concerns and listened to the response without interrupting me.	<input type="radio"/> Not done	<input type="radio"/> Below Expectations: Infrequently: The student kept interrupting me while I was trying to answer and/or the student kept asking me questions without waiting for a response.	<input type="radio"/> Meets Expectations: Mostly: In general, the student asked me my concerns and listened to my responses without interruptions.  <input type="radio"/> Above Expectations: Consistently: The student always asked me to respond to a prompt and waited for my response before moving on.
9. The student summarized my concerns, often using my own words.	<input type="radio"/> Not done		<input type="radio"/> Done
10. The student asked me questions in a systematic and efficient method, asking questions that were logical to follow.	<input type="radio"/> Below Expectations: The student seemed scattered, inefficient, and had multiple inaccuracies.	<input type="radio"/> Meets expectations: The student was organized, fairly efficient, and asked mostly accurate questions.	<input type="radio"/> Above expectations: The student asked efficient and consistently accurate questions with a smooth flow to the questioning.

**Connecting with the Patient**

**(Questions 11- 16) The student recognized the SPs emotions and responded with PEARLS (Partnership, Empathy, Apology, Respect, Legitimization, Support))**

11. **Partnership:** The student worked with you to identify the main concerns (ie: let's deal with this together, ...or we can do this...using these types of sentences )

Not done

Done, or not applicable.

12. **Empathy:** The student acknowledged and demonstrated understanding of your feelings (ie:that sounds hard,...or, you look upset...)

Not done

Below Expectations:  
The student did not acknowledge my feelings very often  
Infrequently, less than two times.

Meets Expectations:  
The student consistently acknowledged my feelings and  
verbalized this in empathy statements.

13. **Apology:** The student took personal responsibility where appropriate (ie. . . I'm sorry this happened to you)

Not done

Done (or not applicable)

14. **Respect:** The student valued your choices, behaviors, and decisions, and was non-judgemental in their discussions with you.

Below Expectations:  
Inconsistently - The student did not always value your  
decisions.

Meets Expectations:  
Mostly - The student often valued your decisions and  
discussions with you.

Above Expectations:  
Consistently - The student consistently valued your  
decisions and discussions with you.

15. **Legitimization:** The student validates and shows understanding for your feelings and choices (ie., Anyone would be concerned with these symptoms )

Not done

Done, or not applicable

16. **Support:** The student offered you support. (example: I am here to help determine the cause of your symptoms...)

Not done

Below Expectations:  
Inconsistently - The student rarely used  
words that reflected their support of you  
as a patient.

Meets Expectations:  
Mostly - The student frequently used  
words that reflected their support of  
you as a patient.

Above Expected  
Consistently - The student always used  
words that reflected their support of  
you as a patient.

**For Verbal Feedback: Please elaborate your reflections on student here, what they did or did not do and how it affected you. If you do not have anything that stands out, please review the questions above briefly, indicating when you believe he/she did not meet the "on par with peers" mark.**

**Communications Reflection:**

17. Please elaborate your reflections on the student here, discuss what you would have preferred the student to do from a patient's point of view:

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**History:****Did the student ask the following?**

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18. The student elicited the chief complaint.

 Not done Done

19. The student asked if you have a history of smoking?

 Not done Done, or not applicable

20. The student asked if you have a history of drinking alcohol?

 Not done Done, or if not applicable

21. The student asked if you have a history of taking recreational drugs?

 Not done Done, or if not applicable

22. The student asked what medications you take?

 Not done Done, or not applicable

23. The student asked if you had any allergies?

 Not done Done, or not applicable

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**Physical:****Did the student perform the following:**

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24. The student washed (or sanitized) his/her hands before the physical exam?

 Not done Done, or not applicable

25. The student asked permission to start the physical exam?

 Not done Done, or not applicable

26. The student used respectful draping?

 Not done Below Expectations:  
The student simply handed you the drape to place on your lap. Meets Expectations:  
The student handed you the drape and used it a few times during the physical exam; OR the drape was not applicable Above Expectations:  
The student handed you the drape and used the drape correctly throughout the physical exam.

27. The student did not repeat painful maneuvers on you when you said it was painful?

 Below expectations:  
The student repeated painful maneuvers. Meets Expectations:  
Either not applicable, or student did not repeat painful maneuvers.

28. The student listened to your heart (if applicable)?

 Not done Done, or not applicable to this case.

