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ESSENTIAL ELEMENTS OF COMMUNICATION **GLOBAL RATING SCALE**

The Essential Elements of Communication (EEC) **Global Rating Scale**

University of New Mexico School of Medicine

T McCarty MD, N Sinclair BSN, MBA, RN, B Wilson MD, MPH, P Barnett MD, MPH, T T Anderson MD

Objectives

- Provide specific behavioral communication skills objectives for student learning
- Measure communication skills using behavioral anchors
- Track skill development over time Provide performance feedback to students
- Develop instrument applicable in multiple settings
- · Generate 4 year performance standards profile

Scoring Method: Global Rating Scale

- When compared to checklists:
- Better measure of complex tasks
- Reliability similar
- Better able to discriminate increasing clinical experience
- Better construct validity Better concurrent validity

Communication Skills Consensus Statement

- Kalamazoo Communication Consensus Conference 1999 included representatives of:
- · 5 major communication skills educational models
- AAMC, ABIM, ACGME, ACMC, AMA, CanMEDS 2000, ECFMG, Macy Health Communication Initiative, NBME, several medical specialities
- Resulted in broad based representation endorsing a common vocabulary 7 essential elements

UNM School of Medicine Global Rating Scale Adoption

 Initial 5 element behaviorally anchored global rating scale developed in 1997 · Reorganized around 7 essential elements in 2002; implemented across curriculum



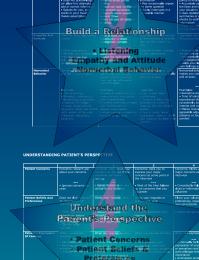




· Vocabulary

Patient Understanding of Illness

Clinician Explanatio Einformation Quality



Patient's Expression of Feelings Specific Circumstancity



ment Plan Impleme

Provide Closure

Essential Elements of Communication Global Rating Scale Scoring Sheet

	1	2	3	4]
1. Open the Discussion Introduction Patient Opening Agenda Setting	0	0	0	0	Comments:
 Build a Relationship Listening Empathy and Attitude Nonverbal Behavior 	O	0	o	o	Comments:
3. Gather Information History Questions Organization and Transitions Physical Examination Personal Privacy	0	0	0	0	Comments:
4. Understand the Patient's Perspective Patient's Concerns Patient's Beliefs and Preferences Patient's Expression of Feelings Specific Circumstances	0				Comments:
5. Share Information Vocabulary Patient Understanding of Illness Clinician Explanation Information Quality and Format	0	0	0	0	Comments:
6. Reach Agreement Treatment Planning Treatment Plan Implementation	0	0	0	0	Comments:
7. Provide Closure Conclusion	0	0	0	0	Coments:

EEC-GRS Applications

Teaching

- undergrad and graduate medical curriculum

- Available on Web CT
 Used on all formative (learning) examinations

Assessment

- Faculty set consensus based, developmentally appropriate, minimally acceptable performance standards

- Standard visit of the post examination of the standard visit of the visit of

Feedback

- Faculty self-reflection
 Faculty development in communication skills