

Effectiveness of Health Educational Program on Nurses' Knowledge About Communication Skills with Children at Welfare Children Teaching Hospital in Baghdad City

فاعلية البرنامج التعليمي الصحي في معارف الممرضين حول مهارات التواصل مع الأطفال بمستشفى حماية الاطفال التعليمي في مدينة بغداد

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المستخلص

التواصل العلاجي هو أساس العلاقات التفاعلية بين الفريق التمريض والأطفال المرضى حيث: يتيح الفرص لإقامة علاقة علاجية معهم، وفهم احتياجاتهم، وصياغة التدخلات الفردية أو محاوره المريض وتحسين الرعاية الصحية المقدمة.

الاهداف: الهدف الرئيسي من الدراسة هو تحديد مدى فاعلية البرنامج التثقيفي الصحي في معارف الممرضين حول مهارات التواصل مع الأطفال. **المنهجية:** أجريت دراسة شبه تجريبية في مستشفى حماية الأطفال التعليمي في الفترة من ٧ أكتوبر ٢٠١٨ إلى ٢٢ مايو ٢٠١٩. تم إنشاء البرنامج والأدوات من قبل الباحث لغرض الدراسة. كانت العينة غرضية غير احتمالية من (٣٩) ممرضة تعمل في مستشفى حماية الأطفال التعليمي في مجموعة دراسة مؤلفة من (٣٠) ممرضة تعرضوا لبرنامج تعليمي. تتألف أداة الدراسة من جزأين: الجزء الأول يتناول الخصائص الاجتماعية والديموغرافية للممرضات، في حين يتناول الجزء الثاني اختبار المعرفة الذي يتكون من (٣٥) مادة (خيارات متعددة) استبيانات مقسمة إلى (٥) محاور رئيسية المتعلقة بمعرفة الممرضين حول مهارات التواصل مع الأطفال. وتم تحديد صلاحية أداة الدراسة من خلال لجنة من الخبراء وتم تحديد موثوقية الأداة من خلال طريقة (اختبار - إعادة اختبار). تحليل البيانات المستخدمة هو إحصاءات وصفية واستنتاجية إحصائية، من أجل العثور على الاختلافات بين الاختبار القبلي (قبل تطبيق البرنامج)، الاختبار البعدي ١ و الاختبار البعدي ٢ في مجموعة الدراسة.

النتائج: تشير نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية بين (الاختبار القبلي، الاختبار البعدي ١ و الاختبار البعدي ٢) في مجموعة الدراسة فيما يتعلق (بمعارف الممرضين بمهارات التواصل مع الأطفال).

التوصيات: أوصى الباحث بدورات تدريبية مختصة بمهارات التواصل للممرضين والممرضات مع الامتحانات للحصول على الفائدة والتأثير على معارف الممرضين العاملين في مستشفيات الأطفال، ومثل هذه الدورات يجب أن تستمر لضمان النتائج الأفضل من خلال رفع المستوى المعرفي للممرضين حول مهارات التواصل مع الأطفال في مراحلهم العمرية المختلفة. الكلمات المفتاحية: فاعلية، برنامج تعليمي، معارف الممرضات، مهارات التواصل العلاجية، الأطفال

Abstract:

Background: Therapeutic communication is the basis of interactive relationships among nursing team and their children: that affords opportunities to establish rapport, understand the client's experience, formulate individualized or client interventions and optimize health care resources .

Objectives: The main aim of the study is to determine the Effectiveness of Education Program on Nurses' Knowledge about Communication Skills with Children .

Methodology: A quasi-experimental study was conducted in Children Welfare Teaching Hospitals from 7th, October 2018 to the 20th, May 2019. The program and instruments have been constructed by the researcher for the purpose of the study. A non- probability purposive sample of (39) nurses who work in Children Welfare Teaching hospitals were into study group consisted of (30) nurses who were exposed to an education program. The study instrument is composed of two parts: first part deals with the socio- demographic characteristics of the nurses, while the second part deals with the Knowledge test which consists of (35) items (multiple choices) questionnaires divided into (5) main dimensions related to nurse's knowledge about communication skills with children. Validity of the study instrument is determined through a panel of experts and reliability of the instrument was determined through (test – retest) method. The analysis of the data used is descriptive statistics and statistical inferential, in order to find the differences among the pre-test, post-test1 and post-test 2 in study group .

