

## Original Research Article

# EFFECTIVENESS OF STANDARDIZED PATIENTS AND ROLE-PLAY SIMULATION METHODS IN IMPROVING SELF-CONFIDENCE AND THERAPEUTIC COMMUNICATION SKILLS OF NURSING STUDENTS

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### Article Info:

Received: 12 December 2019

Revised: 16 January 2020

27 January 2020

Accepted: 27 January 2020

### DOI:

<https://doi.org/10.36720/nhjk.v9i1.128>

### Abstract

**Background:** Communication skills are critical skills that must be possessed by nurses because communication is a dynamic process that is used to collect assessment data, provide education or health information to influence clients to apply it in life, show caring, provide comfort, foster self-confidence and, value respect - client value. Nurses in communicating with clients must have high confidence in the effect of these communications.

**Objectives:** The purpose of this study was to analyze the differences in the effect of standardized patient simulation methods and role play in increasing self-confidence and therapeutic communication skills of students of the Nursing Academy of Pasuruan.

**Methods:** The design of this study is the quasi experimental study. There are two therapeutic communication training groups. Group A uses a Standardized Patient (SP) and, Group B uses the role play (RP) method. The population in this study were students of the Nursing Academy of Pasuruan, and the sample was taken by simple random sampling with a sample size group of 16 standardized patients and a roleplay group of 16 people. The measuring instrument used was an observation sheet on therapeutic communication skills and a questionnaire on confidence in therapeutic communication. The effectiveness of the two methods was analyzed by the non-parametric test, namely the Mann Whitney test, to test 2 unpaired samples.

**Results:** The results of this study indicate that there are differences in standardized patient methods and role play on self-confidence and therapeutic communication skills in nursing academy students who are statistically significant at 0.03 ( $p=0.05$ ).

**Conclusion:** The standardized patient method is more effective in increasing self-confidence and therapeutic communication skills in nursing academy students compared to the roleplay method.

**Keywords:** Standardized Patient, Roleplay, Therapeutic Communication, Self-Confidence

## INTRODUCTION

Communication skills are an important professional element. The aim of the problem-based learning (PBL) learning model is to provide nurse students with the communication skills needed to assist the nursing process. Communication is a powerful therapeutic tool, and a nurse needs it to achieve health goals to influence others (Ustun, 2005). According to Ozkan, 1992; Tattersall and Ellis 1998 and Terakye, 1991 in Ustun, 2005 stated that patients and their families would feel uncomfortable communicating with nurses who are not in accordance with their level of knowledge, many patients find it difficult to explain the situation to nurses and do not understand what is explained by the nurse.

Communication skills are critical skills that must be possessed by nurses because communication is a dynamic process that is used to collect assessment data, provide education or health information to influence clients to apply it in life, show caring, provide comfort, foster self-confidence, and value respect - client value. Nurses who have therapeutic communication skills will not only easily establish a relationship of trust with clients, prevent legal problems, provide professional satisfaction in nursing services, and improve the image of the nursing profession and the image of the hospital (Suryani, 2014).

Effective communication is an important skill reported to be less encouraging to oncology nurses at the Tokyo Metropolitan Cancer Screening Center because it eliminates many opportunities to confirm difficult information, for example, when patient and family support is given poor information such as cancer diagnosis (Fukui *et al*, 2008). Results Survey reports of inpatient and family comfort in the Mardi Rahayu Hospital ER from 2006 to May 2009, there were still between 5% and 6.5% of respondents feeling uncomfortable when in the ER all because of inadequate communication according to the patient so that the respondent gave advice as well as criticism in providing services to provide explanations to

patients with friendliness and more to provide information with good and polite communication (Hermawan, 2010).

Simulations in nursing education in the form of static manikin and role play (Sanford, 2010). Standardized patient is a simulation which is a terminology used to simulate patients (trained as simulated patients who are sick) as actual patients. This is an expensive high-tech instrument. Standardized Patients are also used in formative and summative evaluations of communication skills (Bosse *et al*, 2010). As an experiential learning technique, simulations encourage students to connect concepts, apply theory to practice, and make clinical decisions (Waldner and Olson, 2007). The actual context of the simulation is to improve communication, teamwork, delegation, priority settings, and leadership skills Bauman *et al*, 2008). Reading and Webster (2013) found that simulations on the complexity of drug administration as a catalyst to improve error reports, which, in turn, improvised practices were affected by changes in procedures and policies. Aebersold *et al* (2012) incorporating simulations in the nursing education curriculum to explore critical thinking skills. Students are not only capable of their skills, but case studies provide a realistic context for developing decision-making skills.

