

STANDARDS FOR ASSESSMENT: COMMUNICATION STATION

Conduct of Assessment	A candidate will demonstrate:
	an understanding of the roles and responsibilities of paediatricians
	effective responses to challenge, complexity and stress in paediatrics
	effective skills in three-way consultation and examination
	an understanding of equality and diversity in paediatric practice
	ethical personal and professional practice
Appropriate explanation and negotiation	
	an understanding of effective communication and interpersonal skills with children of all ages
	empathy and sensitivity and skills in engaging the trust of and consent from children and their families
	an understanding of listening skills
	<i>Or effective communication and interpersonal skills with colleagues (if communication with colleague not patient or family)</i>
	<i>Or professional respect for the contribution of colleagues in a range of roles in paediatric practice (if communication with colleague not patient or family)</i>
Accuracy of information given	
	knowledge of the science- base for paediatrics <i>(as outlined in the Framework of Competences for Level 1 in Paediatrics)</i>
	knowledge of common and serious paediatric conditions and their management
	an understanding of basic skills in giving information and advice to young people and their families

Please turn over for more detailed advice on how to interpret if a candidate has reached these standards

The final mark for each station is based upon the expert assessment of each candidate's performance, clinical ability and knowledge. These Anchor statements provide a list of the components which contribute to judging a candidates performance. The importance or relevance of the individual component will vary from station to station.

ANCHOR STATEMENTS: COMMUNICATION

Expected standard:	CLEAR PASS	PASS	BARE FAIL	CLEAR FAIL	UNACCEPTABLE
Conduct of interview	<p>Full greeting and introduction.</p> <p>Clarifies role and agrees aims and objectives.</p> <p>Good eye contact and body language. Perceived to be actively listening (nod etc) with verbal and non-verbal.</p> <p>Patient and examiner can hear and understand fully. Appropriate level of confidence.</p> <p>Empathetic nature and shows respect. Allows parent/patient sufficient time to speak. Responds appropriately to concerns and emotional needs. Picks up verbal and non-verbal cues.</p>	<p>Overall approach structured.</p> <p>Appropriate style of interview responsive to parent/patient.</p> <p>Verbal and non-verbal skills are at an acceptable level.</p> <p>Minor problems with confidence or delivery of message.</p>	<p>Inadequate identification of role, aims and objectives.</p> <p>Excessive use of closed questions.</p> <p>Fails to respond appropriately to parent/patient concerns</p> <p>Poor eye contact and body language.</p> <p>Not perceived to be actively listening (nod etc) with verbal and non-verbal cues.</p>	<p>Fails to identify or respond to parent/patient concerns.</p> <p>Unsatisfactory in several components.</p>	<p>Ignores or is dismissive of parent/patient concerns.</p> <p>Lack of civility or politeness.</p> <p>Rudeness or arrogance.</p> <p>Inappropriate manner including flippancy.</p>
Appropriate explanation and negotiation	<p>Clear explanation avoiding jargon.</p> <p>Explores subject's prior knowledge, ideas, concerns, expectations and feelings.</p> <p>Assesses prior knowledge.</p> <p>Asks clear questions with appropriate use of open and closed style.</p> <p>Summarises, checks understanding and concludes the interview appropriately.</p>	<p>Misses minor cues.</p> <p>Generally jargon free.</p> <p>Adequate exploration of subject's knowledge and views.</p> <p>Summary with important details.</p>	<p>Uses medical jargon without explanation.</p> <p>Poor summary.</p> <p>Misses important points or makes too many minor errors.</p>	<p>Communication ineffective in transferring the important information.</p> <p>Poor response to cues.</p> <p>No summary or summary contains significant inaccuracies or is wrong.</p>	<p>Behavioural: Arrogant lack of negotiation skills.</p> <p>Medical Knowledge / Competence: Serious or dangerous deficiencies in facts explained or method of explanation.</p>
Accuracy of information given	<p>Conveys appropriately selected and accurate information.</p> <p>Information is correct in all-important detail.</p> <p>It is explained in a way that is likely to be understood, and steps are taken to ensure that the important messages have been understood.</p>	<p>Interview covers all essential issues but may omit occasional relevant but less important points.</p>	<p>Major important inaccuracies or too many minor inaccuracies in information given.</p> <p>Poor attempt to ensure understanding.</p>	<p>Significant components omitted or not achieved.</p> <p>Important or numerous inaccuracies in information given.</p>	<p>Behavioural: Potentially dangerous information given.</p> <p>Medical Knowledge / Competence: Serious inaccuracies in information given.</p>

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