

Resident Name: _____

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Psychiatry Clinical Evaluation

1. Interview Process

Item	Expectation	Skill	Comments
Rapport	Establishes relationship	<ul style="list-style-type: none">• Introduces self• Explains interview• Respectful• Open, explorative beginning	
Rapport	Develops and sustains rapport	<ul style="list-style-type: none">• Remains respectful and non-judgmental• Genuine interest displayed by verbal and non-verbal responses• Acknowledges patient's distress with empathic responses	
Control of process	Maintains control of the interview	<ul style="list-style-type: none">• Interrupts politely when required• Redirects when required• Facilitates organization of disorganized patients	
Cultural sensitivity	Demonstrates cultural sensitivity	<ul style="list-style-type: none">• Engages patient in a culturally appropriate manner	
Ends the interview	Smoothly closes the interview	<ul style="list-style-type: none">• Attends to timing• Provides a pertinent closing statement	

2. Interview technique

Item	Expectation	Skill	Comments
Information gathering	Maintains an open, explorative process	<ul style="list-style-type: none"> • Non-verbal behaviour encourages patient to tell his/her story • Listens attentively • Note taking is inconspicuous 	
Information gathering	Uses a facilitative questioning style	<ul style="list-style-type: none"> • Questioning follows a logical sequence • Asks clear questions in plain language • Avoids leading questions • Avoids stacked (multiple) questions • Moves appropriately between open and closed questions • Facilitates expression of emotions 	
Information gathering	Pursues important information	<ul style="list-style-type: none"> • Appropriately responds to informational cues, affective cues • Pursues symptom details • Asks for clarification 	
Information gathering	Maintains flow	<ul style="list-style-type: none"> • Supportively confronts inconsistencies • Appropriately deals with unusual, difficult or distressing content • Comfortably allows silence to facilitate further expression • Reframes when required • Summarizes when appropriate 	

3. Interview Content

Item	Expectation	Skill	Comments
Elicits a complete, relevant and accurate history	Identifies the person	<ul style="list-style-type: none"> Obtains complete demographic information 	
Elicits a complete, relevant and accurate history	Identifies the presenting complaint(s) or problem(s) and its/their history (History of Presenting Complaint)	<ul style="list-style-type: none"> Obtains data on presenting complaint(s) or problem(s) <p>Assesses:</p> <ul style="list-style-type: none"> stressors related to presenting illness pre-morbid state previous episodes, if relevant, and determines similarities with/difference from this episode Identifies treatment interventions and response for this illness episode 	
Elicits a complete, relevant and accurate history	Screens for symptoms relevant to the differential diagnosis and identification of co-morbid symptoms	<ul style="list-style-type: none"> Reviews 'A' criteria of relevant other diagnoses Reviews substance use and abuse assesses impact of substance use on person and others if appropriate, assesses motivation to change current substance use 	
Elicits a complete, relevant and accurate history	Ensures safety	<ul style="list-style-type: none"> Completes an appropriate risk assessment (self-harm, aggression, self-care and competency) Reviews current medication(s), dosage(s) and response Reviews use of over-the-counter products 	

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Item	Expectation	Skill	Comments
		<ul style="list-style-type: none"> • Elicits a complete, relevant and accurate history Assesses side-effects • Defines allergic status 	
Elicits a complete, relevant and accurate history	Identifies relevant past history	Reviews: <ul style="list-style-type: none"> • past medical history including family history of medical disorders • past psychiatric history • family psychiatric history • forensic history 	
Elicits a complete, relevant and accurate history	Identifies the developmental and psycho-social history	Reviews and assesses: <ul style="list-style-type: none"> • Family history and dynamics • gestational and perinatal history • childhood and adolescent development • academic achievement • occupational history and current functioning • relationship history • past and current history of abuse • current supports • relevant cultural identities, migration history and associated traumata and stresses • spirituality • Identifies social and cultural supports including family, kin networks and communities • Identifies social and cultural stressors and systemic inequities • Explores patient's explanatory model of illness 	

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Item	Expectation	Skill	Comments
Elicits a complete, relevant and accurate history	Conducts a formal Mental State Examination as indicated	<ul style="list-style-type: none">• Appropriately adapts the Mental Status Examination to be culturally competent <p>Assesses :</p> <ul style="list-style-type: none">• mood symptoms• anxiety symptoms• psychotic symptoms• judgement• insight <ul style="list-style-type: none">• Appropriately screens for cognitive impairment• Gauges intelligence	

4. Case presentation

Item	Expectation	Skill	Comments
Defines limitations of the data	Identifies issues in the information gathering process	<ul style="list-style-type: none"> • Reports on the reliability of the patient (with examples) • Reports on the accessibility of the patient (with examples) • Identifies deficits in the interview and their potential effect on the data collection 	
Presentation skills	Provides a coherent, accurate summary of the case	<ul style="list-style-type: none"> • Uses descriptive terms correctly (e.g., delusions) • Presents case in an orderly, concise, systematic manner that is sufficiently detailed <p>Accurately:</p> <ul style="list-style-type: none"> • reports the risk assessment (self-harm, aggression, self-care, competency) • reports the Mental State Examination • identifies relevant comorbidities 	
Synthesizing skills	Synthesizes all the clinical information into a diagnosis, differential diagnosis and case formulation	<ul style="list-style-type: none"> • Presentation emphasizes the necessary information to support and defend the preferred diagnosis and differential • Provides a realistic multi-axial working diagnosis supported by evidence from the interview • Discusses difficulties in supporting or refuting the diagnosis 	

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Item	Expectation	Skill	Comments
		<ul style="list-style-type: none">• Provides a brief and realistic differential diagnosis supported by evidence from diagnosis in a thoughtful manner• Discusses co-morbidities and interplay between diagnoses• Provides a realistic prognosis• Describes barriers to compliance or optimal treatment for this patient	
Synthesizing skills	Provides an accurate and coherent formulation covering the bio-psycho-social factors influencing the patient and his/her disorder	Identifies contributing: <ul style="list-style-type: none">• psychological factors• biological factors• social factors• cultural factors• Provides a sophisticated and accurate account of the interplay between these components that enhances the understanding of the patient• Identifies prominent internal conflicts and/or cognitive distortions that influence the patient's presentation	

5. Treatment Plan

Item	Expectation	Skill	Comments
Presents a coherent, safe and appropriate treatment plan	Identifies information required to consolidate the diagnosis	<ul style="list-style-type: none"> • Identifies further, appropriate and cost-effective bio-psycho-social-cultural investigations required to confirm the diagnosis or provide optimal care to the patient 	
	Communicates a comprehensive treatment plan	<ul style="list-style-type: none"> • Utilizing a bio-psycho-social matrix defines an immediate, short-term and long-term treatment plan • Recommends specific biological therapies (pharmacotherapy, ECT, TMS etc) for the patient • Recommends a specific psychotherapeutic approach for the patient • Considers social and cultural factors in all aspects of treatment planning • Identifies appropriate collaborations with family, community or other service providers • Provides evidence for efficacy of treatment plan • Identifies the expected benefits and risks of the treatment plan • Identifies the follow-up procedure 	