

ANCHOR STATEMENTS: COMMUNICATION

Expected standard:	CLEAR PASS ≥55%	BARE FAIL 45%	CLEAR FAIL ≤40%
Introduction	Greets the parent Introduces self Obtains the parent's and child's name and uses them. Clarifies role and agrees aims and objectives of the interview.	Superficial greeting with no introduction Inadequate identification of role, aims and objectives.	No greeting or introduction Ignores defining role and agreeing on aims and objectives
Organisation	Superior organisation Flexible Signposts to guide interview, e.g. uses transition statements Consistent control of the interview Assesses the parent's starting point. Uses parent's response to guide the next steps in moving forward. Discovers what other information would help and responds to this	Organisational approach is formulaic Minimally flexible Mostly structured but somewhat abrupt transitions Inconsistent control of the interview.	No recognisable plan to the interaction No flexibility No transition statements Parent must determine the direction of the interview
Interview style	Asks clear questions with appropriate use of open and closed style. Allows parent sufficient time to speak. Perceived to be actively listening (nods, etc.) with verbal and non-verbal responses.	Excessive use of closed questions. Interrupts parent unnecessarily Not perceived to be actively listening (nods, etc.) with verbal and nonverbal responses.	Relevance of some questions asked unclear Limits parents opportunity to speak Fails to engage, frustrates and/or antagonises the parent. Distracted and aloof.
Empathy	Acknowledges parent's concern and feelings as well as values and accepts legitimacy. Responds consistently in a perceptive and genuine manner to the parent's needs and cues. Shows respect. Non-judgemental	Responds to parent's needs and cues, but not always effectively Inconsistent response to needs and cues- occasionally good, occasionally ignores cue Inappropriately casual Hints of being judgemental (occasional)	Ignores or is insensitive to parent concerns and emotional needs Inappropriate manner including flippancy. Lack of civility or politeness. Rudeness or arrogance Judgemental
Verbal skills	Exhibits command of expression (fluency, diction, grammar, vocabulary, tone, volume and modulation of voice, rate of speech, pace and pronunciation)	Exhibits sufficient control of expression to be understood by an active, engaged listener (parent) Garrulous or verbose	Mumbles or difficult to hear or understand.
Non-verbal skills	Exhibits finesse and command of non-verbal expression (eye-contact, gesture, posture, use of silence, etc.) Appropriate level of confidence.	Poor eye contact and body language sometimes distracts. Lacks confidence, anxious.	No eye contact and/or inappropriate body language Nervous, uncertain

Appropriate explanation	Gives clear explanation in an organized manner using “bite-size pieces”. Avoids jargon. Personalizes the information rather than giving it as a rote speech (e.g., uses the child’s name)	Information overload Occasional use of medical jargon without explanation. Appears to be going through the motions rather than attempting to individualise message(s).	Communication ineffective in transferring the important information. Frequent use of jargon No personalisation
Accuracy of information given	Conveys appropriately selected information. Information is correct in all-important detail.	Provides some superfluous or unnecessary information Major important inaccuracy or too many minor inaccuracies in information given.	Relevance of Information provided is questionable Serious or numerous inaccuracies in information given.
Negotiation and/or reassurance	Reassures appropriately. Avoids portraying more hope or optimism than is warranted to deal with the parents’ emotions. Allows parent time to react (use of silence), allows for time to think.	Reassures inappropriately, offering more hope or optimism than is warranted.	Fails to reassure. Imposes own view(s)
Response to caregiver’s reaction(s)	Anticipates possible responses by parent Explores parent’s response, picks up verbal and non-verbal cues and responds appropriately. Manages parental emotions smoothly	Is surprised by parent’s response. Misses some verbal or non-verbal cues. Has difficulty managing parent’s emotions.	Non-response to verbal or non-verbal cues. Ignores parent’s emotional response
Conclusion	Summarizes information in a way that is easy to understand. Checks understanding Concludes the session appropriately, with follow up plan (if necessary).	Poor summary. Fails to check understanding Abrupt termination of session, with no follow up plan	Fails to summarise, check understanding or conclude session
Overall	Responds precisely and perceptively to the task, consistently integrating all components	Performs some components of the task effectively. Demonstrates deficiency in some interpersonal and communication skills	Responds inappropriately and ineffectively to the task, indicating a lack of knowledge and/or undeveloped interpersonal and communication skills