

STRIDE: Informed Consent Interview – Checklist (Sept 2018)

SIDE ONE: Identify observable RA behavior – score a yes if you see it, score a no if you do not see it.

INFORMATION

Domain	Item	Description	Yes	No
Greet	1	States full name and position.		
	2	Asks the patient how s/he prefers to be addressed.		
	3	Repeats the patient's name, pronounced correctly.		
	4	Confirms patient's comfort using English/other language, and/or identify need for an interpreter.		
	5	Asks permission to continue talking with the patient about the study.		
Inform	6	Describes the study.		
	7	Explains the process of consent for this study (email, e-consent, paper).		
	8	Explains how they will interact with the patient during the consent process.		
	9	States that consent is voluntary and flexible.		
	10	States the patient's decision to participate (or not to participate) will not affect care (either during or after consent).		
	11	Explains the risks (physical, emotional, information security/confidentiality) of the study.		
	12	Explains the potential benefits of study participation to the patient, and/or the benefit to others.		
Close	13	Uses the patient's name, pronounced correctly.		

COMMUNICATION: How the RA interacts with a patient.

Domain	Item	Description	Yes	No
Show Respect	14	Thanks the patient for their time and attention.		
	15	Seeks the patient's permission at least twice in the course of the interaction.		
	16	Pronounces patient's name correctly throughout the discussion.		
	17	Uses non-judgmental words and phrases even if the patient uses judgmental language or phrases.		
	18	Allows the patient to speak without interrupting.		
	19	Communicates with open, welcoming, and calm voice tone and/or body language.		
Assess Understanding	20	Assesses patient's comfort/familiarity with clinical research/science.		
	21	Elicits patient's personal perspectives relevant to their participation in the study.		
	22	Elicits patient's feelings, emotions about participating in the study.		
	23	Asks about the patient's understanding of the physical risks and information security/confidentiality risks, using teach-back, summarizing, or questions.		
	24	Probes for questions throughout until patient has no more.		
Show Empathy	25	Expresses concern for the patient's health/status.		
	26	Uses vocabulary, metaphors, and/or clear succinct phrases that are adapted to improve the patient's understanding of procedures, risks, benefits, and the patient's participation in the study.		
	27	Specifically addresses patient's questions and/or concerns about the study (if raised).		
	28	Pauses to allow patient to absorb information and/or ask questions.		
	29	Speaks at a pace which is easily understood.		
	30	Conveys interest in patient (restate concerns, responsive body language: no distracting behaviors).		
	31	Responds with empathy to the patient's emotions, personal perspective, and/or concerns about participating in the study when answering questions, making transitional statements, or giving information.		

SIDE TWO: Rate the overall quality of the RA's interaction with a patient. Review the description and circle the number that most closely matches what you observed: 1 if quality is poor, 5 if quality is high.

32 – Establish Rapport

1	2	3	4	5
No positive elements of relationship building. Many verbal and non-verbal behaviors, which give patients negative feelings about the interviewer.	Some elements of relationship building. Some verbal or non-verbal behaviors feel awkward to some patients.	Many elements of relationship building. Attempts to use verbal or non-verbal cues elicit a mostly positive response.	Consistently uses verbal and nonverbal cues effectively to build a relationship which is well received by patient.	Excellent use of verbal and non-verbal behaviors, resulting in the patient feeling at ease, and open to posing questions or voicing concerns.

33 – Respond to Emotion

1	2	3	4	5
Comments or responds in a way which demeans, criticizes, or minimizes patients' feelings.	Sometimes acknowledges patient's feelings or concerns but does so ineffectively.	Responds appropriately when the patient expresses feelings, and refers to the patient's perspective during the discussion.	Responds effectively to the patient's feelings and incorporates the patient's perspective into the discussion. Able to assess emotions, usually able to respond respectfully and empathetically.	Consistently resonates with the patient's feelings, effectively incorporating the patient's perspective into the discussion. Able to assess emotions, consistently able to respond respectfully and empathetically.

Rater Comments – Please use the space below for additional comments.