

# Golden Rules

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- How we standardize cases between SPs so that each learner gets the same opportunities for questions and answers during their encounter.
- Rules are rules. Not optional.
- These apply to most activities that you will take part in. Exceptions will always be made clear.

## *Reward open-ended questions.*

I take 10mg of  
lisinopril once a  
day.

Tell me ABOUT any  
prescriptions you  
take.

If a learner asks an open-ended question, reward them by providing all information related to the question.



*Always answer the question asked and only the question asked.*

Yes. My arm is numb.

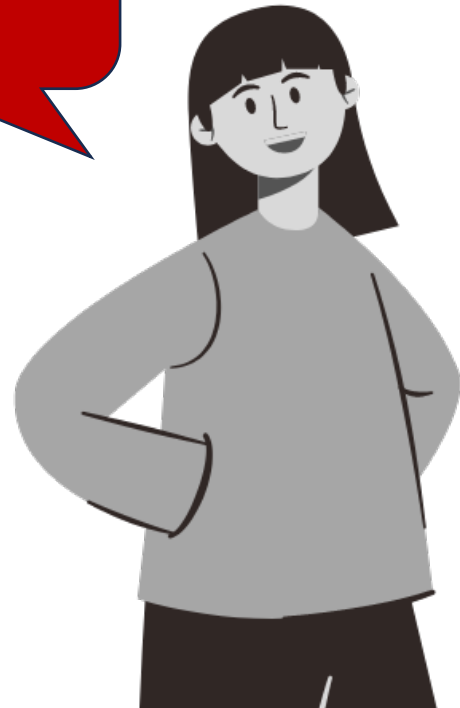
I see you're here because of numbness in your arm?

It can be tempting to provide extra information to show you know the case. This denies the learner the opportunity to ask pertinent questions

*If the response to a PMH element is affirmative, give the actual name/description of the illness, injury, surgery, etc.*

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Yes. I had to get my appendix removed.



Have you ever been hospitalized?



*Wait for the follow-up questions.*

This applies to:

- Illnesses
  - Diagnosis timeline information
- Medications
  - Dose, route, frequency
- Alcohol/Tobacco
  - Amount, type, how often



# Case Template

Each row (**illness, injury, surgery, hospitalization, medication, or allergy**) represents a question we expect the students to ask

PAST MEDICAL HISTORY		
<b>Illness</b> (insert additional rows here)	Disease	Diagnosed When?
<b>Injuries</b> (insert additional rows here)	Type	When?
<b>Surgeries</b> (insert additional rows here)	Type	When?
<b>Hospitalizations</b> (insert additional rows here)	Reason	When?
<b>Medications</b>	Drug (generic) and reason	Dose, route and frequency
Prescription		
OTC		
Vitamin, herbal, alternative		



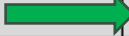
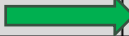

# Case Template

For each **row**, give the response that is in the first column if/when the student asks about that past medical history element

PAST MEDICAL HISTORY		
<b>Illness</b> (insert additional rows here)	Disease	Diagnosed When?
<b>Injuries</b> (insert additional rows here)	Type	When?
<b>Surgeries</b> (insert additional rows here)	Type	When?
<b>Hospitalizations</b> (insert additional rows here)	Reason	When?
<b>Medications</b>	Drug (generic) and reason	Dose, route and frequency
Prescription		
OTC		
Vitamin, herbal, alternative		

# Case Template

Do not give the information in the 2<sup>nd</sup> column unless asked

PAST MEDICAL HISTORY		
<b>Illness</b> 	Disease	Diagnosed When?
(insert additional rows here)		
<b>Injuries</b> 	Type	When?
(insert additional rows here)		
<b>Surgeries</b> 	Type	When?
(insert additional rows here)		
<b>Hospitalizations</b> 	Reason	When?
(insert additional rows here)		
<b>Medications</b> 	Drug (generic) and reason	Dose, route and frequency
Prescription		
OTC		
Vitamin, herbal, alternative		



## Medications = Prescriptions

Do you take any medications?

Yes. I take citalopram for anxiety.

If they do not specify OTC, vitamins, herbals and alternatives, or prescriptions, assume they are asking about prescriptions. Wait for specific follow-ups regarding other types of medications.

*When asked a compound question, only answer the last question.*

Do you smoke,  
drink, or do  
drugs?



No. I don't do drugs.

Questions are considered compound if they are *unrelated* items. Some items are related and can be answered as one question such as:

- “Fever or chills”
- “Nausea or vomiting”
- “Vitamins, herbals, or alternatives”

*If the answer isn't in the case, respond "No", "I don't know", etc.*

I have no clue.  
My mom just  
told me I am.

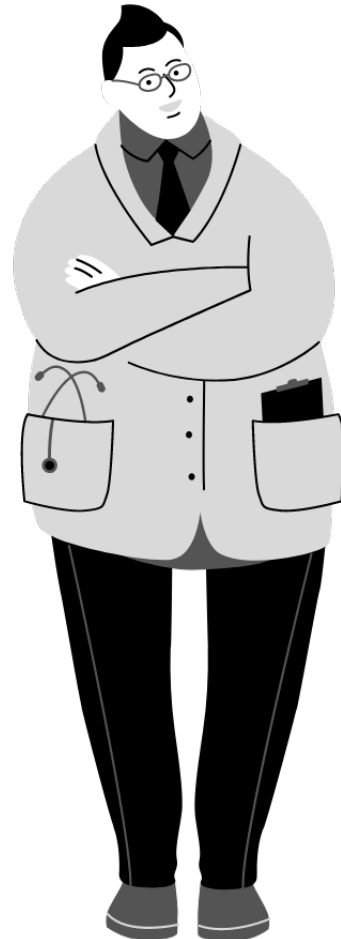


When did you  
become allergic to  
tree nuts?