Roleplay as a learning strategy that is suitable for the social family model (Joyce and Weil, 2000). This strategy emphasizes social learning naturally and sees cooperative behavior as a stimulus for students between social and intellectuals. This role-play strategy students represent and express the characters they know in everyday life (Blatner, 2009). The use of role-playing emphasizes personal attention, problems, behavior and active participation (Hober, 2012). In a literature review by Lanea and Rollnick (2007) explains that simulated patients and role-play are often used in learning communication skills in the world.

Blum *et al* (2010) explains that the conceptualization of confidence in a nurse as a symbol of trust and respect in the relationship between nurses and patients. Simulation has

been proven as a learning strategy that can increase clinical confidence and competence.

The purpose of this study was to analyze the differences in the effectiveness of standardized patients and role-play simulation methods in improving self-confidence and therapeutic communication skills of students at the Nursing Academy of Pasuruan.

## METHODS

### Study Design

The research method in this study was used Quasy-Experimental Study.

### Setting

This research was conducted in the Nursing Academy of Pasuruan.

### Research Subject

Samples in this study were selected using simple random sampling based on the formulation of Supranto (2000), namely:

$$(t-1)(r-1) \geq 15$$

Explanation:

t = Number of treatment groups

r = Number of replications

According that formulation, the sample size in this study was 16 respondents in each group (standardized patient and role play groups). The respondents obtained through the determination of the sample by drawing.

## RESULTS

### Characteristics of Respondents by Gender

**Table 1.** Distribution of Frequency of Respondents by Gender in the Nursing Academy of Pasuruan on 2018.

Gender	Role Play		Standardized Patient	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Male	7	43.75	5	31.25
Female	9	56.25	11	68.75
<b>Total</b>	16	100.00	16	100.00

Sources: Primary Data of Questionnaire, 2018.

Based on the result above (table 1), it obtained that the gender of respondents was mostly female in each group, namely 9 respondents in the role play group (56.25%) and 11 respondents in the standardized patient group (68.75%).

### Instruments

Data were collected using therapeutic communication skill observation sheet and the questionnaire of self-confidence. Therapeutic communication skill observation sheet consists of three domains, namely introducing (2 items), non-verbal communication (7 items), and verbal communication (2 items). The questionnaire of self-confidence consists of eight domains, namely optimistic (2 items), responsibility (1 item), positive thinking (3 items), independent (5 items), dare to rejection (1 item), calm (3 items), realistic (1 item), and relax (6 items). The reliability test (Cronbach Alpha) of the therapeutic communication skill observation sheet was 0.60. The reliability test (Cronbach Alpha) of the questionnaire of self-confidence was 0.849.

### Data Analysis

The analysis method in this study was used non-parametric tests using Mann Whitney Test with two unpaired samples test.

### Ethical Consideration

This research implemented based on permission from director of Nursing Academy of Pasuruan with permit letter number 800/Akper/398/423.104.10/2018.

*Analysis of Effectiveness of the Self-Confidence and Therapeutic Communication Skills in the Role Play Method Group and Standardized Patient Method Group*

**Table 2.** Analysis of Effectiveness of the Self-Confidence and Therapeutic Communication Skills in the Role Play Method Group and Standardized Patient Method Group using Mann-Whitney U Test in the Nursing Academy of Pasuruan on 2018.

Description	Self-Confidence		Therapeutic Communication Skills		
	Role Play	Standardized Patient	Role Play	Standardized Patient	
Mean	68.43	76.38	64.86	68.69	
SD	7.70	6.82	5.60	4.17	
Min	48	65	52	59	
Max	82	86	72	72	
		<i>p</i> -value = 0.01		<i>p</i> -value = 0.03	

Sources: Primary Data of Questionnaire, 2018.

The results on the table 2 found that self-confidence in the standardized patient group (mean = 76.38; SD = 6.82; min = 65; max = 86) is better than role play group (mean = 68.43; SD = 7.70; min = 48; max = 82). In addition, the above results also showed that therapeutic communication skills in standardized patient group (mean = 68.69; SD = 4.17; min = 59; max = 72) is better than the role play group (mean = 64.86; SD = 5.60; min = 52; max = 72).

For the results of the analysis using the Mann-Whitney U Test obtained the difference between the two groups either in self-confidence (*p* = 0.01) and therapeutic communication skills (*p* = 0.03).

