

CC1 History taking

To progressively develop the ability to obtain a relevant focused history from increasingly complex patients and challenging circumstances. To record accurately and synthesise history with clinical examination and formulation of management plan according to likely clinical evolution		
Knowledge	Assessment Methods	GMP Domains
Recognise the importance of different elements of history	E, Mi	1
Recognise the importance of clinical, psychological, social, cultural and nutritional factors particularly those relating to ethnicity, race, cultural or religious beliefs and preferences, sexual orientation, gender and disability	Mi	1
Recognise that patients do not present history in structured fashion	E, Mi, ACAT	1, 3
Know likely causes and risk factors for conditions relevant to mode of presentation	E, Mi, C, ACAT	1
Recognise that history should inform examination, investigation and management	E, Mi, C, ACAT	1
Skills		
Identify and overcome possible barriers to effective communication	Mi, C, ACAT	1, 3
Manage time and draw consultation to a close appropriately	Mi, C, ACAT	1, 3
Supplement history with standardised instruments or questionnaires when relevant	Mi, C, ACAT	1
Manage alternative and conflicting views from family, carers and friends	Mi, C, ACAT	1, 3
Assimilate history from the available information from patient and other sources	Mi, C, ACAT	1, 3
Recognise and interpret the use of non-verbal communication from patients and carers	Mi, C, ACAT	1, 3
Focus on relevant aspects of history	Mi, C, ACAT	1, 3

Behaviours		
Show respect and behave in accordance with <i>Good Medical Practice</i>	Mi, C, ACAT	3, 4
Level Descriptor		
1	<p>Obtains, records and presents accurate clinical history relevant to the clinical presentation</p> <p>Elicits most important positive and negative indicators of diagnosis</p> <p>Starts to ignore irrelevant information</p>	
2	<p>Demonstrates ability to obtain relevant focused clinical history in the context of limited time e.g. outpatients, ward referral</p> <p>Demonstrates ability to target history to discriminate between likely clinical diagnoses</p> <p>Records patient relevant information in most informative fashion</p>	
3	<p>Demonstrates ability to rapidly obtain relevant history in context of severely ill patients</p> <p>Demonstrates ability to obtain history in difficult circumstances e.g. from angry or distressed patient / relatives</p> <p>Demonstrates ability to keep interview focused on most important clinical issues</p>	
4	<p>Able to quickly focus questioning to establish working diagnosis and relate to relevant examination, investigation and management plan in most acute and common chronic conditions in almost any environment</p>	
Emergency department context		
1	<p>Obtains history (including children and the elderly) in all common emergencies</p> <p>Identifies when to focus history to immediate life-threatening symptoms</p> <p>Starts to focus history to relevant items for emergency management</p>	
2	<p>Demonstrates focused history taking in all emergency situations</p> <p>Recognises common symptom patterns and red flag symptoms in all emergency situations</p>	
3	<p>Develops the skill of incremental history taking over the period of a resuscitation</p> <p>Able to take a history and complete immediate resuscitation</p> <p>Further defines skills of information gathering in the following circumstances:</p> <p>Mechanism of injury in major trauma, multiple re-attendances, multiple patients with serious injuries,</p>	

	Avoids bias in multiple re-attenders
4	Able to take competent history in children of all ages, through an interpreter or through third parties (e.g. GP, ambulance service) Supports the development and refinement of history skills in trainees and other healthcare practitioners
Leadership	Specialty trainees should demonstrate competence in all elements of domains, with some evidence in setting direction
Demonstrating personal qualities	Is prepared to return for further clarification in the light of unexpected variance or lack of clinical progress
Working with others	Promotes effective history taking as a means of diagnosis in the emergency department Provides role modelling for history taking within the ED Participates in notes review with colleagues to reflect on history taking skills ***
Managing the service	Adapts history taking style in response to surges in activity or acuity of patients
Improving services	Uses board rounds and other situational learning opportunities to encourage reflection on information gathered and relevance to clinical care **
Setting direction	Uses notes review to improve patient care, uses notes review to develop departmental proforma to maximise information ***