

## HYMS Modification of Calgary Cambridge list of skills

This is the full list expected to be demonstrated by students **at the end of Phase III**. It is provided here for information; the list of skills to be demonstrated **at the end of Phase II** is given later in Appendix 7.

### Gathering information

#### Initiating the session

- ▶ Greets patient and obtains patient's name
- ▶ Introduces self and clarifies role.

#### Identifying reason for consultation

- ▶ Uses an opening question to identify the issues
- ▶ Listens to the opening response without interrupting or directing
- ▶ Checks and confirms list of problems
- ▶ Negotiates to set an agenda for the session.

#### Exploring the patient's problem

- ▶ Encourages patient to tell own story
- ▶ Uses open and closed questions, appropriately moving from open to closed
- ▶ Listens attentively, leaving the patient space for thinking before answering, and continuing after pausing
- ▶ Facilitates responses by verbal and non-verbal techniques
- ▶ Picks up and responds to verbal and non-verbal cues
- ▶ Clarifies statements
- ▶ Uses clear language avoiding jargon
- ▶ Summarises to confirm own understanding before moving on
- ▶ Elicits relevant and specific information from patients to help distinguish between working hypotheses.

#### Understanding patient's perspective

- ▶ Discovers patient's ideas regarding each problem
- ▶ Determines how each problem affects the patient's life
- ▶ Determines the patient's goals – what help they expected for the problem
- ▶ Encourages expression of feelings and thoughts
- ▶ Accepts legitimacy of patient's views.

### Explores context

- ▶ Considers relevant physical, social and psychological contexts of the patient.

### Structures the consultation

- ▶ Establishes dates, sequence of events
- ▶ Uses signposting; transitional statements in explanation
- ▶ Structures explanation in logical sequence, attends to timing
- ▶ Writes notes without interfering with flow
- ▶ Summarises, thanks and closes.

### Explanation and planning

- ▶ Repeats and summarises explanation
- ▶ Checks understanding of explanation
- ▶ Reaches a shared understanding of explanation with patient.

### Examination

- ▶ Performs focused physical examination in each system
- ▶ Performs a general and a full examination in each system correctly and sensitively
- ▶ Recognises major departures from normal physical and psychological findings
- ▶ Elicits common abnormal physical and psychological findings correctly and sensitively.

### Problem solving

- ▶ Discusses the likely underlying pathophysiology in the light of the patient's presentation
- ▶ Generates appropriate working hypotheses or identifies problems depending on circumstances
- ▶ Seeks relevant and discriminating physical signs to help confirm or refute working diagnoses
- ▶ Discusses and interprets the likely underlying pathophysiology and psychopathology in the light of the patient's presentation

## Appendix 2

- ▶ Applies basic, behavioural and clinical science to the identification, management and solution of the patient's problems
- ▶ Recognises the limits of personal competence and acting accordingly.

### Patient management

- ▶ Makes rational and discriminating use of investigations
- ▶ Interprets common investigations in the light of the patient's presentation
- ▶ Formulates management plans appropriate to findings in collaboration with the patient
- ▶ Utilises drug therapy safely and rationally with regard to sound pharmacological principles
- ▶ Uses time, referral and team working appropriately

- ▶ Acts on appropriate opportunities for health promotion
- ▶ Facilitates an appropriate level of patient involvement in the management plan.

### Relationships with the patients

- ▶ Uses empathy to communicate understanding
- ▶ Provides support
- ▶ Deals sensitively with embarrassing topics
- ▶ Explains rationale for questions; examination
- ▶ Maintains friendly but professional relationships with the patient
- ▶ Attends to patient comfort
- ▶ Demonstrates confidence.