29. The student listened to your lungs, (if applicable)?

 Not done Done, or not applicable to this case.

30. The student examined your abdomen (if applicable)?

 Not Done Done, or not applicable to this case.

31. The student examined your extremities and performed reflexes (if applicable)?

 Not done Meets Expectations:  
Either, this was not required of the case OR the student performed 1/2 of the above components. Above Expectations:  
The student performed both of these components, both examining your extremities and performed reflexes.

32. Did the student request or advise you that they would do any additional pertinent physical exams that are not appropriate for this particular encounter, but would be applicable to the case that you are playing (i.e., rectal exam, pelvic / bimanual exam, etc.)?
- Not done  Done, or not applicable to this case.

**Closure and Conclusion to encounter:**

33. The student discussed their initial diagnostic impressions with you.

Not done  Done

34. The student provided a basic differential diagnosis (or a set of differentials) using terms that made it easy for you to understand.

Not done  Below expectations, The student mentioned one or two differential diagnoses, but did not offer to explain them to me.  Meets expectations, The student told me one - two differential diagnoses and explained them to me, or answered my questions when asked.  Exceeds expectations, The student discussed three differential diagnoses with me in terms that I understood without questions.

35. The student discussed their initial management plans with you.

Not done  Done

**Follow up and Wrap up:**

36. The student mentioned specific tests they would like to have done to get additional information on you.

Not done  Done

37. The student asked if the you had any additional questions or concerns?

Not done  Done

38. The students answered your final questions and/or concerns so you feel comfortable?

Not done  Done, or not applicable to this case.

39. General Comments: Please state any additional comments you would like to share with the student regarding their encounter with you.

**Appendix Figure 1. Evaluation form.**

**Appendix Table 1. Types of communication skills tasks.**

Types of Tasks (Approximate % of Items)	Item Number and Item Description (Excluding Answer Options)
<b><i>Medical Student-Based Tasks (39%)</i></b>	
(1) Medical Student and Object-Based Tasks (8%)	1. The student knocked on the door before entering 24. The student washed (or sanitized) his/her hands before the physical exam? 26. The student used respectful draping?
(2) Medical Student Assertion-Based Tasks (8%)	2. The student introduced themselves by name (first and last) to me. 3. The student identified his/her role or position to me. 5. The student inquired/explained the purpose of the visit.
(3) Medical Student Question-Based Tasks (23%)	10. The student asked me questions in a systematic and efficient method, asking questions that were logical to follow. 18. The student elicited the chief complaint. 19. The student asked if you have a history of smoking? 20. The student asked if you have a history of drinking alcohol? 21. The student asked if you have a history of taking recreational drugs? 22. The student asked what medications you take? 23. The student asked if you had any allergies? 25. The student asked permission to start the physical exam? 37. The student asked if the you had any additional questions or concerns?
<b><i>Medical Student and Standardized Patient Tasks (56%)</i></b>	
(4) Medical Student and Standardized Patient Body-Based Tasks (15%)	6. The student maintained good eye contact and body language with me. 27. The student did not repeat painful maneuvers on you when you said it was painful? 28. The student listened to your heart (if applicable)? 29. The student listened to your lungs, (if applicable)? 30. The student examined your abdomen (if applicable)? 31. The student examined your extremities and performed reflexes (if applicable)?
(5) Medical Student and Standardized Patient Assertion-Based Tasks (36%)	4. The student correctly used the patient's name. 9. The student summarized my concerns, often using my own words.

