A Global Measure of Nursing Student Communication: The Interpersonal Communication Assessment Scale

Marilyn Klakovich, DNSc., RN, NEA-BC
University of Phoenix,
Omicron Delta, Iota Sigma
California, USA
Objectives

• Propose strategies for using the Interpersonal Communication Assessment Scale (ICAS) to teach and evaluate communication skills in nursing students.

• Appraise methods for translating and adapting instruments for use in countries other than the one for which the instrument was originally developed.
Methods

- Literature Review
- Critical Incident Technique
- Item Development
- Content Validation
- Pilot Testing
- Psychometric Testing
Psychometric Testing (N = 531)
Subscales

- **Advocacy** - clearly conveying diagnostic and other relevant information in a way that supports patient/family wishes and decisions.

- **Therapeutic Use of Self** - demonstrating interpersonal behaviors that assist clients in achieving healthy emotional and behavioral outcomes by being genuine, empathetic, and respectful to the client.

- **Validation** - listening carefully and verifying that the intent of messages is accurately interpreted.
The ICAS significantly differentiated the interpersonal communication competencies of the 4 student groups for the total scale ($F = 49.27$, $p < .001$) and subscales.
ICAS Uses

- Systematic review— one of 6 instruments out of 16 judged as having high quality with low risk of bias
- Listed by Health Foundation in “Helping measure person-centred care” publication
- Level 2 affective measure as part of Kirkpatrick model
- Adapted for work with Alzheimer’s patients and their caregivers
- Translated into 5 languages
Translation and Adaptation

- Forward translation
- Expert committee review
  - Clarity
  - Comprehensibility
- Back translation
- Expert committee review to strengthen semantic equivalence
- Psychometric testing to ensure conceptual equivalence
Chinese Version

- Internal Consistency
  - Total Scale
  - Subscales
- Test–retest reliability
- Correlation with self-efficacy and nurse-patient communication competence
- Exploratory factor analyses
- Confirmatory factor analyses
Portuguese Version

- Internal consistency
- Correlated with original version
- Temporal stability
- Items demonstrated good discrimination and scale homogeneity
- Study done only with beginning students. Further research recommended final year students of baccalaureate program and master’s students
Conclusions

• ICAS demonstrates construct validity and internal consistency
• Has been successfully translated and used in 5 non-English speaking countries.
Recommendations

• Collect data from use of ICAS with students outside of the United States for further psychometric testing
• Use in a variety of countries as teaching tools and evaluation measures to prepare global nursing workforce