Performing Communication As An Effective Means of Student Learning Communication Skills: Using Critical Performative Pedagogy

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Learning Objectives:
1. Describe the framework communication skills practice within a patient simulation
2. Describe the students’ learning process and the learning outcomes
3. Formulate strategies to engage and promote critical performative pedagogy (CPP) in simulations

Conflict of Interest: no conflict of interest
Introduction

The ability to communicate effectively with patients, their families and colleagues, is a mandatory core skill for all nurses (Nursing and Midwifery Council, 2015).

Nursing students are challenged to demonstrate good communication skills from their first patient encounter.

The student is expected to maintain effective communication in practice by interacting continually with their patient and his/her family, and staff.
Introduction

Building good communication skills is learned; it is an art and process that takes time to fine tune.

In the last decade, patient simulation has been developed as a learning method to simulate real-life interpersonal interactions and relationships (Loth, Andersen, & Mitchell, 2015).

Nursing students interact face to face in vivo with actors that mimic real patients, family and staff.

In this way, students have a controlled, supportive learning environment where instruction is effective. Students gain meaningful experience to help them perform and hone their communication skills (Arveklev et al., 2018).
Another recent approach for patient simulation is to use actors to dramatize real-life situations for students to enhance their action-based learning.

The direct impact on students of these simulated, acted scenarios is impressive and results in long-standing learning gains (Arveklev et al. 2015).
Simulations topics:

- A patient is reluctant to receive care
- A helpless patient
- A restless patient
- Setting boundaries in a nursing-patient relationship
- Multicultural communication
- Communication Barriers
- Delivering Bad News
- Bullying
Drama offers students an opportunity to try and explore different roles and perspectives (Burton, 2013).

Such theatrical scenarios allow communication skills to be observed by students when they are in a virtual situation. In this way, they can learn from others more effective methods of communication.
Critical performative pedagogy (CPP) is a novel multidimensional instructional practice to facilitate dialogue between teachers and students.

CPP provides a rehearsal space that encourages active and extensive engagement of the students in the learning process.

Such practice promotes students’ awareness of their actions. In this way, students enhance both their personal and academic development in a social environment (Chapell & Cahnmann-Taylor, 2013),

This facilitates their comprehension of the power dynamics that shape social interactions (Harman & Zhang, 2015).
Critical performative pedagogy (CPP)

Dramatic performance can play a significant role in the ability of individuals to empathize, understand, identify and have compassion with others (Lightblau, 2014).

It enables participants to reflect on their actions (Harman, Ahn, & Bogue, 2016).
Critical performative pedagogy (CPP)

Psychodrama Instructor

A group of 6-8 students viewers

Actor vs. Student
Critical performative pedagogy (CPP)

Every simulation has a conflict of wills (patient vs. nurse, family member vs. patient, family member vs. nurse, nurse vs. nursing student)

The Actor feels how much he can “advance in the situation”

Student viewers can be involved in the situation by using psychodrama techniques:
Protagonist
Doubling
Role Reversal
Methods: Content Analysis

The undergraduate nursing program at the University of Haifa applies CPP in communication skills practice within a patient simulation framework. For the last 4 years, a sequence of patient simulations (N=11) have been conducted in students’ clinical studies.

These simulations were designed to accompany clinical learning experience and intentionally, like an echo, to transmit this learning into "communication with a simulated patient".

The reflective journals of the students demonstrate the uniqueness of CPP in succeeding to obtain the desirable learning process goals - social and emotional learning (SEL) (CASEL, 2017).
what I learned during the simulation

- Skills: 21
- Getting to know myself: 3
- Emotional processes: 6
- Conventions / patterns: 11
- Internal reality versus external: 28
- Cognitive processes: 3
Fourth Year Simulation # 11

what I learned during the simulation

- Skills
- Getting to know myself
- Emotional processes
- Conventions / patterns
- Internal reality versus external
- Cognitive processes
Second Year Simulation #1

Themes from students Reflection on the simulation

- Perception of reality: 32
- Experience: 15
- Coping: 11
- Self-soothing: 9
- Emotional control: 8
- Focused: 7
- Synchronized learning: 6
- Complex environment: 6
- Getting to know myself: 5
- Judgmental: 5
- Group learning: 4
- Fear of making mistakes: 1
Fourth Year Simulation # 11

Themes from students Reflection on the simulation

- Perception of reality: 9
- Experience: 12
- Coping: 2
- Self-soothing: 6
- Emotions control: 11
- Focused: 11
- Synchronized learning: 12
- Complex environment: 5
- Getting to know myself: 11
- Judgmental: 1
- Group learning: 2
- Fear of making mistakes: 9
## The learning process

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<thead>
<tr>
<th>Second Year Simulation # 1</th>
<th>Fourth Year Simulation # 11</th>
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<tr>
<td>Getting to know myself</td>
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<tr>
<td>Skills</td>
<td>Cognitive processes</td>
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<td>Emotional control</td>
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More control and understanding of the situation
Results:

The outcome of learning demonstrates social and emotional learning (SEL) of the students.

That enhances students’ intrapersonal, interpersonal, and cognitive competence in the context of communication skills:

Self-awareness

Self-management

Social-awareness

Relationship skills
Conclusion:

Dramatic performance is playing a significant role in enhancing communication skills for nursing students.

Due to the positive findings, we will continue to work with the SEL.

Our future projects will build on each of the communication skills by developing specific modules.

Our plan is to test each module for reliability, and to assess change over time.
Thanks!

Thank you in various languages:

- English: Thanks!
- Czech: děkuji
- Hindi: शुक्रिया
- Portuguese: Obrigado!
- German: Dank
- Albanian: Hvala
- Korean: 감사합니다
- Italian: Grazie
- Spanish: Gracias
- Hungarian: Köszönettel
- Japanese: ありがとう
- Chinese: 謝謝
- Tamil: இலக்கும்