	<p>11. Partnership: The student worked with you to identify the main concerns (<i>i.e.</i>: let's deal with this together,... or we can do this...using these types of sentences )</p> <p>12. Empathy: The student acknowledged and demonstrated understanding of your feelings (<i>i.e.</i>: that sounds hard,... or, you look upset...)</p> <p>13. Apology: The student took personal responsibility where appropriate (<i>i.e.</i>, ... I'm sorry this happened to you)</p> <p>14. Respect: The student valued your choices, behaviors, and decisions, and was non-judgmental in their discussions with you.</p> <p>15. Legitimization: The student validates and shows understanding for your feelings and choices (<i>i.e.</i>, Anyone would be concerned with these symptoms)</p> <p>16. Support: The student offers you support. (example: I am here to help determine the cause of your symptoms...)</p> <p>32. Did the student request or advise you that they would do any additional pertinent physical exams that are not appropriate for this particular encounter, but would be applicable to the case that you are playing (<i>i.e.</i>, rectal exam, pelvic/bimanual exam, <i>etc.</i>)?</p> <p>33. The student discussed their initial diagnostic impressions with you.</p> <p>34. The student provided a basic differential diagnosis (or a set of differentials) using terms that made it easy for you to understand.</p> <p>35. The student discussed their initial management plans with you.</p> <p>36. The student mentioned specific tests they would like to have done to get additional information on you.</p> <p>38. The students answered your final questions and/or concerns so you feel comfortable?</p>
(6) Medical Student and Standardized Patient Question-Based Tasks (5%)	<p>7. The student asked an open-ended question and actively listened to the response (<i>i.e.</i>,...can you tell me about...I understand that you are saying...or what happens when...I see, so in other words you mean...)?</p> <p>8. The student asked me to list my concerns and listened to the response without interrupting me.</p>
<b>Standardized Patient Post-Facto Questions (5%)</b>	
(7) Standardized Patient Based-Tasks (5%)	<p>17. Please elaborate your reflections on the student here, discuss what you would have preferred to student to do from a patient's point of view:</p> <p>39. General Comments: Please state any additional comments you would like to share with the student regarding their encounter with you.</p>

**Appendix Table 2. Strategies for regulating communication skills competency in multiple-choice items.**

Strategy (Approximate % of Items)	Items Number and Item Description
(1) Extended Questions (26%)	<p>2. The student introduced themselves by name (first and last) to me. (Not Done/Done)</p> <p>9. The student summarized my concerns, often using my own words. (Not Done/Done)</p> <p>24. The student washed (or sanitized) his/her hands before the physical exam? (Not Done/Done, Not Applicable)</p> <p>27. The student did not repeat painful maneuvers on you when you said it was painful? (Below Expectations/ Meets Expectations)</p> <p>28. The student listened to your heart (if applicable)? (Not Done/Done, or not applicable to this case)</p> <p>29. The student listened to your lungs, (if applicable)? (Not Done/Done, or not applicable to this case)</p> <p>30. The student examined your abdomen (if applicable)? (Not Done/Done, or not applicable to this case)</p> <p>31. The student examined your extremities and performed reflexes (if applicable)? (Not Done/Done, or not applicable to this case)</p> <p>32. Did the student request or advise you that they would do any additional pertinent physical exams that are not appropriate for this particular encounter, but would be applicable to the case that you are playing (<i>i.e.</i>, rectal exam, pelvic/bimanual exam, <i>etc.</i>)? (Not Done/Done, or not applicable to this case)</p> <p>38. The students answered your final questions and/or concerns so you feel comfortable?</p>
Parenthetical Sample Statements (15%)	<p>7. The student asked an open-ended question and actively listened to the response (<i>i.e.</i>,...can you tell me about...I understand that you are saying...or what happens when...I see, so in other words you mean...)?</p> <p>11. Partnership: The student worked with you to identify the main concerns (<i>i.e.</i>: let's deal with this together,... or we can do this...using these types of sentences )</p> <p>12. Empathy: The student acknowledged and demonstrated understanding of your feelings (<i>i.e.</i>: that sounds hard,... or, you look upset...)</p> <p>13. Apology: The student took personal responsibility where appropriate (<i>i.e.</i>, ... I'm sorry this happened to you)</p> <p>15. Legitimization: The student validates and shows understanding for your feelings and choices (<i>i.e.</i>, Anyone would be concerned with these symptoms)</p>

	16. Support: The student offers you support. (example: I am here to help determine the cause of your symptoms...)
Qualified Answers (15%)	<p>6. The student maintained good eye contact and body language with me.</p> <p>8. The student asked me to list my concerns and listened to the response without interrupting me.</p> <p>10. The student asked me questions in a systematic and efficient method, asking questions that were logical to follow.</p> <p>14. Respect: The student valued your choices, behaviors, and decisions, and was non-judgmental in their discussions with you.</p> <p>26. The student used respectful draping?</p> <p>34. The student provided a basic differential diagnosis (or a set of differentials) using terms that made it easy for you to understand.</p>
Unqualified Items (38%)	<p>1. The student knocked on the door before entering</p> <p>3. The student identified his/her role or position to me.</p> <p>4. The student correctly used the patient's name.</p> <p>5. The student inquired/explained the purpose of the visit.</p> <p>18. The student elicited the chief complaint.</p> <p>19. The student asked if you have a history of smoking?</p> <p>20. The student asked if you have a history of drinking alcohol?</p> <p>21. The student asked if you have a history of taking recreational drugs?</p> <p>22. The student asked what medications you take?</p> <p>23. The student asked if you had any allergies?</p> <p>25. The student asked permission to start the physical exam?</p> <p>33. The student discussed their initial diagnostic impressions with you.</p> <p>35. The student discussed their initial management plans with you.</p> <p>36. The student mentioned specific tests they would like to have done to get additional information on you.</p> <p>37. The student asked if the you had any additional questions or concerns?</p>
Open-Ended Items (5%)	17. Please elaborate your reflections on the student here, discuss what you would have preferred to student to do from a patient's point of view:

