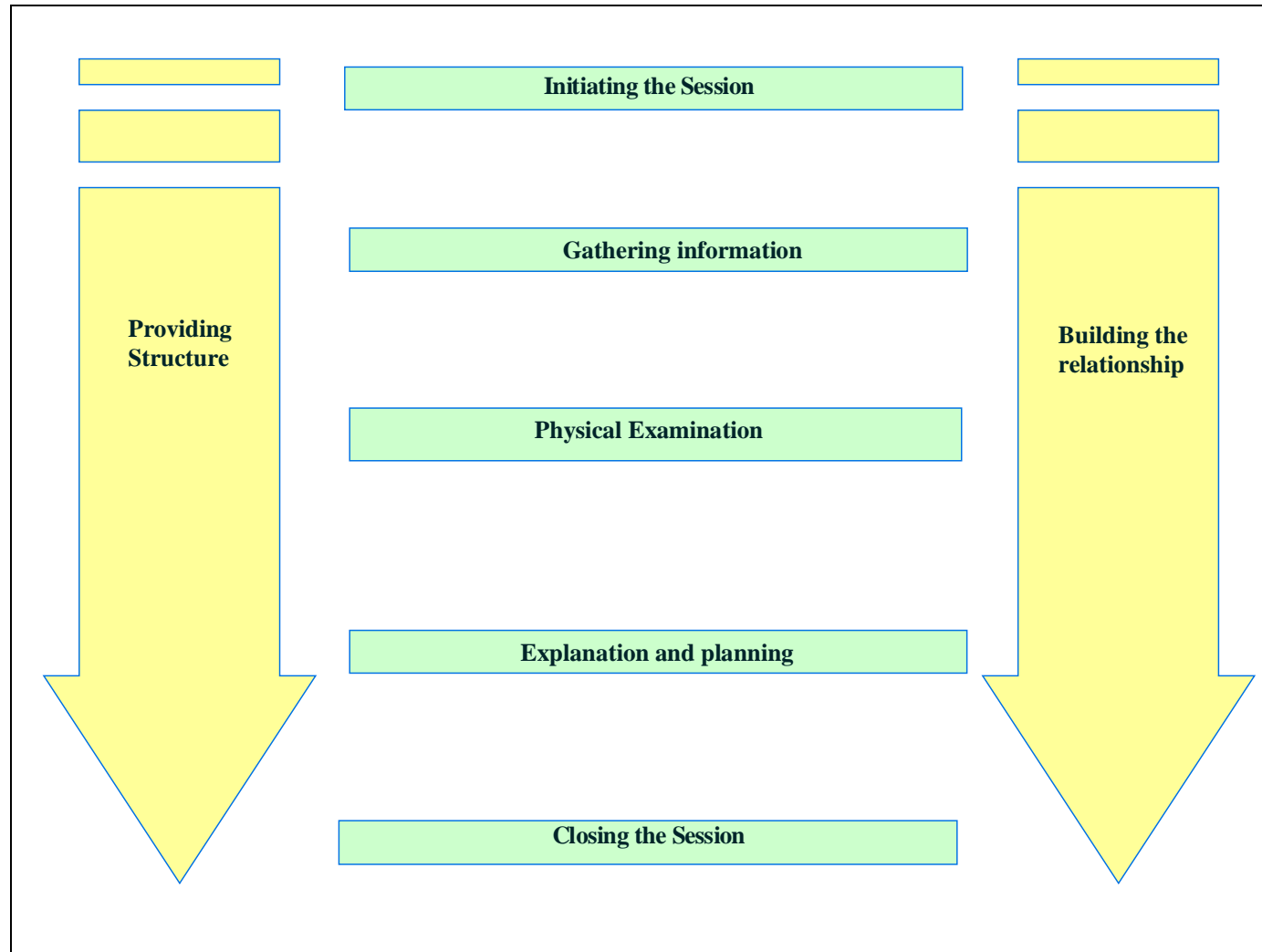


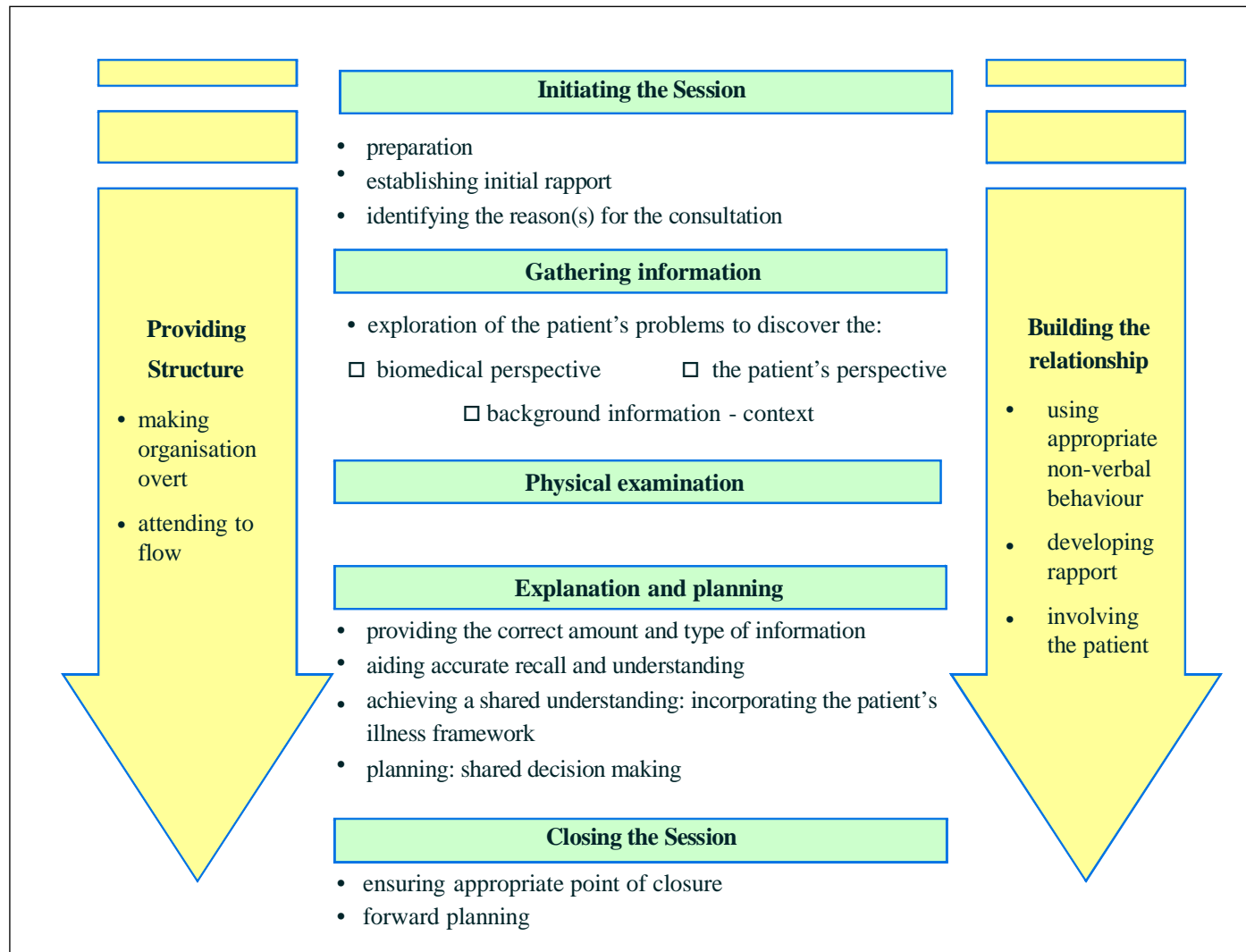
# THE ENHANCED CALGARY-CAMBRIDGE GUIDE TO THE MEDICAL INTERVIEW

Kurtz SM, Silverman JD, Benson J and Draper J (2003) Marrying Content and Process in Clinical Method Teaching: Enhancing the Calgary-Cambridge Guides  
Academic Medicine 78(8):802-809

## THE BASIC FRAMEWORK



## THE EXPANDED FRAMEWORK



## AN EXAMPLE OF THE INTER-RELATIONSHIP BETWEEN CONTENT AND PROCESS

### Gathering Information

#### Process Skills for Exploration of the Patient's Problems

- patient's narrative
- question style: open to closed cone
- attentive listening
- facilitative response
- picking up cues
- clarification
- time-framing
- internal summary
- appropriate use of language
- additional skills for understanding patient's perspective

#### Content to Be Discovered

##### *the bio-medical perspective (disease)*

sequence of events  
symptom analysis  
relevant systems review

##### *the patient's perspective (illness)*

ideas and beliefs  
concerns  
expectations  
effects on life  
feelings

##### *background information - context*

past medical history  
drug and allergy history  
family history  
personal and social history  
systems review

## REVISED CONTENT GUIDE TO THE MEDICAL INTERVIEW

### **Patient's Problem List**

### **Exploration of Patient's Problems**

<i>Medical Perspective – disease</i>	<i>Patient's Perspective - illness</i>
Sequence of events	Ideas and beliefs
Symptom analysis	Concerns
Relevant systems review	Expectations
	Effects on life
	Feelings

### **Background Information - Context**

Past Medical History  
Drug and Allergy History  
Family History  
Personal and Social History  
Review of Systems

### **Physical Examination**

### **Differential Diagnosis - Hypotheses**

Including both disease and illness issues

### **Physician's Plan of Management**

Investigations  
Treatment alternatives

### **Explanation and Planning with Patient**

What the patient has been told  
Plan of action negotiated