Results: The study findings indicate that there are highly significant differences between (pre and post-test1 and post-test2) in the study group regarding (nurse's knowledge about communication skills with children).

Recommendations: The researcher recommended specific training courses for nurses with exam to get the benefit and to have effect on the pediatric nurses knowledge, and pediatric nurses must have a continuous courses about communication skills with children.

Keywords: Effectiveness, Education Program, Nurses' Knowledge, Therapeutic Communication Skills, Children.

Introduction:

Communication and interpersonal skills are essential components in delivering good quality nursing care. Communication is identified as one of the essential skills that nurses must acquire in order to make progress through their education and training to become qualified ones.⁽¹⁾

Therapeutic communication is the basis of interactive relationships among health team and their patients: that affords opportunities to establish rapport, understand the client's experience, formulate client interventions and optimize health care resources.⁽²⁾

Research has shown that it is important to involve the child in the patient-provider communication, as it brings several benefits for both the patient and the health care system. An interaction where both communication partners are involved in receiving and conveying messages, is seen as effective communication.⁽³⁾

Effective communication is the successful joint establishment of meaning wherein patients and health care providers exchange information, enabling patients to participate actively in their care from admission through discharge, and ensuring that the responsibilities of both patients and providers are understood. To be truly effective, communication requires a two-way process (expressive and receptive) in which messages are negotiated until the information is correctly understood by both parties. Successful communication takes place only when providers understand and integrate the information gleaned from patients, and when patients comprehend accurate, timely, and unambiguous message from providers in a way that enables them to participate responsibly in their care.⁽⁴⁾

Research suggests that the participation of children in health care can

have positive results on many domains: it leads to opportunities to express feelings; better provision of information; feeling valued, confident and competent; an increased internal locus of control and ultimately better child health outcomes.⁽⁵⁾
(6)

Nevertheless, if children are not informed about what is going to happen to them or are not actively involved in their care, they are prone to feelings of fear, anxiety, stress, disappointment, or can feel rejected and ignored.⁽⁷⁾

Among all populations that go to hospital, patients with communication problems were at highest risk for preventable adverse events. An adverse event is an unintended injury or complication caused by the care that is delivered rather than by the patient's health condition.⁽⁸⁾

Many populations can suffer from communication breakdowns during health care encounters. This can negatively impact the quality of healthcare services and thus negatively influence patient safety, patient outcomes, patient satisfaction, and health care costs.⁽⁹⁾

Communication is essential to human interactions, without it, people cannot relate to those around them, make their needs and concerns known, or make sense of what is happening to them. Effective communication among nurses and patients is essential to ensure patient safety and deliver high quality of care.⁽¹⁰⁾

With the growing complexity of health care, the ability to communicate becomes essential within the health team members. The transfer of essential information and the responsibility for care of the patient from one health care provider to another is an integral component of communication

in health care. This critical transfer point is known as a handoff. Handoff contribution to healthcare quality is being increasingly recognized as evidence grows linking communication defects to patient safety lapses. One way to improve handoff communication skill among nurses' interns is through education.⁽¹¹⁾ Evaluation of nurse-patient communication skills have been strongly emphasized in order to ensure the possibility of effective communication, as well as assessment of the effect of communication skills training programs.⁽¹²⁾

Material and Methods:

To achieve the aims of this study, a quasi-experimental study was conducted in Baghdad Teaching Hospitals from 19th, October 2017 to the 20th, May 2018. were into study group consisted of (30) nurses who were exposed to an education program. The study instrument is composed of two parts: first part deals with the socio-demographic characteristics of the nurses, while the second part deals with the Knowledge test which consists of (35) items (multiple choices) questionnaires divided into (5) main dimensions related to nurse's knowledge about communication skills with children.

