

To evaluate the efficacy of ‘Attitude and Communication Teaching Learning Module’ on the attitude and communication skills of undergraduate nursing students

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Abstract:

Communication skills and positive attitude are the pillars of effective patient care. Therapeutic communication requires necessary training and exposure. It is now the need of era that nursing education must focus on acquisition of communication skills. Researchers strongly recommend the inclusion of a simulation/ module based method for pre clinical teaching of communication techniques in nursing syllabus and results show a significantly successful rate. Objective of the study is to evaluate the effectiveness of the attitude and communication teaching module among undergraduate nursing students .The study design is a randomised control study. The population will be undergraduate Basic Bsc Nursing students. Random assignment of subjects both in the control and experimental group will be done. Baseline data will be collected from both the group, the experimental group will be taught using attitude and communication teaching module and the control group will be following the routine classes on communication and attitude training prescribed in the syllabus. End data will be collected from both the group. The tool, i.e the attitude and communication teaching module will be prepared after the thorough review of literature under the supervision and guidance of research guide with appropriate validation. We expect that the said teaching learning module would help undergraduate nurses learn and adapt communication skills more effectively and this would reflect on their clinical work.

Keywords: Attitude, Communication, Teaching learning module, undergraduate nursing students

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I. Introduction

Nursing is a holistic approach towards patient care, rather than the ability to perform the skills. ¹ Communication skills and positive attitude are the cornerstones of effective patient care.

As a vital member of healthcare team, it is mandatory for the nurses to have certain attributes which include compassionate caring, proper communication skills, responsibility and accountability, proper interaction with patients and their families and other members and the other health team members.² A proper attitude is a mandatory requirement for nurses, not a choice. The patients will be affected by the activities of nurses and other team members. These activities may include attitude or a person's appearance and behaviour. A patient will sense the feeling of getting considerate care if a nurse has a best interest in caring. A positive attitude will improve the customer satisfaction and will act as a building block of therapeutic relationship.

Indian Nursing Council (INC) has set curricular and practice standards of nursing education and its foundation are acquisition of knowledge and core professional competencies. Nurses must achieve certain competencies before completing the course. Communication is one among them. As per the American Nurses Association's (ANA), nurse should create an environment based on ethics and culture of civility, kindness while

treating team members, students, patients also need to maintain a sense of dignity and respect³. The hectic work schedule and stress may prevent a nurse from showing a positive attitude always.

Communication is not a routine and inherited ability as it is perceived always. Effective communication is central to the entire activities of nurses. Communication is the sharing of ideas, emotions and feelings between two persons⁴. Communication is applicable in all areas of nursing care like health promotion, care and health education⁵. The nursing care plan is an evidence based approach of implementation of nursing care which is attained through interaction and with certain skills of verbal as well as nonverbal communication⁶. A good communication strategy requires a detailed understanding of the patient and their problems. Nurses must have necessary skills and a strong motive to understand the issues of the patient. Nurses should be able to convey the message in understandable and acceptable terms. This should be a reflection of the knowledge of the team members within their capabilities⁷

Therapeutic communication requires necessary training and exposure. Nurses learn about the theoretical aspects of communication during their training period but its application in practical terms in different fields of nursing is left uncovered⁷. It is now the need of era that nursing education must focus on acquisition of communication skills. Communication training is a part of nursing syllabus since many years. But the curriculum lacks a guideline or module on the acquisition of communication skills behavioural terms. A nursing student should be able to perform the communication skills like any other procedure they learn for effective patient care upon completion of course. Most of the students are not able to perform the basic communication skills. Researchers strongly recommend the inclusion of a simulation/ module based method for pre clinical teaching of communication techniques in nursing syllabus and results show a significantly successful rate.⁷. A healthcare worker should enable the patient to express the feelings and experiences to gain insight, also patient should be able to freely select the aspects which are important to them⁸. Health care worker must be able to accept the patients view point as well.

Communication ability may vary from person to person, but a necessary training can make them communicate well⁹. Better communication will enhance the therapeutic understanding and will also help to eliminate the patient safety errors¹⁰. The need of developing and implementing a module based communication and attitude training is perceived and felt by many educators. Thus the researcher thought of developing a module on the above mentioned aspects which will pilot the nursing students in achieving skills.

