



Department of Nutrition & Dietetics
 Be Active Sleep and Eat Facility (BASE)
 School of Clinical Sciences
 Faculty of Medicine, Nursing & Health Sciences

OSCE INTERVIEW STATION ASSESSMENT TOOL

| Assessment Criteria | Omitted | Poor | Adequate | Good | Comments |
|---|---------|------|----------|------|----------|
| Establishing initial rapport <ul style="list-style-type: none"> Greets patient Introduces self, role and nature of interview; obtains consent Demonstrates respect and interest, attends to patient's physical comfort | 0 | 1 | 2 | 4 | |
| Identifying the reason(s) for the consultation <ul style="list-style-type: none"> Identifies and understands the reason for referral Listens attentively to the patient's opening statement, without interrupting or directing patient's response Screens for further nutritional problems Outlines what will happen in consultation | 0 | 1 | 2 | 4 | |
| Collects appropriate background information <ul style="list-style-type: none"> Social background influences Detailed anthropometry and weight history Previous nutrition education/knowledge | 0 | 1 | 2 | 4 | |
| Dietary data collection <ul style="list-style-type: none"> Checks portion sizes and frequency Checks for snacks type and frequency Checks fluid intake Checks for supplement and vitamin use | 0 | 1 | 2 | 4 | |
| Timeframe <ul style="list-style-type: none"> Completes interview within timeframe and makes full use of time | 0 | 1 | 2 | 3 | |
| Structure and flow <ul style="list-style-type: none"> Interview is appropriately structured and information is gathered systematically | 0 | 1 | 2 | 3 | |
| Closing the interview <ul style="list-style-type: none"> Gives any preliminary information & avoids or explains jargon Encourages patient to discuss any additional points and provides opportunity to do so Contracts with patient re next steps for patient and dietitian. Summarises session briefly and thanks the patient | 0 | 1 | 3 | 4 | |
| Global ratings (simulated patient + assessor) Overall approach to the patient – Eg developed rapport; used effective communication skills; confident and professional | 0 | 1 | 3 | 4 | |
| Preparedness for placement Student appears prepared for clinical placement with respect to interview skills and approach to gathering background and dietary data information | | | | | |
| Total (/30) | | | | | |

Overall rating for station

| | | |
|------------|------------|------------|
| Clear Pass | Borderline | Clear Fail |
| =/ >20 | 17-19 | <16 |



Assessor's Comments

Simulated Patient's Comments

Assessor's Name _____ Signature _____

References:

1. Hodges B, McIlroy JH. Analytic global OSCE ratings are sensitive to level of training. *Medical Education*. 2003;37(11):1012-6.
2. Kurtz S, Silverman J, Benson J, Draper J. Marrying Content and Process in Clinical Method Teaching: Enhancing the Calgary-Cambridge Guides. *Academic Medicine*. 2003;78(8):802-9.
3. Scheffer S, Muehlinghaus I, Froehmel A, Ortwein H. Assessing students' communication skills: validation of a global rating. *Advances In Health Sciences Education*. 2008;13(5):583-92.