A Description of the Use of a Communications Skills Global Rating Scale Based on the Essential Elements of Communication Kalamazoo Consensus Statement

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The Essential Elements of Communication (EEC) Global Rating Scale

University of New Mexico School of Medicine

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

EEC-GRS Applications
Teaching
• Common language and framework for all communication skills teaching across undergraduate and graduate medical curriculum
• Foundation of communication skills instruction in first year clinical skills course
• Reemphasized periodically in clinical curricula
• Used on all formative (learning) examinations

Assessment
• Assessment and teaching framework coincide
• Faculty set consensus based, developmentally appropriate, minimally acceptable performance standards
• Standardized patients appreciate opportunity to systematically score communication quality with global rating scale
• Same instrument used for all examinations

Feedback
• Formative and summative communication skills feedback based on EEC-GRS
• Faculty and standardized patients are trained using behaviorally anchored video clips prior to giving verbal or written feedback
• Standardized patients receive general and case specific training before providing feedback
• Instructing faculty in use of EEC-GRS resulted in
  ♦ Faculty self-reflection
  ♦ Faculty development in communication skills

References

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