

Evaluation of Students' Communication Skills in Clinical Practice of Pediatric Nursing Course

Öğrencilerin Çocuk Sağlığı Ve Hastalıkları Hemşireliği Dersinin Klinik Uygulamasında İletişim Becerilerinin Değerlendirilmesi

Prof. Dr. Emine GEÇKİL, *Araş. Gör. Muradiye ALDEM,*

***Öğr. Gör. Elanur KALECİ*

**Necmettin Erbakan Üniversitesi, Hemşirelik Fakültesi, Çocuk Sağlığı ve Hastalıkları Hemşireliği AD, Konya/Türkiye*

***Necmettin Erbakan Üniversitesi, Hemşirelik Fakültesi, Çocuk Sağlığı ve Hastalıkları Hemşireliği AD, Konya/Türkiye,*

****Necmettin Erbakan Üniversitesi, Hemşirelik Fakültesi, Çocuk Sağlığı ve Hastalıkları Hemşireliği AD, Konya/Türkiye,*

ABSTRACT

Objective:

This study was planned to evaluate the communication skills of third grade nursing students in the clinical practice of Pediatric Nursing Course.

Method:

The research was conducted in descriptive type with the students who took Pediatric Nursing Course (n = 113) in 2018-2019 academic year. Data were collected with the "Communication Skills" evaluation form in the clinical practice teaching guide. Data were analyzed by percentage, average and standardization.

Results:

It was determined that 79.1% of the students were female and 56.5% were 19-20 years old. Most of the students defined communication with children as aggressive, stressed, agitated, crying and not wanting to communicate as a problem. The students aim to solve the problems they define with a strategy of self-improvement in communication.

Conclusion:

In clinical practice, students have difficulty in communicating with a nervous, agitated child or parent. It is recommended that the students be given seminars and trainings on communication and planning simulation based trainings on this subject.

Keywords: *Communication, Nursing Student, Clinical Practice*

ÖZ

Amaç:

Bu çalışma hemşirelik üçüncü sınıf öğrencilerinin Çocuk Sağlığı ve Hastalıkları Hemşireliği Dersi'nin klinik uygulamasında iletişim becerilerinin değerlendirilmesi amacıyla planlandı.

Yöntem:

Araştırma 2018-2019 öğretim yılı Çocuk Sağlığı ve Hastalıkları Hemşireliği Dersini alan(n=113) öğrenciler ile tanımlayıcı tipte yapıldı. Veriler klinik uygulama öğretim rehberi içinde yer alan "İletişim Becerileri" değerlendirme formu ile toplandı. Veriler yüzde, ortalama ve standart yapma ile analiz edildi.

Bulgular:

Öğrencilerin %79.1' inin kadın ve %56.5'inin 19-20 yaşlarında olduğu belirlendi. Öğrencilerin çoğu agresif, stresli, ajite, ağlayan ve iletişim kurmak istemeyen çocukla iletişimi problem olarak tanımlamışlardır. Öğrenciler tanımladıkları problemleri, iletişim konusunda kendilerini geliştirme stratejisi ile çözebilmeyi hedeflemektedir.

Sonuç:

Öğrenciler klinik uygulamada sinirli, gergin, ajite özellikteki çocuk ya da ebeveyn ile iletişim kurmakta zorlanmaktadır. Öğrencilere iletişim konusunda seminer ve eğitimlerin verilmesi ve bu konuda simülasyon temelli eğitimlerin planlanması önerilmektedir.

Anahtar Kelimeler: İletişim Becerisi, Öğrenci Hemşire, Klinik Uygulama

INTRODUCTION

Communication is the transfer of emotions, thoughts or information to others in every conceivable way (1). According to another definition, communication is a multichannel process involving two people to understand each other by sharing their feelings, thoughts and knowledge (2). Communication skills are defined as the correct perception of messages in interpersonal thought and emotion exchange (2,3).

Nursing is a charity profession. (4). The main purpose of helping is to know the individual as a whole in a communication and interaction based on mutual trust, to define the needs of care and to cope more effectively with the problems of the individual and to make them meet their needs (5,6). Improving the quality of care in the nursing profession is primarily possible by initiating positive interpersonal relationships. Studies have shown that nurses to develop effective interpersonal relations and communication skills have positive effects such as increased patient satisfaction, adaptation to disease and treatment, and increased motivation for healing (7,8,9).

Child Health and Disease Nursing Course is a course consisting of theoretical and clinical practice in the third year of undergraduate program in nursing. Learning communication skills in nursing starts in the education process. It is aimed to increase self-confidence and self-esteem of nursing students during both theoretical courses and clinical applications and to develop them personally and professionally (9,10). In this process; It is important that students are supported and guided by the instructors in order to improve their communication skills in clinical practice. (11,12). In addition, it is necessary to use different teaching methods such as simulation to help students to overcome their deficiencies in communication and communication skills and gain experience.

OBJECTIVE

This study was planned to evaluate the communication skills of third grade nursing students in the clinical practice of Pediatric Nursing Course.

MATERIALS AND METHODS

This descriptive study was conducted in 2018-2019 academic year. The sample of the study consisted of 113 students who completed Child Health and Diseases Nursing Course in 2018-2019 academic year and completed the data collection form. The data were collected with the formu Communication Skills "evaluation form within the scope of self-assessment which is included in the teaching guide used in the clinical practice of the related course. The form contains 9 blank spaces for the purpose of evaluating students' communication skills. For example, "The most when I think about my experiences.... I can communicate with children in particular" etc. They were also asked to identify the problem they have experienced in the field of communication and to develop solution strategies for this problem. Students' responses were grouped by content analysis. Data were analyzed by percentage, mean and standard deviation.