Each question was composed of (4) items in alternative form of a multiple choice and given the correct answer score (1) and the incorrect answer scored (0). About (60-90) minutes are given for the test completion.

The educational program consists of three sessions and is implemented for four weeks period in oncology department. Time required for each session was (45-60) minutes.

Validity of the study instrument was determined through a panel of (17) experts and reliability of the instrument was determined through (test – retest) method. The analysis of the data used was descriptive statistics and statistical inferential.

Ethical Considerations

The Institutional Review Board (IRB) at the University of Baghdad, College of Nursing approved the study to be conducted. The study protocol meets both the global & the Committee on Publication Ethics(COPE) standards of respecting humans subjects' rights.

Results:**Table (1): Comparison between Pretest and Posttest I Periods**

Score	N	Mean	Std. Deviation	t	df	p-value	Sig.
Pre-test	30	42.8000	3.63318	15.784	29	.000	S
Post-test 1	30	63.5000	4.31317				

This table shows that there is significant difference between the pretest and the posttest I periods.

Table (2): Comparison between Pretest and Posttest II Periods

Score	N	Mean	Std. Deviation	t	df	P-value	Sig.
Pre-test	30	42.8000	3.63318	10.560	29	.000	S
Post-test 2	30	58.7667	5.26330				

This table indicates that there is significant difference between the pretest and the posttest II periods.

Table (3): Comparison among Pretest, posttest I and Posttest II Periods

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
pre-test	30	42.8000	3.63318	.66332	41.4433	44.1567	36.00	49.00
post1-test	30	63.5000	4.31317	.78747	61.8894	65.1106	55.00	70.00
post2-test	30	58.7667	5.26330	.96094	56.8013	60.7320	52.00	68.00

Results out of this table present the significant differences among the pretest, posttest I and posttest II periods.

Discussion: Effectiveness of the Communication Skills Education Program

Such Effectiveness is determined through the comparison between nurses' knowledge at the pretest with posttests I and II (Table 1, 2 and 3). This comparison reveals that there is noticeable significant difference between nurses' knowledge about communication skills with children. The study can confirm that the education program has made noteworthy contribution to these nurses by improving their knowledge about communication skills with children.

Such confirmation is approved through the hypothesis testing in which the study reject the null hypothesis that nurses' knowledge is not different relative to the pretest and the posttest but the study accepts the alternative hypothesis that nurses' knowledge is different with respect to the pretest and posttest. Such difference has emerged due to the positive effectiveness of the education program on nurses' knowledge about communication skills with children.

It has been highlighted that therapeutic communication is the basis of interactive relationships among health team and their patients: that affords opportunities to establish rapport, understand the client's experience, formulate individualized or client interventions and optimize health care resources. A quasi-experimental study was carried out to assess the effect of a planned therapeutic communication program on therapeutic communication skills of pediatric nurses. The study is carried out at Shebin El kom and Benha University hospitals. Sample: all staff nurses (132) who are working at the previously mentioned settings are included. Tools: Two tools were

used for data collection. Tool one: a therapeutic communication questionnaire: consisting of two parts: (a) Socio-demographic structured questionnaire to obtain demographic data of the studied sample and (b) a structured therapeutic communication knowledge questionnaire to assess nurses' knowledge pre and post therapeutic communication program. Tool two is a five points Likert-scale structured check list used to assess the degree of improvement in pediatric nurses' skills and practice of therapeutic communication. Results: The results of this study showed a positive statistical significant correlation between total knowledge score and total practice score of nurses' therapeutic communication skills at each measurement time (pre: $r = 0.52$, $p < .00$; post $r = 0.53$, $p < .001$). Also, a highly statistical significant improvement in pediatric nurses' knowledge, practice and skills regarding therapeutic communication is found $p < .001$. The study concludes that pediatric nurses had significant improvement in their knowledge and skills regarding therapeutic communication with their hospitalized child patients after utilization of a planned therapeutic communication program. Continuously implement advanced therapeutic communication programs for pediatric nurses to enhance safe and healthy interactions.⁽²⁾

