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Title:

The Effect of Education Intervention on Communication, Interpersonal Relationships, and Caring Behaviors Among Clinical Nurses

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ACCEPTED

Session Title:

Education Poster Session 2 (Monday/Tuesday, 18 & 19 November)

Slot:

EDU PST2: Monday, 18 November 2019: 8:00 AM-8:45 AM

Abstract Describes:

Completed Work/Project

Applicable Category:

Clinical

Keywords:

caring behaviors, communication and interpersonal relationships

References:

Andre, B., Frigstad, S. A., Nst, T. H., & Sjvold, E. (2016). Exploring nursing staffs communication in stressful and non-stressful situations. *Journal of Nursing Management, 24*(2), E175–E182. doi:10.1111/jonm.12319

Bumb, M., Keefe, J., Miller, L., & Overcash, J. (2017). Breaking bad news: An evidence-based review of communication models for oncology nurses. *Clinical Journal of Oncology Nursing, 21*(5), 573-580. doi: 10.1188/17.CJON.573-580

Granheim, B. M., Shaw, J. M., & Mansah, M. (2018). The use of interprofessional learning and simulation in undergraduate nursing programs to address interprofessional communication and collaboration: An integrative review of the literature. *Nurse Education Today*, 62, 118-127. doi: 10.1016/j.nedt.2017.12.021

Horsley, T. L., Reed, T., Muccino, K., Quinones, D., Siddall, V. J., & McCarthy, J. (2016). Developing a foundation for interprofessional education within nursing and medical curricula. *Nurse Educator*, 41(5), 234-238. doi: 10.1097/NNE.0000000000000255

Tobiano, G., Marshall, A., Bucknall, T., & Chaboyer, W. (2015). Patient participation in nursing care on medical wards: An integrative review. *International Journal of Nursing Studies*, 52(6), 1107-1120. doi: 10.1016/j.ijnurstu.2015.02.010

Warnock, C. (2014). Breaking bad news: Issues relating to nursing practice. *Nursing Standard (2014+)*, 28(45), 51. doi: 10.7748/ns.28.45.51.e8935

Abstract Summary:

The communication education based on SPIKES is feasible and may be effective to improve the communication ability, interpersonal relationship, and caring behavior on clinical nursing staffs.

Content Outline:

Introduction: Well-designed communication education can promote communication effectively and interpersonal caring behaviors on caregivers and patients.

Purpose: To evaluate the effects of the situational simulation education on communication, interpersonal relationships, and caring behaviors among clinical nurses.

Methods: A quasi-experimental design was used and longitudinal data collected. In the experimental group recruited from their own wills and received the education program on SPIKES protocol of 2 hours a week for 4 weeks. The control group was matched for working levels and years of the experimental group nurses by randomly, but did not involve in the education program. Data were collected at before the education program, end of the education, one month and three months after the education.

Results: A total of 73 nurses were enrolled in this study. 11 nurses in the experimental group did not complete the education program. Only sixty-two nursing staffs were included in the analysis, thirty-one in each group. After the education intervention, the improvement scores on communication ability ($F=4.19, p=.031$), interpersonal relationship ($F=4.58, p=.036$), and caring behavior ($F=4.48, p=.038$) in the experimental group were significantly higher, compared with those who were in the control group.

Conclusion: The education, two hours in duration for 4 times, is effective, and can enhance skills on communication ability, interpersonal relationship, and caring behaviors for clinical nurses. The effect can be extended for three months after education interventions.

Topic Selection:

Abstract Text:

Introduction: Nurses are the front line of medical care, who is the most frequent contact with patients. The current communication education is limited to new nursing staffs and grassroots leaders, and it is not implemented comprehensively. Well-designed communication education can promote communication effectively and interpersonal caring behaviors on caregivers and patients.

Purpose: To evaluate the effects of the situational simulation education on communication, interpersonal relationships, and caring behaviors among clinical nurses.

Methods: This study evaluated the effects of the situational simulation education on communication, interpersonal relationships, and caring behaviors among clinical nurses. A quasi-experimental design was used and longitudinal data collected. Participants recruited from the south medical center of Taiwan, and had been clinically working over three months. The exclusion criteria were those who worked in emergency departments, intensive care units, or didn't directly care patients. In the experimental group recruited from their own wills and received the education program of 2 hours a week for 4 weeks. The education program based on SPIKES protocol (setting, perception, invitation, knowledge) conducted by clinical situation using group discussion, reflections, and role play strategies. The control group was matched for working levels and years of the experimental group nurses by randomly, but did not involve in the education program. Data were collected at before the education program, end of the education, one month and three months after the education.

Results: A total of 73 nurses were enrolled in this study. 11 nurses in the experimental group did not complete the education program. Only sixty-two nursing staffs were included in the analysis, thirty-one in each group. The communication ability significantly increased over time in the experimental group ($F=32.76, p<.001$) and the control group ($F=6.24, p=.001$). Interpersonal relationships ($F=12.74, p<.001$) and caring behaviors ($F=15.92, p<.001$) in the experimental group increased significantly after educational interventions. After the education intervention, the improvement scores on communication ability ($F=4.19, p=.031$), interpersonal relationship ($F=4.58, p=.036$), and caring behavior ($F=4.48, p=.038$) in the experimental group were significantly higher, compared with those who were in the control group.

Conclusion: The education, two hours in duration for 4 times, is effective, and can enhance communication abilities, interpersonal relationship, and caring behaviors for clinical nurses. The effect can be extended for three months after education interventions. The further research needs to strength the adherence rates for continuing nursing education on clinical nurses.