	39. General Comments: Please state any additional comments you would like to share with the student regarding their encounter with you.
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**Appendix Table 3. Types of answer forms.**

Answer Format (Approximate % of Items)	Item Number, Item Description, and Answer
Not Done/ Done (70%)	<p>1. The student knocked on the door before entering.</p> <p style="padding-left: 40px;">Not done</p> <p style="padding-left: 40px;">Done</p> <p>2. The student introduced themselves by name (first and last) to me.</p> <p style="padding-left: 40px;">Not done</p> <p style="padding-left: 40px;">Done</p> <p>3. The student identified his/her role or position to me.</p> <p style="padding-left: 40px;">Not done</p> <p style="padding-left: 40px;">Done</p> <p>4. The student correctly used patient's name.</p> <p style="padding-left: 40px;">Not done</p> <p style="padding-left: 40px;">Done</p> <p>5. The student inquired/explained the purpose of the visit.</p> <p style="padding-left: 40px;">Not done</p> <p style="padding-left: 40px;">Done</p> <p>7. The student asked an open-ended question and actively listened to the response, (<i>i.e.</i>, ...can you tell me about...I understand that you are saying..., or what happens when... I see, so in other words you mean...)?</p> <p style="padding-left: 40px;">Not done</p> <p style="padding-left: 40px;">Done</p> <p>9. The student summarized my concerns, often using my own words.</p> <p style="padding-left: 40px;">Not done</p> <p style="padding-left: 40px;">Done</p>

	<p>11. Partnership: The student worked with you to identify the main concerns (<i>i.e.</i>: let's deal with this together, ...or we can do this...using these types of sentences )</p> <p>Not done</p> <p>Done, or not applicable.</p> <p>12. Apology: The student took personal responsibility where appropriate (<i>i.e.</i>, .. I'm sorry this happened to you)</p> <p>Not done</p> <p>Done (or not applicable)</p> <p>15. Legitimization: The student validates and shows understanding for your feelings and choices (<i>i.e.</i>, Anyone would be concerned with these symptoms)</p> <p>Not done</p> <p>Done, or not applicable</p> <p>18. The student elicited the chief complaint.</p> <p>Not done</p> <p>Done</p> <p>19. The student asked if you have a history of smoking?</p> <p>Not done</p> <p>Done, or not applicable</p> <p>20. The student asked if you have a history of drinking alcohol?</p> <p>Not done</p> <p>Done, or if not applicable</p> <p>21. The student asked if you have a history of taking recreational drugs?</p> <p>Not done</p> <p>Done, or if not applicable</p> <p>22. The student asked what medications you take?</p> <p>Not done</p>
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	<p>Done, or not applicable</p> <p>23. The student asked if you had any allergies?</p> <p>Not done</p> <p>Done, or not applicable</p> <p>24. The student washed (or sanitized) his/her hands before the physical exam?</p> <p>Not done</p> <p>Done, or not applicable</p> <p>25. The student asked permission to start the physical exam?</p> <p>Not done</p> <p>Done, or not applicable</p> <p>27. The student listened to your heart (if applicable)?</p> <p>Not done</p> <p>Done, or not applicable to this case.</p> <p>28. The student listened to your lungs, (if applicable)?</p> <p>Not done</p> <p>Done, or not applicable to this case.</p> <p>29. The student examined your abdomen (if applicable)?</p> <p>Not Done</p> <p>Done, or not applicable to this case.</p> <p>32. Did the student request or advise you that they would do any additional pertinent physical exams that are not appropriate for this particular encounter, but would be applicable to the case that you are playing (<i>i.e.</i>, rectal exam, pelvic/bimanual exam, <i>etc.</i>)?</p> <p>Not done</p> <p>Done, or not applicable to this case.</p> <p>33. The student discussed their initial diagnostic impressions with you.</p> <p>Not done</p>
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	<p>Done</p> <p>34. The student discussed their initial management plans with you.</p> <p>Not done</p> <p>Done</p> <p>36. The student mentioned specific tests they would like to have done to get additional information on you.</p> <p>Not done</p> <p>Done</p> <p>37. The student asked if the you had any additional questions or concerns?</p> <p>Not done</p> <p>Done</p> <p>38. The students answered your final questions and/or concerns so you feel comfortable?</p> <p>Not done</p> <p>Done, or not applicable to this case.</p>
<p>Three-Point Items (15 %)</p>	<p>10. The student asked me questions in a systematic and efficient method, asking questions that were logical to follow.</p> <p>Below Expectations: The student seemed scattered, inefficient, and had multiple inaccuracies.</p> <p>Meets expectations: The student was organized, fairly efficient, and asked mostly accurate questions.</p> <p>Above expectations: The student asked efficient and consistently accurate questions with a smooth flow to the questioning.</p> <p>11. Empathy: The student acknowledged and demonstrated understanding of your feelings (<i>i.e.</i>:that sounds hard,...or, you look upset...)</p> <p>Not done</p> <p>Below Expectations: The student did not acknowledge my feelings very often Infrequently, less than two times.</p>

