

## PCC Videotape Peer Observation 1

### Asking

Listen for examples of the student's use of effective asking skills. As you hear them, place a check mark in the appropriate row. Give examples of each skill that you observe.

	<b>Skill</b>	<b>Example</b>
	Open-ended inquiry	
	Agenda setting	
	Using DARN questions to elicit change talk	
	Ask about pros and cons	
	Ask for commitment ("What do you plan to do?")	
	Use ruler to assess commitment and confidence	
	Use hypotheticals and ask about pitfalls	

## PCC Videotape Peer Observation 2

### Change Talk

Listen for examples of the 5 kinds of change talk. As you hear them, place a check mark in the appropriate row. Give examples of each type of change talk that you heard.

	<b>Skill</b>	<b>Example</b>
	Desire (“I want to...”)	
	Ability (“I know I can...”)	
	Reasons (“It will help me to...”)	
	Need (“I have to because...”)	
	Commitment (“I am planning to...”)	

### PCC Videotape Peer Observation 3

#### Listening

Listen for examples of the student's use of effective responses. As you hear them, place a check mark in the appropriate row. Give examples of each type of effective response you hear.

Skill		Example
<input type="checkbox"/>	Extending invitation to share	
<input type="checkbox"/>	Facilitative responses	
<input type="checkbox"/>	Reflective listening	
<input type="checkbox"/>	Summarizing	

**PCC Videotape Peer Observation 4**  
**Informing**

Listen for examples of the student's use of effective information sharing. As you hear them, place a check mark in the appropriate row. Give examples of each type of effective information sharing you hear.

	<b>Skill</b>	<b>Example</b>
	Consider patient's perspective when informing	
	Ask permission to inform	
	Offer choices	
	Elicit-Provide-Elicit	

**PCC Videotape Observation 5**  
**Understanding Patient's Motivation**

As you follow the interview, determine where you think the patient is in readiness to change the target behavior on a continuum from 1 (not at all ready to change) to 6 (very ready to change).

When you perceive a change in the patient's level of readiness for change, note what the student did just before it happened.

Perceived Change						What happened at the point of change
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	

