USING ROLE PLAY TO IMPROVE COMMUNICATION COMPETENCE IN NURSING STUDENTS

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Introduction

• A communication skill is an essential competence in nursing practice

• This competence are composed of effectively communicate, build therapeutic relationships and take individual differences, use both of verbal and non-verbal communication, recognize the need of the patient, respect and protect confidential information (Webb, 2011)
Introduction

• Based on systematic review, the use of role-play strategy is effective in facilitate the communication skills. (Lane & Rollnick, 2007)

• Role play teaching offers the opportunities of the real life scenario.

• Role-play prepares students to deal more efficiently, competently, and empathetically. (Dawood, 2013)

• That opportunity offers the student to develop and enhance communication skills. (Chan, 2012; Fisher, Taylor, & High, 2012)
Objectives

To examine the effect of role play strategies on communication competence of the fourth year nursing students.
Method

**Design**: A quasi-experimental study with two group pretest and posttest design was used in this study.

**Population**: The fourth year nursing students who registered into the midwifery practice for the academic year 2011-2012; Faculty of Nursing, Chiang Mai University.

The students were random into grouped, 22-23 persons per group. Each group enrolled to postpartum practice for 4 weeks. All students were 161 subjects, 92 for intervention group and 69 for wait list control group.

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Method

Instrumentation: Three self-report questionnaires

1) The nursing-patient communication questionnaire;

2) One-page report of students’ experienced during practice questionnaire;

3) Satisfaction of using role play to enhance communication skill.
The nursing-patient communication questionnaire:

• A 10 item of a four multiple choice, the scores ranged from 0-10
• S-CVI of 1.00 and KR-21 of 0.78 (p<.05).
For example:
Which item show the inappropriate conversation to pregnant/couple in the situation

During the prenatal diagnosis counseling, when you informed the pregnant women about the benefit and risk of prenatal diagnosis and she asked you back that If you were me, what should you make your decision

a. The decision making of individual is different
b. You can talk with your husband
c. If I were you, I think I need to do the prenatal diagnosis
d. I think you feel serious with this decision making
Instrumentation

The one page report of students ‘experience during practice questionnaire

• self-reported of descriptive the communication they used to the pregnant/couple
• The score was given by the instructor range from 1 to 5 (inappropriate-mostly appropriate).
The satisfaction of using role play to enhance communication skill questionnaire

- one item asking the satisfaction of using role play. The item was rated on a scale of 1 to 5 (mostly dissatisfaction – mostly satisfaction)
Procedure:

• The student was random into group, and each group was rotated to postpartum practice as schedule
• Each group, during the first day of orientation period, was random into intervention and wait list control group
• The students were then told about the study, instructed on all ethical considerations, and invited to be involved in the study
Procedure:

- All students agreeing to take part were asked to sign a consent form.

- Once a consent form was signed, each student was given the nursing-patient communication questionnaire to complete, which took approximately 10 minutes. And the schedule of course was run on.
Intervention group

• Students were entered the problem-based teaching, in the first week of practice, in the topic of “Caring for pregnant/postpartum women with Thalassemia.”

• There have two role play issue:
  a) How to tell pregnant women that by the result of chromosome study their baby has got hydrop fetalis

  b) After the postpartum women terminated of pregnancy and then turned back to the postpartum ward. How the nurse caring the one who are in loss and grief process.
• In the group of role play, the student acquired to simulate the mother, husband, and nurse in those situations, raw or record into VDO clip
Intervention group

• After class, each student was given a self-evaluate of the nursing-patient communication questionnaire (post-test) and the satisfaction of using role play.

• During the third and fourth week of practicing, four of the one page report of students’ experience during practice returning to PI.
Wait list control group

All activities were as same as those of intervention group except the problem-based teaching in the same topic was set in the last week of postpartum practicing.
Results

The nursing-patient communication questionnaire

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.53</td>
<td>8.49</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Control</td>
<td>7.49</td>
<td>8.31</td>
<td>&lt;.001</td>
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</tbody>
</table>

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Results

One-page report

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Results

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.91</td>
<td>4.19</td>
</tr>
</tbody>
</table>

P = .008
Discussion

• The post-test score of the nursing-patient communication questionnaire was greater than pre-test both in intervention and wait list control groups.

• When the student acts as a mother/couple, they can see the situation from another point of view which will increase understanding and empathy to the patient.

• The seeing something from a new perspective leads to the opportunities of learning, especially critical thinking.
Discussion

• The critical thinking process was addressed to be stimulated by the role play teaching because drama and dramatic conversation increased the learning experience.

• Knowledge is gained through acquiring information via problem solving of the realistic scenario.

• Thus, role play strategy makes the students will be able to summarize the meaning from the scenario and apply in the future of their professional career.

• That’s why one page report of the students’ experienced of the intervention group was significantly greater than those of wait list control group.
Discussion

• For satisfaction score, during 2 to 4 weeks of practicing without learning how to communicate with the patient via the role play class, the student might feel unconfident to express or information giving. Until they involved the role play class in the fourth week; thus, the satisfaction of the group was increased.
Discussion

Comparing with the intervention group, although the group entered the role play class in the beginning of practice period, they had not realized the benefit of the class yet. Thus, the satisfaction score was likely to be less than the control group.
Implications and Recommendations

• Role-play strategy has significant effect on communication competence in the fourth year nursing students.

• Role play strategy can be integrated as a part of the course.

• The utilizing the techniques of drama, role play teaching, is a holistic technique that enhance the emotional understanding, critical thinking and also able to implement the communication skill into other situations in the professional career.

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Thank you for your attention

Q & A