RESULTS

79.1% of the students are female and 56.5% are 19-20 years old. The mean age of the students was $20.58 \pm .79$ (Table 1).

Thirty percent of the students performed in pediatric intubation, 27% in pediatric endocrinology-neurology and 26.1% in general pediatric clinics (Table 2).

The responses of the students in the field of communication were evaluated by content analysis. Most of the students are in the best 3-6 age group and they can communicate with open, talkative, curious children. The characteristics of the children they have difficulty in communicating are aggressive, stressed, agitated, crying children and children who do not want to communicate. In communication with parents, students can communicate with parents who are open to communication, curious, talkative, sociable and knowledgeable. The characteristics of the parents that they have difficulty in communicating are agitated, nervous, nervous and anxious, afraid parents. Students were found to have difficulty talking to the parents about the prognosis of the disease. The students stated that they felt comfortable and sufficient while receiving information about communication within the team and asking questions, and that they felt uncomfortable and inadequate in the treatment (drug preparation and administration). As for the communication with the instructor, most of the students said that they felt comfortable during the case discussion and visits and that they did not feel uncomfortable. Most of the students defined communication with children as aggressive, stressed, agitated, crying and not wanting to communicate as a problem. The students aim to solve the problems that they define with a strategy of developing themselves in communication.

DISCUSSION AND CONCLUSION

Students have difficulty communicating with nervous, agitated individuals who can be defined as difficult children or parents in clinical practice. The characteristics of the children and parents that they can easily communicate with are open, talkative, curious, calm people. Students can be given seminars, panels and training on communication with difficult parents and children. Simulation-based training is also recommended.

References

1. *Türk Dil Kurumu, Türk dil kurumu sözlükleri, Türk Dil Kurumu Sözlükleri* <http://sozluk.gov.tr/> (Erişim Tarihi: 11.11. 2019).
2. *Cam O, Pektaş İ, Bilge A. Ebe/hemşirelere verilen ruh sağlığı ve hastalıkları eğitiminin ruhsal hastalıklara yaklaşımlarına, iletişim becerilerine ve iş doyumlarına etkilerinin araştırılması. Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi 2007; 10: 7-15.*
3. *Erözkan A. Üniversite Öğrencilerinin İletişim Becerilerini Etkileyen Faktörler. Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi 2007; 22:135-150.*

4. Kutlu M, Çolakoğlu N, Özgüvenç ZP. Hasta hekim ilişkisinde empatinin önemi hakkında bir araştırma. *Sağlıkta Performans ve Kalite Dergisi* 2010; 1: 127-43.
5. Şahin ZA, Özdemir FK. Hemşirelerin iletişim ve empati beceri düzeylerinin belirlenmesi. *Jaren* 2015; 1(1): 1-7.
6. Ergin D, Celasin N, Akış Ş, Altan Ö, Bakırlıoğlu Ö, Bozkurt S. Dahili kliniklerde görev yapan hemşirelerin tükenme ve empatik beceri düzeyleri ve bunları etkileyen faktörlerin belirlenmesi. *Fırat Sağlık Hizmetleri Dergisi* 2009; 4: 49-64.
7. Boscart MV. A communication intervention for nursing staff in chronic care. *J Advanced Nurs* 2009;9: 1823-1832.
8. Collins S. Good communication helps to build a therapeutic relationship. *Nurs Times* 2009; 24: 23-29.
9. Tutuk A, Doğan S. Hemşirelik öğrencilerinin iletişim becerisi ve empati düzeylerinin belirlenmesi. *Cumhuriyet Üniversitesi Hemşirelik Yüksek Okulu Dergisi* 2002; 6: 36-41.
10. Söğüt S, Cangöl E, Dinç A. Hemşirelik öğrencilerinin iletişim beceri düzeylerinin belirlenmesi. *Researcher: Social Science Studies* 2018; 6(2): 272-280.
11. Süt HK, Demir NG, Özer B. Klinik Uygulamaya Çıkan Öğrenci Hemşirelerin İletişim Becerileri ve Etkileyen Faktörler. *Sağlık Bilimleri ve Meslekleri Dergisi* 2015; 2(2): 167-177.
12. Aydın MF, Argun MŞ. Bitlis Eren Üniversitesi Sağlık Yüksekokulu Hemşirelik Bölümü Öğrencilerinin Hastane Uygulamalarından Beklentileri Ve Karşılaştıkları Sorunlar. *Acıbadem Üniversitesi Sağlık Bilimleri Dergisi* 2010; 1(4):209- 213.

Table 1. Distribution of Students by Gender

Features	n	%
Gender		
Woman	91	79.1
Male	24	20.9
Age (mean = 20.58 ± .79)		
19-20	65	56.5
21-23	50	44.5
Total	115	100.0

Table 2. Distribution of Rotation Places of Students' Clinical Practice of Child Health and Disease Nursing

Clinical	n*	%**
Child Oncology- Hematology	15	13.04
Pediatric Endocrinology- Neurology	31	27.0
General Pediatrics	30	26.1
Children's Infectious Diseases	35	30.43
Child Intensive Care	11	9.565
Neonatal Intensive Care	12	10.43
Pediatric Surgery	14	12.17
Child Emergency	18	15.65
Postpartum	17	14.78
Other ***	47	40.87

* Since each student makes two rotations, the total number is more than the number of students.

** Percentages are calculated over the total number of students (N = 115).

*** Pulmonary Function Test, Allergy Polyclinic, Healthy Child Nursery, Disabled Child Rehabilitation Center