4-28-2004

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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Recommended Citation
The Essential Elements of Communication (EEC)

Global Rating Scale

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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
- 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

ESSENTIAL ELEMENTS OF COMMUNICATION

GLOBAL RATING SCALE

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
- Reinforced periodically in clinical skills workshops
- 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

"designed & produced by biomedical communications, #1152"