

Index

A

- Adolescent suicidality, 109
 - behavioral incident
 - suicidal thoughts, 114
 - gentle assumption, 114
 - normalization, 113
- Affirmations, 20–21, 154
- American Academy of Pediatrics (AAP), 81–83, 85–87, 90, 96, 119, 120, 179
- American Association of Suicidology, 110
- Anticipatory guidance, 83

B

- Behavioral incident, 114–115
- Bright Futures Project, 81, 83

C

- Child abuse, interviewing
 - anxiety, 116
 - background information, 116
 - confidentiality, 119
 - discipline issues, 118
 - interdisciplinary team approach, 119
 - open-ended questions, 119
- Child-care anticipatory guidance
 - capacity problem, 178–179
 - early childhood experience, 178
 - group approach, 179
 - health care specialist, 178
 - psychosocial issues, 179
- Child health care. *See* Well-child care
- Child mental health

- anxiety disorders, 95–96
- depressed children
 - characteristics, 97
- internalizing conditions, 95
- pediatricians, 96
- social impairment, 105
- Chronological assessment of suicidal events (CASE), 115, 176
- Circular questioning, 71–72
- 4C Method
 - anticipatory guidance and behavioral counseling, 88–89
 - commitment, 87
 - contact and contract, 86
 - well-child visit, 89, 91
- Concluding phase
 - basic interview questions, 58
 - effective treatment plan, 57
 - parents' role, 57–58
 - physician-parent conversation
 - case study, 59–63
 - fearful parent, 60
 - inquiry and exploration, 59–60
 - re-education, 61
 - requirements for effective closing, 58
 - shared understanding, 58–59
 - significance, 57–58
- Contact, Gestalt therapy term, 12
- Counseling approach, 84

D

- Difficult interviews
 - challenging parents, 144
 - clinical confidence, 136

- Difficult interviews (*Continued*)
- clinician's humanity, 142
 - cultural prejudice, 136
 - diagnostic errors, 141
 - differences of opinion, 139
 - empathizing skills, 142
 - interaction analysis, 137
 - interview diagnosis, 138
 - parental anxiety, 146
- Dimensions of the interview, 9–11
- Disease-centered phase
- clinical decisions, 28
 - transitional statement, 27
- Domestic violence risk
- assessment, 120
- E**
- Edinburgh postnatal depression
- scale, 27
- Emotional safety
- contract, 17–18
 - empathy, 19–20
 - strategies, 16–17
 - tracking, 18–19
- Enactments, 72–73
- F**
- Families
- critical and nurturing environments, 65
 - definition, 67
 - diabetes mellitus, case study, 65–66
 - functioning levels, 67
 - integration patterns, 67
 - interpersonal processes, 69
 - life cycle, 68
 - schizophrenia study, 65
 - social history
 - assessing nonverbal behavior, 70–71
 - circular questioning, 71–72
 - enactment method, 72–73
 - family interview training, 70
 - incorporating behavioral incidents, 71
 - normalization techniques, 73
 - open-ended questions, 71
 - physician-family meeting, 70–71
 - relationship history, 73
 - structure, 68–69
 - traditional two parent families, 66
 - visit variations
 - conference, 74–79
 - family-oriented questions, 73–74
- Family conference. *See* Family-oriented conference
- Family-Focused Behavioral Pediatrics*, 79
- Family-oriented conference
- concluding phase, 78–79
 - middle phase, 76–78
 - opening phase, 75–76
 - tentative hypothesis, 74–75
- Family-Oriented Primary Care*, 78
- Feedback, 154
- Functional Abdominal Pain, 95
- G**
- Gates, 45–49
- Gentle commands, 22–23
- Grief, supporting families
- bad news
 - feeling responses, 132
 - follow-up session, 133
 - grief process, 132
 - nonverbal signals, 131
 - self-examination, 133
 - thinking responses, 132
 - core beliefs, 129
 - developmental screen, 127
 - dying patient, 129
 - painful feelings, 130
 - pessimistic prognosis, 131
 - residency training curriculum, 128
- H**
- HEENT review of systems, 39
- History of present illness (HPI)
- case illustration and diagnosis, 32–34
 - chest pain, case illustration
 - associated symptoms inquiry, 51–52
 - non symptom data and past history, 53
 - summarization, 52–53