*If the response to a general question isn't in the case, improvise!*

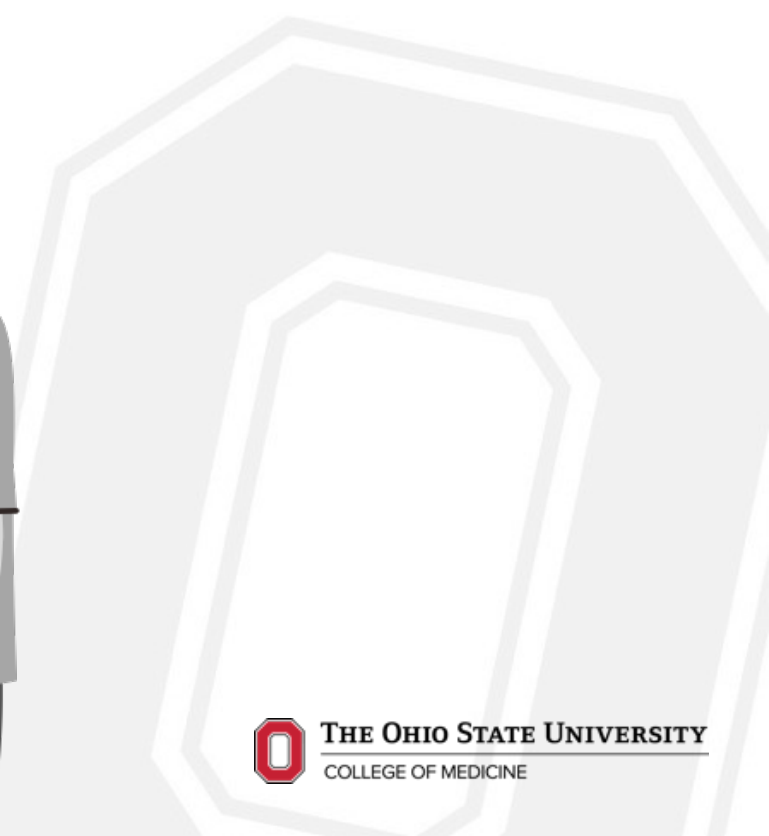
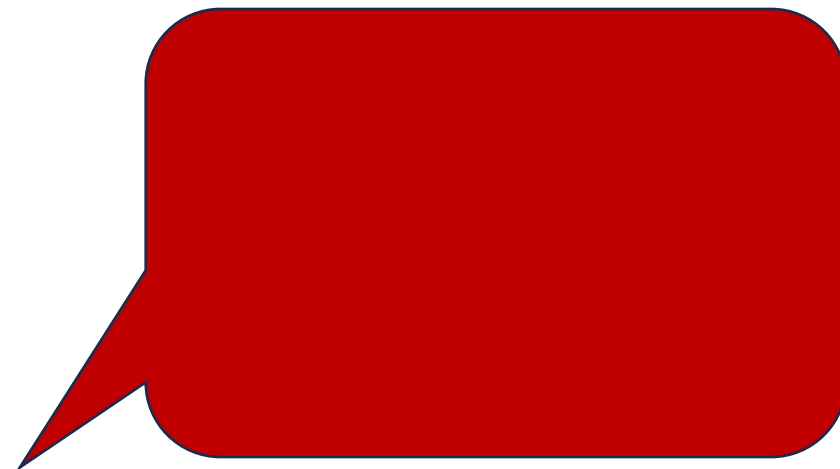
What's your  
cat's name?



Domingo Montoya  
the Third.



*Silence is golden.*



*Always stay in character.*

I remember you from the classrooms! You're really good at this!

Hmm..This is my first time at this clinic!



## Feedback:

1. For communication skills, identify 1-2 behaviors you would like to reinforce. Describe the observed behavior, the effect/consequences of the behavior on you, and offer reinforcement
2. For communication skills, identify 1-2 behaviors you would like the student to alter. Describe the observed behavior, the effect/consequences that behavior had on you, and offer an alternative behavior.

# Comment Text Boxes

- Giving constructive feedback
  - Demonstrate empathy
  - Utilize “I” statements to connect with how you were impacted, affected, and/or felt:

Opening Options	Closing Options
When you _____	I felt _____
When you said _____	I noticed _____
When you did _____	I was _____
When you used _____	I got the impression _____
You _____	It made me feel _____



## Comment Text Boxes

- Address your comments as if speaking directly to the student in first person.
- Remember to draw conclusions rather than make assumptions about the students' feelings
- If you gave a student less than a 'good' or higher than a 'good', provide that reason here in the comments.
- State feedback in the form of **“when you did X, I felt Y”**.
  - Such as ***“When you kept bouncing in your chair throughout the interview, I felt nervous.”***