II. Research Question

Is Attitude and communication training module effective in improving the attitude and communication skills of nursing students?

P: Undergraduate nursing students (**Population**)

P- (Problem) teaching attitude and communication skills

I: Attitude and communication skill teaching and learning module

C: Comparison of end point scores in the control and experimental group.

O: Improvement in skill level measured in terms of knowledge and, skill demonstration

AIM

To teach and evaluate the attitude and communication skills of undergraduate nursing students with the help of attitude and communication skill teaching and learning module

OBJECTIVES:

- To assess the perception of the stakeholders towards the need of a module for learning attitude and communication skills
- To design a module to teach undergraduate nursing students the attitude and communication skills
- Piloting of the module
- To evaluate the effectiveness of the attitude and communication teaching module among undergraduate nursing students

HYPOTHESES

H0: The attitude and communication teaching module may not be effective in teaching the undergraduate nursing students the attitude and communication skills

H1: The attitude and communication teaching module may be effective in teaching the undergraduate nursing students the attitude and communication skills

METHODOLOGY:

Research approach: Experimental study

Research design: Randomized control design

Setting: Selected nursing colleges

Population: Undergraduate nursing students

Sample size: 234(Control group 117& Experimental 117)

Formula

Sample size $n = N * X / (X + N - 1)$,

$X = Z_{\alpha/2}^2 * p * (1-p) / MOE^2$,

Here MOE: 5%, Confidence level: 95%, Population Size: 600

Sampling technique: Simple random sampling

MATERIAL:

1. Demographic data sheet
2. Structured questionnaire and checklists for knowledge and skill assessment and for the perception assessment of stake holders prepared by researcher and validated in the pilot study
3. Attitude and communication teaching learning module

INTERVENTION:

The attitude and communication teaching learning module comprises of

1. Learning module for each year
2. Formative elements

METHOD OF DATA COLLECTION:

The study shall be conducted after the necessary approval. Written informed consents would be taken from each subject before recruiting them for study. Permission from the relevant stakeholders shall be obtained. No harm of any nature is foreseen in the study. A direct interview technique would be used to collect data. The investigator would prepare the sampling frame. Each subject would be randomly assigned to the experimental and control group. The researcher would also prepare the attitude and communication teaching learning module with guidance and necessary inputs from the experts of the field. A tool would be designed to collect baseline data. The interventions shall be given to the group of students based upon their year of study. Post intervention data shall be collected from each group.

Ethical Aspect:

This study got the ethical clearance from IEC, (DMIMS (DU)/IEC-2020/2021/8858)

PLAN FOR DATA ANALYSIS: Data will be Analysed using inferential and differential statistics.

SCOPE/IMPLICATIONS

A teaching learning module which is in behavioural terms will be very effective in training the nursing students the mandatory aspects of patient care, that are attitude and communication. It can be easily applied in the syllabus with more focus on the acquisition of skills in behavioural terms. It would also guide the teachers in evaluation of skills.

III. Discussion:

Researchers strongly recommend the inclusion of a simulation/ module based method for pre clinical teaching of communication techniques in nursing syllabus and results show a significantly successful rate¹². Many study findings indicated that nurses doesn't possess communication attributes which may be a result of improper training or a failure to perceive the importance of therapeutic communication¹³. The student should be able to interact with patients in different situations and scenarios.

A Comskill module for Oncology nurses was significantly effective in teaching communication skills in various aspects of patient care. 96% of participants favored the module¹³

The students must incorporate various communication strategies in different situations which includes collecting information, conveying message, supporting, confrontation of believes which are contra productive to the care. They should also be oriented with different strategies appropriate to the situation to prevent stereotyping the communication process. A well defined curriculum is a strong recommendation to direct teachers and students and for the proper evaluation of their communication skills¹⁴.

Expected results and Conclusion:

We expect that the said teaching learning module would help undergraduate nurses learn and adapt communication skills more effectively and this would reflect on their clinical work.

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