- quality, 50
 - quantity, 50
 - clinical context
 - anorexia diagnosis, 42
 - index symptom and diagnosis, 41
 - data templates, 37–38
 - differential diagnosis, 38–39
 - gates
 - implied gate, 47
 - natural gate, 47–48
 - referred gate, 48
 - spontaneous gate, 45–47
 - interviewing style, 44–45
 - open-ended and closed-ended questions, 40–41
 - positive review of symptoms, 43
 - second phase, interview, 31
 - structure and components,
 - patient history, 54–55
 - summarization, 48–49
 - symptom descriptors
 - aggravating/alleviating factors, 36–37
 - associated symptoms, 37
 - chronology, patient's story, 34–35
 - exploring symptoms, 36
 - quality, 35
 - quantification, 35–36
 - third person technique, 48
 - weave approach, 39–41
- I**
- Implied gate, 47
 - Interpersonal processes, 69
 - Interviewing skills
 - depleted clinicians
 - communication skills, 166
 - coping strategies, 167
 - healthcare system, 168
 - medical school, 167
 - requirements, 168
 - direct supervision, 164
 - faculty development
 - bedside rounds, 166
 - Lipkin Model, 165
 - patient-physician interactions, 166
 - residents experiment, 164
 - small group role plays
 - affirmations, 154
 - group leadership, 153–154
 - options, 155
 - standardized patients, 165
 - style, 44–45
 - time, 152
 - Interview process
 - biomedical data, 147
 - structuring techniques, 147
 - wandering interview
 - closed-ended questions, 149
 - non-verbal cues, 148
 - parental anxiety, 146
 - runaway process, 149
- L**
- Lipkin Model, 165
 - “Love and Logic” approach, 77
- M**
- Medical interview
 - affirmations, 20–21
 - communication with
 - children, 24–25
 - contact, introductory issue, 12–13
 - data retrieval and building relationship, 10
 - emotional safety
 - contract, 17–18
 - empathy, 19–20
 - strategies, 16–17
 - tracking, 18–19
 - internal experience
 - emotional state, 25
 - examples, 26–27
 - language barriers, 27
 - listening, patient's
 - communication, 23–24
 - middle/disease-centered phase
 - clinical decisions, 28
 - transitional statement, 27
 - opening steps
 - biopsychosocial approach, 13
 - family response and empathy, 16
 - interview, case illustration, 14–15
 - symptoms, personal context, 13

Medical interview (*Continued*)

- patient-centered interview vs.
 - doctor-centered, 10–11
- proxemics and paralanguage, 21
- tasks of opening phase, 12
- verbal and non-verbal
 - communication, 21–22
- verbalizations
 - open-ended inquiry, 22
 - swing questions, 23

Mental health assessments, 96

Middle phase. *See* Disease-centered phase

Modifying descriptors, 39–41

N

Natural gate, 47–48

Newborn intensive care unit (NICU), 1, 3

Non-verbal

- communication, 21–22

O

Okayness, 69

Options, 154

P

Pace, 21–22

Paralanguage, 21

Parenting Children with Health Issues, 79

Primary care

- clinician, 98
- interviewing strategies
 - circular questioning, 99
 - counseling, 102
 - data collection, 99
 - empowering questions, 100
 - family perspective, 98
 - focused/detailed questions, 100
 - pediatrician, 101
 - mental health referrals
 - follow-up appointment, 104
 - functional impairment, 103
 - normalization
 - technique, 104
 - psychosocial ailments, 97

Proxemics, 21

Q

Questions

- circular, 71–72
- closed-ended, 22
- empowering, 100
- focused, 41, 100–101
- impact, 99
- open-ended, 22

R

Referred gate, 48

Relationship history, 73

Repeat interview, 111, 158, 160, 163

S

Screen For Child Anxiety Related Disorders (SCARED), 180–181

Separation Anxiety Disorder, 95

Sexuality-sensitive topic

- cognitive blocks, 121
- HEADSS, 120
- normalization, 122–123
- setting the platform, 121–122
- sexual development, 123

Shut-down interview management

- clear contract, 4–5
- emotional safety, 3
- nonverbal communication, 4
- normalization technique, 4
- patients' negative spiral effect, 4
- resistant teenager, 5
- third person technique, 5–6

Spontaneous gate, 45–47

“Stroking” pattern, 69

Substance abuse screening, 123–124

Suicidality

- benign vs. ominous suicidal behavior, 110
- interfering cognitions
 - accurate database, 113
 - competent suicide assessment, 111
- painful depression, 112
- suicidal thinking, 111
- validity techniques, 113

Swing questions, 23

Symptom descriptors

aggravating/alleviating factors,
26–37
associated symptoms, 37
chronology, patient's story, 34–35
exploring symptoms, 36
quality, symptom, 35
quantification, 35–36

T

Teaching interviewing skills, 177–178
“The Nurtured Heart approach,” 6
Third person technique, 48
Tracking, 18–19
Transactional analysis, 187.
See also “Stroking” pattern
Transforming the Difficulty Child, 6

V

Vague complaints, 42
Verbal and nonverbal message
mismatch, 21
Verbalizations
open-ended inquiry, 22
swing questions, 23
“Video moment” technique, 6

W

Wandering interview, 145–149
Weave approach, 39–41

open-ended and closed-ended
questions, 40–41
Well-child care
anticipatory guidance and
behavioral counseling, 88–89
child and family
developmental questions, 88
guidance and
counseling, 88–89
clinician's capacity and
developmental tasks, 92
formal developmental
screens, 82
governing organizations, 81
main tasks
anticipatory guidance, 83
screening tests, 82
motivational interviewing
acceptance and empathy, 84
checking-out, 86–87
commitment, 87
contact and contract, 86
counseling principles, 84
national rate for
noncompliance, 85
SIDS prevention, 85, 88
structure, 89
Well-child visit. *See*
Well-child care