

# ICE *Lesson Plan*

## IMPROVING INTERVIEW SKILLS



This lesson plan is designed to supplement your lecture on improving student interview skills.



### Learning Objectives

By the end of this activity, the successful student will be able to:

1. Effectively interact through oral and nonverbal communication with the client in a professionally acceptable manner.
2. Carry out a client-centered interview in order to identify client's home environment, social supports, pain level, and orientation.
3. Create interview questions that identify potential impairments in occupational performance and help determine the client's goals for improving occupational performance.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy (ACOTE) standards B.4.4 and B.4.21
- The Commission on Education for Physical Therapy Education (CAPTE) standards 7D8 and 7D17

## LEARNING ACTIVITIES



### Watch

Assign this video for students to watch before, during, or after class: **Assessment in Acute Care, Part 1: Initial Interview**. In this 5-minute video, the clinician begins the initial interview at bedside in an acute care facility.



### Discuss

Stimulate small or large group discussions with questions, such as:

1. How does the clinician develop therapeutic rapport with Mrs. Finley?
2. How often should a clinician ask the client about his/her pain level? What did the clinician do well when asking about pain? What could he have done better?
3. Asking questions about orientation can be awkward but necessary. How did this clinician make it less uncomfortable for the client?
4. What questions could the clinician ask next?
5. How does this 5-minute interview help you organize and plan for your objective portion of her evaluation? What evaluation areas do you think might be a priority? What objective assessments might you use?
6. How would you document this subjective information in an objective manner?
7. How is this clinician's demeanor similar/different from clinicians in other ICEVL videos? (See "Additional Videos on This Topic" provided on page 2).



## Create an assignment

### REFLECTION:

Have students complete a reflection paper or worksheet using the discussion questions provided. This would be great to use in a flipped classroom!

### SIMULATION:

- Have students interview patients, simulated patients, friends, or relatives.
- Role-playing in the classroom can be quick and easy! Consider role-playing with a “difficult” client.
- Have students complete this interview using a peer as a simulated patient. Grade performance based on confidence, therapeutic rapport, eye contact, and quality of interview questions.
- Follow-up with a reflection paper or worksheet to encourage self-assessment.

### DOCUMENTATION:

Have students document this interview in the subjective section of a SOAP note.

### EXAMINATION:

Use this video to assess ability to document, generate interview questions, and generate potential treatment goals and treatment methods.



## Watch more!

Search the ICE Video Library for additional videos on this topic.

Here are three examples:

- **Rotator Cuff Repair, Part 1: Initial assessment**
- **Radial Fracture, Part 1: Initial Assessment Begins**
- **Initial Interview: Outpatient**

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