Based on the above results, it can be concluded that learning using the standardized patient method is more effective than the role play method for increasing self-confidence and therapeutic communication skills in nursing students.

**DISCUSSION**

Based on the results of the statistical analysis shows that the average value of the standardized patient method is higher than the role-play method and the statistical test results, there are significant differences (*p* = 0.05) between the standardized patient method and role play in increasing self-confidence and therapeutic communication skills. This means that the standardized patient method is more effective in increasing self-confidence and therapeutic communication skills to students compared to the role-play method. Standardized Patient is a type of simulation that trains patients or simulated actors to provide a history of the disease reliably and consistently (Bosse et al., 2010). Research conducted by Hans M Bosse, Martin Nickel et al. (2010) published by the journal BioMed Central Medical Education with the title "Peer role-play

and standardized patients in communication training: a comparative study on the student's perspective on acceptability, realism, and perceived effects." In the perceived effect of training in both groups (5.17 ± 0.37 for the role playgroup, 5.50 ± 0.43 for the standardized patient's group; 6 = strongly agree, 1 = strongly disagree) there were significant differences in the standardized patient's group (*p* < 0.003). While there is no significant difference between acceptability and realism between the two groups. The results of the study by Wenker (2009), explained that standardized patients provide positive experiences for physiotherapy students in the first year in conducting interviews with patients as measured by the Arizona Clinical Interview Rating Scale.

Standardized patient and role play are actually included in the simulation learning method which means as if dealing with the real

situation, the stages are orientation, training, implementation, and debriefing. The difference is if the standardized patient simulation uses patients or other people who are considered capable of playing the real patient. In this research, the standardized patient is a psychiatric nursing lecturer, wherein the curriculum of psychiatric nursing; there are competency demands that are capable of conducting therapeutic communication, whereas role play is done by playing the role of fellow friends.

Self-confidence is a positive attitude of an individual that enables him to develop positive assessments both towards oneself and the environment (Jasnita, 2002). Simulation has been proven as a learning strategy that can increase clinical confidence and competence (Blum *et al*, 2010).

Therapeutic communication is a way to foster a therapeutic relationship where information is conveyed and the exchange of feelings and thoughts to influence others, this communication is planned consciously aims, and activities are centered on healing the patient. Therapeutic communication is the ability or skills of nurses to help clients adapt to stress, overcome psychological problems, and learn how to relate to others (Suryani, 2014). The actual context of the simulation is to improve communication, teamwork, delegation, priority settings, and leadership skills (Bauman *et al*, 2008).

To improve self-confidence and therapeutic communication skills, the most appropriate nursing academy students are using a simulation method that can be standardized patient or role play. Because this simulation method involves all aspects (cognitive, affective and psychomotor) of students in achieving the competencies to be achieved, therapeutic communication skills are a basic competency of nursing students that must be mastered before carrying out the practice of the nursing profession, and appropriate if done on students in the early semester of lecture and this is following the current nursing academy curriculum.

## CONCLUSION

The standardized patient method is more effective than the role play method for increasing self-confidence and therapeutic communication skills in nursing students.

## SUGGESTIONS

Considering that the main task of the lecturer is to assist students in learning and related to the functions of the lecturer as a designer, instructor, instructor of learning and as a learning evaluator, the lecturer is required to continue to develop themselves in terms of providing facilities that facilitate students to learn, one of them is by using simulation learning strategies. Standardized patient and role play to make it easier to achieve competency standards.

## ACKNOWLEDGMENT

Thank you to all respondents and those who have helped in completing this research until the compilation of this manuscript.

## DECLARATION OF CONFLICTING INTEREST

There is no conflict of interest in this research.

## FUNDING

The funds used in this study came from the researchers' personal funds.

## AUTHOR CONTRIBUTION

**Bagus Dwi Cahyono:** as chairman of the research, coordinate the implementation of research, and compiling scientific article.

**Ida Zuhroidah:** Conduct research.

**Mokhammad Sujarwadi:** Conduct research.

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**Cite this article as:** Cahyono, B. D., Zuhroidah, I., Sujarwadi, M. (2020). Effectiveness of standardized patients and role play simulation methods in improving self-confidence and therapeutic communication skills of nursing students. *Nurse and Health: Jurnal Keperawatan*, 9(1), 9-15. <https://doi.org/10.36720/nhjk.v9i1.128>