Meets Expectations:  
The student consistently acknowledged my feelings and verbalized this in empathy statements.

14. Respect: The student valued your choices, behaviors, and decisions, and was non-judgemental in their discussions with you.

Below Expectations:  
Inconsistently - The student did not always value your decisions.

Meets Expectations:  
Mostly - The student often valued your decisions and discussions with you.

Above Expectations: Consistently - The student consistently valued your decisions and discussions with you.

26. The student used respectful draping?

Not done

Below Expectations: The student simply handed you the drape to place on your lap.

Meets Expectations:  
The student handed you the drape and used it a few times during the physical exam; OR the drape was not applicable to this case.

30. The student did not repeat painful maneuvers on you when you said it was painful?

Below expectations:  
The student repeated painful maneuvers.

Meets Expectations:  
Either not applicable, or student did not repeat painful maneuvers.

31. The student examined your extremities and performed reflexes (if applicable)?

Not done

Meets Expectations:  
Either, this was not required of the case OR the student performed ½ of the above components.

Above Expectations:  
The student performed both of these components, both examining your extremities and performed reflexes.

Four-Point Items (10 %)

6. The student maintained good eye contact and body language with me.

Not done

Below expectations:

Infrequently: the student rarely made eye contact with me, focused too much on note taking and/or presented a defensive pose when talking with me (arms crossed, leaning away).

Meets Expectations:

Mostly: The student frequently glanced at me and leaned in when talking with me.

Exceeds Expectations:

Consistently: The student maintained a comfortable level of eye contact and was very engaged in our discussions.

8. The student asked me to list my concerns and listened to the response without interrupting me.

Not done

Below Expectations:

Infrequently: The student kept interrupting me while I was trying to answer and/or the student kept asking me questions without waiting for a response.

Meets Expectations:

Mostly: In general, the student asked me my concerns and listened to my responses without interruptions.

Above Expectations:

Consistently: The student always asked me to respond to a prompt and waited for my response before moving on.

15. Support: The student offered you support. (example: I am here to help determine the cause of your symptoms...)

Not done

Below Expectations:

Inconsistently – The student rarely used words that reflected their support of you as a patient.

Meets Expectations:

Mostly – The student frequently used words that reflected their support of you as a patient.

Above Expected

	<p>35. The student provided a basic differential diagnosis (or a set of differentials) using terms that made it easy for you to understand.</p> <p>Not done</p> <p>Below expectations, The student mentioned one or two differential diagnoses, but did not offer to explain them to me.</p> <p>Meets expectations, The student told me one – two differential diagnoses and explained them to me, or answered my questions when asked.</p> <p>Exceeds expectations, The student discussed three differential diagnoses with me in terms that I understood without questions.</p>
<p>Open-Ended Items (5 %)</p>	<p>17. Please elaborate your reflections on the student here, discuss what you would have preferred the student to do from a patient’s point of view:</p> <p>39. General Comments: Please state any additional comments you would like to share with the student regarding their encounter with you.</p>

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