

**Nova Southeastern University
Neuromuscular Systems I: History Taking
Performance Rubrics**

Circle the appropriate rating:

Relationship Building			
Excellent (4)	Good (3)	Average (2)	Needs Improvement(1)
The following behaviors are demonstrated consistently: 1. Allows pt to express self 2. Attentive 3. Empathic 4. Appropriate language 5. Non-judgmental 6. Respectful 7. Supportive	At least 5/7 behaviors evident, or, student not consistently applying these skills -May be lacking in <i>degree of attentiveness</i> , occasionally not attentive to patient's needs	At least 3 to 4 behaviors present at least some of the time -Practitioner somewhat mechanical, not really connecting to the patient	Less than 3 behaviors present. Overall: -Does not encourage patient to express self or to expand -Rushes patient, or seems inattentive -Lacks empathy and/or support -Language not always appropriate

Circle the appropriate rating:

Eye Contact			
Excellent (3)	Good (2)	Fair (1)	Needs Improvement (0)
1. Consistently had good eye contact with patient 2. Communicated at patient's eye-level 3. Maintained an open posture, leaning toward patient 4. Facial expression interested, non-judgmental 5. Confident but relaxed	1. Eye contact and eye level appropriate 2. Open posture, leaned toward patient 3. Confident and relaxed 4. Facial expression sometimes distant/distracted	1. Inconsistent in either eye contact, eye level, or open posture 2. Confident, but not necessarily relaxed; or, relaxed but not confident 3. Facial expression neutral or at times surprised/emotional	1. Eye level, body posture, facial expressions did not demonstrate positive regard for the patient 2. Appeared rushed or uptight, more concerned with self than patient 3. Excessive arrogance or lack of confidence took away from ability to establish therapeutic relationship

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Circle the appropriate rating:

Gathering Data from Patient			
Very Effective Data Gathering	Good Data Gathering	Fair Data Gathering	Poor Data Gathering
1. Greets/welcomes patient & significant others 2. Explains roles or procedures 3. Identifies and minimizes any communication barriers 4. Uses open-ended, broad questions 5. Encourages patient to tell story chronologically 6. Allows patient to talk without interrupting 7. Encourages with phrases such as 'tell me more' or 'what else?' 8. Summarizes what was heard	Incorporates most (6-7/8) of the behaviors described in column 1 May demonstrate all behaviors inconsistently, such as occasionally interrupting patient Completes all of column 1 but does not follow up with 'anything else?'	Inconsistent use of probing behaviors, only demonstrates 4-5 of the behaviors noted in column 1 Lack of chronological order distracting and time consuming for patient and clinician May not summarize what was said or clarify what was heard	Very few of the desired probing behaviors utilized Does not encourage patient to tell his/her own story Lack of probing results in spotty information or takes a long time to get all information Very little use of encouraging phrases or gestures

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Circle the appropriate rating:

Thoroughness			
Extremely Thorough (4)	Thorough	Somewhat Thorough	Incomplete
History includes: 1. all body systems 2. history current illness/problem 3. family history 4. medications, including OTC 5. educational background / learning style 6. lifestyle (diet, exercise, habits) 7. living environment, work 8. assistive or adaptive devices (glasses, cane, etc) 9. prior level of function	History includes <i>at least</i> 7-8 of the 9 items listed, or, all items covered but just not completely (ie, missing one body system)	History includes at least 5-6 of the 9 items listed Or, most of the items covered, however very superficially (asks about diet but not alcohol consumption)	Patient history very narrow Reviewed 4 or less of those areas listed above