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Table 2. Result qualitative analysis.

Domain	Theme	Subtheme	Number of interviews demonstrating theme (n= 10)	Exemplar Quotes
Motivation to pursue fellowship				
	Career preparation		10	"I've always just been in love with the idea of academia and part of that is research, and you know wanting to be in an academic place, and you know, wanting to be able to go up for academic promotion and all those things to me. Research should be a part of that... So, I wanted to make sure that I at least had some experience and some understanding to be able to do quality work and to be able to interpret quality work in the right way." (Participant 9)
	Passion for education		5	"...There's this other side of me, that is kind of oh, you know, I don't know if I would use the word creative, but likes to write, that likes to think about things... But I was the one that was buying textbooks all the time, and you know just kind of had a little bit more of that nerdy side, I guess, and so that I think just, you know, as I thought about like what my career would be like and what I wanted my life to be like I knew that I wanted more than just working shifts. And I couldn't have

28 Comparing Attending and Patient Evaluation of Medical Student Communication Skills on an Emergency Medicine Clerkship

Jason Lewis, Lakshman Balaji, Anne Grossestreuer, Nicole Dubosh

Learning Objective: To determine how attending and patient assessment of medical student communication skills correlate.

Background: Accurately assessing medical student (MS) patient communication skills is an essential component of undergraduate medical education. There are different methods used to evaluate MSs, including supervising attending physician ratings as well as patient assessment. However, it is unclear how these distinct types of evaluators compare with each other.

Objectives: To determine how attending and patient assessment of MS communication skills correlate. We hypothesized the two would closely correlate.

Methods: This was a retrospective study of rotating

fourth-year MSs on an elective EM clerkship. From 7/16–10/17, ED attending physicians and patients assessed MS communication skills during the students' ED shifts. Attendings rated MS communication skills with patients using a 1-5 Likert scale. Patients evaluated MSs using the modified Communication Assessment Tool (CAT), a 14-item questionnaire based on a 1-5 Likert scale. Mean attending ratings and patient CAT scores were calculated for each MS. Due to nonparametric distribution, means were divided into tertiles and scores weighted to assign adjacent tertiles partial agreement. Agreement between attending and CAT scores was measured using a Cohen's kappa.

Results: 25 MSs were included. A total of 217 supervising attending evaluations with a median of 9 evaluations per MS (interquartile range (IQR) 8-10, min 6) and 102 CAT questionnaires with a median of 4 evaluations per MS (IQR 3-5, min 3) were completed. Attending and CAT scores showed slight agreement (k 0.196).

Conclusions: Attending and patient ratings of MS communication skills show only slight agreement. It is possible that utilizing only one type of evaluator during a clerkship may miss important communication issues that could be addressed with the MS. Utilizing a multimodal approach that includes both attending and patient evaluations may be beneficial in fully assessing and subsequently educating MSs on their patient communication skills.

29 CORD COVID-19 Task Force Report on the Pandemic Impact on Undergraduate Medical Education

Melissa Platt, Shannon Moffett, Rebecca Bavolek, Leah Bradlow, Melanie Camejo, Sarah Dunn, Tabitha Ford, Kristi Grall, David Jones, Bryan Kane, Eric Lee, Stephen Miller, Brian Milman, Lauren McCafferty, Lisa Stoneking, Taylor Surlis, Amy Cutright, Isaac Shaw, Morgan Wilbanks

Learning Objective: We sought to describe the effects of COVID-19 on UME within EM.

Background: The COVID-19 pandemic has affected multiple aspects of Undergraduate Medical Education (UME) beyond infection and illness. Many universities, medical schools, and hospitals instituted policy changes around educational gatherings and clinical participation. State-issued travel restrictions impacted both rotations and altered the Match process.

Objectives: We sought to describe the effects of COVID-19 on UME within EM.

Methods: CORD chartered a COVID-19 Task Force comprised of 18 selected educators to explore the pandemic's impact on EM. A Modified Delphi process was used to develop multiple survey instruments. This process included a literature search for validated questions and internal piloting