

AFRM Clinical Examination – Professional Behaviour Rating Scale – History taking

ASSESSMENT DOMAINS	VERY POOR PERFORMANCE (0 marks)	WELL BELOW EXPECTED STANDARD (1 mark)	BELOW EXPECTED STANDARD (2 marks)	EXPECTED STANDARD (3 marks)	BETTER THAN EXPECTED STANDARD (4 marks)	EXCELLENT PERFORMANCE (5 marks)	Marks (please circle)
ACCURACY OF HISTORY TAKING	<ul style="list-style-type: none"> No clear structure 	<ul style="list-style-type: none"> Omission of many key points Inaccuracies or lack of detail Repetitive, poorly structured Needs to spend substantial time clarifying details provided 	<ul style="list-style-type: none"> Poorly organised Omission of some key issues Need to clarify important details Insufficient coverage of components of history (e.g. past history, risk factors) 	<ul style="list-style-type: none"> Complete and accurate history Clear questioning Minimal need to clarify details Timely and well structured 	<ul style="list-style-type: none"> Focused and efficient history taking skills Emphasis on appropriate details Good mix of open and closed questioning 	<ul style="list-style-type: none"> Focuses on key issues Shows maturity in extracting difficult information 	0 1 2 3 4 5
COMMUNICATION	<ul style="list-style-type: none"> Explanations not organised or inappropriate Dismissive of communication partner Did not check for understanding 	<ul style="list-style-type: none"> Explanations poorly organised or not able to be understood Poor non-verbal communication with limited eye contact, less than appropriate body language 	<ul style="list-style-type: none"> Explanations somewhat organised Used jargon/ inappropriate terminology too often Mostly appropriate non-verbal communication 	<ul style="list-style-type: none"> Gave adequate, somewhat organised explanation to questions Used appropriate terminology most of the time Checked for understanding Appropriate non-verbal communication 	<ul style="list-style-type: none"> Provided organised, clear explanation to questions Used appropriate terminology Checked for understanding 	<ul style="list-style-type: none"> Provided well organised, clear and detailed explanations and answers Confident and skillful at giving information Attentive to communication partner, consistently checked for understanding 	0 1 2 3 4 5
INTERACTION WITH PATIENT/ROLE PLAYER	<ul style="list-style-type: none"> Requiring examiners to intervene 	<ul style="list-style-type: none"> Misses the majority of elements of the appropriate standard Unduly rough, clumsy and causes pain without adjustment or apology 	<ul style="list-style-type: none"> Misses 1–2 elements of the appropriate standard Inappropriate and/or insensitive approach to patient 	<ul style="list-style-type: none"> Introduces him/herself to the patient/role player Completes hand hygiene Shows respect for patient as indicated by preservation of patient's modesty, seeking permission for sensitive aspects of examination Recognises and modifies examination when painful 	<ul style="list-style-type: none"> Better than expected standard 	<ul style="list-style-type: none"> Exceeds expected standard significantly 	0 1 2 3 4 5
USE OF EVIDENCE AND INFORMATION	<ul style="list-style-type: none"> Demonstrates inadequate level of requisite knowledge Management plan is unsafe, or harmful 	<ul style="list-style-type: none"> Demonstrates an inadequate level of requisite knowledge Unsatisfactory outline of management plan 	<ul style="list-style-type: none"> Demonstrates gaps/errors in requisite knowledge Management plan outlined has errors, omissions Management plan is poorly constructed 	<ul style="list-style-type: none"> Demonstrates basic level of competence in the requisite knowledge Able to outline an adequate management plan, with only minor errors 	<ul style="list-style-type: none"> Demonstrates reasonable level of competence in the requisite knowledge Able to outline an organised, logical management plan 	<ul style="list-style-type: none"> Demonstrates a high level of competence in the requisite knowledge Able to outline a highly developed, well structured management plan 	0 1 2 3 4 5