## HEALTH COMMUNICATION ASSESSMENT TOOL©

## For each behavior listed below, circle the number which represents your response based on this scale:

## NOTE: This assessment is only of the student playing the role of Health Provider (HP) in the simulation.

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
The HP introduced her/himself to the patient (and/or family).		2	3	4	5
2. The HP shook the patient's and/or family member's hand.	1	2	3	4	5
3. The HP explained the reason for her/his visit in appropriate terms.	1	2	3	4	5
4. The HP used positive communication including a smile to encourage interactions.	1	2	3	4	5
The HP maintained eye contact when talking with patient and/or family.	1	2	3	4	5
6. The HP communicated what s/he was about to do PRIOR to doing it.	1	2	3	4	5
7. The HP asked the patient or family member if it was okay to touch the patient before doing a procedure or test (blood pressure, auscultation, IV, NG, etc.).	1	2	3	4	5
8. The HP touched the patient appropriately.	1	2	3	4	5
The HP spent the majority of time near the patient.	1	2	3	4	5
<ol> <li>The HP sat when talking with or educating the patient and/or family member.</li> </ol>	1	2	3	4	5
11. The HP listened more than talked.	1	2	3	4	5
12. The HP consistently leaned toward the patient or family member who was speaking.	1	2	3	4	5
The HP effectively educated the patient and/or family member about the procedure, disease, and/or treatment.	1	2	3 .	4	5
14. The HP asked questions to encourage feedback and enhance clarity.	1	2	3	4	5
15. The HP recognized and responded appropriately to the patient's and/or family member's nonverbal (frowns, tears, hysteria, silence, etc.) and verbal behaviors.	1	2	3	4	5
16. The HP used appropriate vocal tone and volume for the situation.	. 1	2	3	4	5
17. The HP avoided judging patient/family behaviors (re: economic status, abuse, drug use, sexual orientation, religion/cultural differences, etc.).	1	2	3	4	5
18. The HP spent equal or more time on psychosocial aspects of patient/family care as on clinical (biological) aspects.	1	2	3	4	5
19. The HP inquired about the patient's/family member's feelings regarding the situation.	1	2	3	4	5
The HP recognized conflict and tried to gain information and find opportunities to minimize or manage it.	1	2	3	4	5
21. The HP maintained, enhanced, or developed an interpersonal relationship with the patient &/or family member (via communication and professionalism)	1	2	3	4	5
22. The HP avoided healthcare jargon (vital signs, respiratory, etc.) [include specific words below]	1	2	3	4	5

was speaking.	1	2	3	4	5
13. The HP effectively educated the patient and/or family member about the procedure, disease, and/or treatment.	1	2	3 .	4	5
14. The HP asked questions to encourage feedback and enhance clarity.		2	3	4	5
15. The HP recognized and responded appropriately to the patient's and/or family member's nonverbal (frowns, tears, hysteria, silence, etc.) and verbal behaviors.		2	3	4	5
16. The HP used appropriate vocal tone and volume for the situation.	1	2	3	4	5
The HP avoided judging patient/family behaviors (re: economic status, abuse, drug use, sexual orientation, religion/cultural differences, etc.).		2	3	4	5
The HP spent equal or more time on psychosocial aspects of patient/family care as on clinical (biological) aspects.		2	3	4	5
19. The HP inquired about the patient's/family member's feelings regarding the situation.		2	3	4	5
The HP recognized conflict and tried to gain information and find opportunities to minimize or manage it.		2	3	4	5
21. The HP maintained, enhanced, or developed an interpersonal relationship with the patient &/or family member (via communication and professionalism)		2	3	4	5
22. The HP avoided healthcare jargon (vital signs, respiratory, etc.) [include specific words below]	1	2	3	4	5
If jargon was used, please list specific word(s)/terms(s):  Profession			)ate	-	
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