

# Learning Objectives for Case History Section

After studying your lecture notes and **Chapter 1** in the textbook, and completing the exercises in class, you should be able to:

1. Recognize ethical considerations in patient-examiner relationships.
2. Identify aspects of communication that affect the interview process.
3. Describe techniques to facilitate an interview.
4. Discuss elements to include in a history.
5. Organize data according to a clinical history outline.
6. Revise history taking to accommodate variations in age and condition.

## **Key terms and concepts to know for the quiz, practical examination, and test:**

1. What information is contained within the demographic portion of the patient's records?
2. CC
3. OPQRST
4. HPI
5. Memorize the 18 questions usually needed to elicit an appropriate HPI.
6. PHI/PHH/PMH
7. FH
8. MH
9. SH
10. BRED
11. OH
12. ROS
13. CAGE
14. TACE
15. CRAFFT
16. HITS
17. Why do a history?
18. Why is flexibility important?
19. How can the examiner modify specificity?
20. How can the examiner improve clarity?
21. Why is subtlety important?
22. How does an examiner demonstrate acceptance?
23. What is empathy? Give an example.
24. What is sympathy? Give an example.
25. Discuss methods for handling potentially "tense moments". Give examples of various tense moments.
26. What is dissembling? How can the examiner protect himself/herself against dissembling?
27. Describe the ideal interview room.
28. How should the examiner begin the interview process? Give an example, beginning with the introduction.