STANDARDIZED PATIENT SIMULATIONS AND STUDENTS’ SELF-CONFIDENCE, COMMUNICATION AND INTERPERSONAL SKILLS

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Objectives

1. Consider the value of using standardized patient simulations to augment students’ clinical experiences
2. Discuss the process of selecting clinical scenarios and preparing standardized patients to meet students’ learning needs
3. Understand the challenges in the overall process of setting up, facilitating and evaluating standardized patient simulations

The Problem

- Need a venue that allows students to practice, make mistakes and be given feedback
- Need for a clinical experience equitable among nursing students.
- Need to add a clinical site and augment clinical experience
The Project Background

- Establishment of a new nursing laboratory
- Part of a bigger standardized patients (SP) study at GC CoHS
  - Communication Skills
  - Self-confidence Skills
  - Assessment and intervention skills
- IRB Approval

Selecting Clinical Scenarios and Standardized Patients

- First semester nursing students
- First clinical experience
- Outcomes:
  - To assess and reinforce students' self-confidence
  - To assess and improve students' communication and interpersonal skills

The Project

- A pre-test posttest quasi-experimental design
- Students completed the Self-confidence Scale before and after standardized patient encounters
- Students completed the Communication and Interpersonal Skills Scale after each SP encounter
- The students' self-rating of their communication and interpersonal skills were evaluated against the SP’s rating
Research Questions

- Is there a difference in students' self-confidence before and after SP encounter?
- Is there a difference in students' communication and interpersonal skills between first and second SP encounter?
- Is there a difference between student and SP ratings?
- Is there a relationship between students' self-confidence and communication and interpersonal skills after SP encounter?

Standardized Patient

- Utilized senior nursing students:
  - previous psychiatric nursing students
  - Students in the capstone course
    - Given points toward education hours
- Briefings about the standardized patient scenario
- The standardized scenario was bought and is proprietary

Sample

- n = 134 students
  - 120 to 130 completed scales
  - Missing data were excluded analysis by analysis
- 3 semesters – su ’12, fall ’12 and sp ’13
- 268 SP encounters; 2 encounters/student
Results

- Is there a difference in students’ self-confidence before and after SP encounter
  - Pre $M=31.65$ (SD= 5.7) ; Post $M=40.99$ (SD=4.8)
  - $t(131)= -16.627$, $p < .001$

- Is there a difference in students’ communication and interpersonal skills between first and second SP encounter (by student)
  - First $M=47.63$ (SD=8.06); 2nd $M=57.02$ (SD=7.05)
  - $t(129)= -13.009$, $p < .001$

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- Is there a difference between student and SP ratings on communication and interpersonal skills?
  - SP $M=56.08$ (SD= 8.30) ; Student $M=47.63$ (SD=8.02)
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- Is there a relationship between students’ self-confidence and communication and interpersonal skills after SP encounter?
  - First encounter x pre-confidence $r(131) = .38$, $p < .01$
  - 2nd encounter x post-confidence $r(131) = .64$, $p < .01$
Discussions

- SP not only augments the clinical component of the course, but also improved students' clinical skills.
- Standardized patient simulations allow students to practice, make mistakes and be given feedback before practicing in the real world.
- Standardized patient simulations provide rich, well-controlled, and effective clinical experience equitably among nursing students.

Challenges and Limitations

- Time Limitations
- Convenient sampling
- Scheduling conflict with SP and students
- Assessment at end of semester and nursing program
- Further studies using different scenarios and assessment measures