A quantitative study has analyzed the effect of a course in communication on the content of nurse-parent encounters and the ability of nurses to respond to the empathic needs of parents in a level III neonatal intensive care unit. They study has evaluated (36) and (45) nurse-parent encounters audio are recorded before and after (13) neonatal nurses attended a communication course. The number of empathic opportunities, the nurses' responses to these and the ways they involved parents in their infants' care are

studied. Both before and after the course, the nurses have talked more than the parents during the conversations. This nurse-centeredness is decreased after the course. The use of empathic or exploring responses to empathic opportunities increased from 19.9 (9.0%) to 53.8 (8.9%) ($p = 0.027$), whereas ignoring the feelings of the parents or giving inadequate advice decreased from 63.0 (10.0%) to 27.5 (8.4%) ($p = 0.043$) after the course. Use of statements expressing caring for the parents and encouragement for parents to participate in the care of their infant is increased after the course ($p = 0.0034$ and $p = 0.043$, respectively). The nurses have felt the course is very useful for their profession. The study concludes that a course in communication techniques has improved nurses' ability to respond to parents' feelings with empathy.⁽¹³⁾

An anonymous, online survey was conducted of the MSK NPs ($n = 42$) that indicated high interest in training and low-overall confidence in particular targeted palliative care skills in pediatrics. A full training day including didactics, small group role play with feedback from expert facilitator, and peers was developed and conducted for all 42 NPs in 2013. A booster training was developed using novel role play methods to increase engagement, training relevance, and skills uptake based on course evaluations from this training. Booster trainings have been recommended to improve uptake of skills through practice; however, little consensus exists on how and when to do boosters. On the basis of the theory of "active engagement," we designed boosters with custom role play scenarios based on PNP's clinical experiences, then used these in small group role play, after reviewing skills taught at the initial training. Standardized patient assessments, course evaluations and self-assessments pre-

training, 2 weeks post-training, and 6 months post-training were conducted. Pediatric NPs working with children with serious illness benefit from palliative communication focused, pediatric-specific communication skills training. Nurse practitioner preferences, self-assessment, and skills' uptake outcomes will be discussed.⁽¹⁴⁾

It has been emphasized that nurse-patient communication is highly important especially when the patient is a child. One thing that has been overlooked in the nursing profession or less discussed is how to communicate with children. Design and training courses for the development of communication skills is considered as an important step in this direction. A study investigated the effect of training communication skills on children's nurses through role-playing. This study is a clinical trial with pre-test and post-test which is done on 60 nurses in Dr. Sheikh Hospital in Mashhad-Iran. Nurses are randomly assigned into either intervention or control groups. Nurses' communication skills were measured using the tools of Calgary Cambridge communication skills assessment before and three weeks after the intervention. During one-day workshops, 6 hours of teaching communication skills with children were given to nurses as role playing and based on pre-prepared scenarios. The results show that there is no significant difference between the two groups in the mean score of nurses' verbal and non-verbal communication skills before the intervention (verbal : $P=0.302$, non-verbal : $P=0.795$). But after the intervention, the mean score of nurses' verbal and nonverbal communication skills in the experimental group are statistically significant and higher than those in the control group ($P=0.001$). Due to the weakness in the relationship between nurse and child at the bedside and nurses also

receive instruction on communication specific skills related to children.⁽¹⁵⁾

Recommendations:

1. The education program can be utilized as mean for nurses' knowledge Improvement when they are initiating communication with children in the hospital setting.
2. Continuing nursing education and training sessions and workshops on such topic can be designed, constructed, encouraged and implemented for the benefit of increasing nurses' understanding relative to the importance of communication skills with children.
3. Periodic evaluation can be introduced for nurses' knowledge about communication skills with children on regular base.
4. Further research can be conducted on different settings and large sample size.
5. The results show that the nurses working in children welfare teaching hospital needs more of courses in communication skills with children in early childhood to promote knowledge and development of an effective therapeutic communication with them.

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