University of Nevada School and Medicine  
Department of Psychiatry and Behavioral Sciences  

CLINICAL SKILLS EXAMINATION  

Student Name:  
Level of Training:  

Faculty Rater:  
Date:  

Instructions: Please observe the student interview a patient. The student has up to forty-five minutes and may take notes on a blank sheet of paper but may not bring notes into the exam. After the interview, the patient is excused and the presentation (section II) begins. If the patient selected for interview is unsuitable, please work with staff in the clinical setting to find a more suitable patient and allow the student the full forty-five minute interview.  

During the interview and presentation, please use this exam form to check off the “data points” which the student addresses and to make other notes about student performance. Please give feedback to the student after the exam. The grade, which you give to the student, should reflect the standardized grading criteria, as interpreted in the context of the specific patient.  

PATIENT DIFFICULTY (Circle One)  
Easy to Interview  
Difficult to Interview  
Specific nature of difficulty (3 or higher):  

Overall Comments  

Outstanding performance characteristics  

Areas of Concern
1. **OBSERVED INTERVIEW**

1 = omitted/unsatisfactory  
2 = satisfactory  
3 = highly skilled

A. Developing and Maintaining Relationship:

<table>
<thead>
<tr>
<th>Professional appearance and demeanor</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced self, purpose of the interview, and outlined the interview process</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Estimated a climate conducive to the interview process</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrated empathic listening skills, responded to the patient’s emotional state openly and accurately</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Interview was organized and logical</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sustained narrative/dialogue with verbal and non-verbal techniques</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Used both open-ended and direct questions as well as summaries as appropriate</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Smooth transitions</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Followed the patient’s lead in seeking important information without losing control of the interview</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tactfully confronted the patient with apparent Discrepancies (i.e. inconsistencies in history or verbal/non-verbal cues)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Data

<table>
<thead>
<tr>
<th>Elicited relevant information (may include onset, course and severity) regarding:</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Complaint</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>History of Present Illness</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatric ROS</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Past Psychiatric History 3 2 1
Social/Developmental History 3 2 1
Substance Use History 3 2 1
Past Medical History 3 2 1
Mental Status Examination:

Emotions

Patient reported and rated mood 3 2 1

Thought content and Perceptions

Delusions 3 2 1
Suicidal ideation 3 2 1
Violent ideation 3 2 1
Hallucinations 3 2 1

Cognition

Orientation 3 2 1
Delayed recall 3 2 1
Attention and concentration 3 2 1
Insight 3 2 1
Abstraction 3 2 1
Judgment 3 2 1

C. Closure

Summarized information to the patient 3 2 1
Provided patient with an opportunity to
correct misinformation 3 2 1

Communicated appreciation to patient for participation and closed interview comfortably 3 2 1

2. **ORAL PRESENTATION & INTERPRETATION OF DATA**

Presented case in concise and organized manner; including pertinent negatives as well as positives 3 2 1

Preliminary differential diagnosis 3 2 1

Preliminary treatment plan 3 2 1

*Students may be asked for their preliminary differential diagnosis and may be questioned about their depth of understanding of any material that arises in the course of interview and presentation.

Outstanding performance characteristics

Areas of concern

**OVERALL EVALUATION OF MEDICAL STUDENT PERFORMANCE (FINAL GRADE)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honors</th>
<th>High Pass</th>
<th>Pass</th>
<th>Marginal Pass</th>
<th>Fail</th>
</tr>
</thead>
</table>