



# A Rubric to Measure Nurse-to-Physician ISBAR Communication

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## Background:

- Communication remains a priority improvement initiative throughout healthcare organizations globally (IHI, 2015; IPEC, 2016; TJC, 2019).
- Nursing students may have limited opportunities to communicate with physicians in the clinical setting.
- Use of a rubric may be helpful to better guide the teaching, learning, and evaluation of this critical skill.
- The ISBAR Interprofessional Communication Rubric (IICR) (Foronda et al., 2015) was developed and tested, but was lacking a way of measuring length, order, and accuracy of communication.
- The aim of this study was to determine validity and reliability of a revised rubric designed to measure nurse-to-physician communication.

## Methods:

- Five physicians and five nurses evaluated the rubric for content validity.
- Fifty baccalaureate nursing students performed a nurse-to-physician phone communication in a simulation hospital.
- Simulation performances were video-recorded.
- Three raters independently scored the simulation performances using the rubric.
- Item content validity and intraclass correlation (ICC) was calculated.

## Results:

- **Face validity was determined amongst physicians and nurse educators.**
- **Reliability of all variables (Cronbach's alpha) was .931.**
- "Identify" had an ICC of .640.
- "Situation" had an ICC of .858.
- "Background & Assessment" had an ICC of .363.
- "Recommendation & Repeat" had an ICC of .822.
- "Order & Accuracy" had an ICC of .864.

## Conclusions:

Students and educators may benefit from use of a psychometrically tested tool to guide and standardize the important skill of interprofessional communication.

### Acknowledgements

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### References

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Learner: \_\_\_\_\_ Rater: \_\_\_\_\_

ISBAR Nurse-to-Physician Communication Rubric					
Quantitative Rating	Ineffective (0)	Marginal (1)	Developing Competence (2)	Exceptional (3)	Score
<b>Identify</b> <input type="checkbox"/> Name <input type="checkbox"/> Position/Professional Title <input type="checkbox"/> Where he/she is calling from	RN student provided 0 of the 3 criteria	RN student provided 1 of the 3 criteria	RN student provided 2 of the 3 criteria	RN student provided 3 of the 3 criteria	
<b>Situation</b> <input type="checkbox"/> Patient by name and age <input type="checkbox"/> Diagnosis or chief complaint <input type="checkbox"/> Reason for the call/problem	RN student provided 0 of the 3 criteria	RN student provided 1 of the 3 criteria	RN student provided 2 of the 3 criteria	RN student provided 3 of the 3 criteria	Score
<b>Background &amp; Assessment</b> <input type="checkbox"/> Relevant Past Medical History <input type="checkbox"/> Relevant assessment data <input type="checkbox"/> Recent interventions for the patient	RN student provided 0 of the 3 criteria	RN student provided 1 of the 3 criteria	RN student provided 2 of the 3 criteria	RN student provided 3 of the 3 criteria	Score
<b>Recommendation &amp; Repeat</b> <input type="checkbox"/> Suggests potential reason for condition or suggests interventions. <input type="checkbox"/> Provides timeframe/urgency for action <input type="checkbox"/> Repeats back all orders, clarifying if needed	RN student provided 0 of the 3 criteria	RN student provided 1 of the 3 criteria	RN student provided 2 of the 3 criteria	RN student provided 3 of the 3 criteria	Score
<b>Order &amp; Accuracy</b> <input type="checkbox"/> Correct Order/Sequence <input type="checkbox"/> Accurate Data Reported <input type="checkbox"/> Concise	RN student provided 0 of the 3 criteria	RN student provided 1 of the 3 criteria	RN student provided 2 of the 3 criteria	RN student provided 3 of the 3 criteria	Score
<b>Total Score is out of 15 possible points A passing score is 13 points or higher</b>					<b>Total Score</b>