Featured Article

The Use of Video Recording and Standardized Patient Feedback to Improve Communication Performance in Undergraduate Nursing Students

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Abstract
Background: This study assessed the effectiveness of reviewing video recordings of simulations with standardized patients (SPs) on communication performance.
Method: A total of 94 undergraduate nursing students consented to be part of the study. A prospective, repeated measures survey design was used. Participants were randomized into video-recording and non—video-recording groups. SPs rated students' performance, and students used the same tool to rate their own performance.
Results: There was no significant difference between the groups over time. However, both groups improved significantly over time. There was a moderately strong, significant correlation between students' self-rating scores and the ratings by SPs.
Conclusions: Intentional communication training using SP feedback improved communication skill performance. More evidence is needed to support video review.

Background

The quality and effectiveness of student communication with patients is a foundational concept in nursing education (American Association of Colleges of Nursing, 2008). How health care professionals frame conversations with patients affect patient satisfaction (Boissy et al., 2016) and perception of quality of care (Norgaard, Kofoed, Kyvik, & Ammentorp, 2012). The ability to provide patient-centered care is paramount for patient safety and points to the need to provide deliberate education and practice in the development of communication skills in nursing students (Cronenwett et al., 2007; Institute of Medicine, 2010). Effective communication skills continue to be a barrier for new graduate nurses working in the interprofessional environment of a health care system (Pfaff, Baxter, Jack, & Pleog, 2014). Discovering the best practices for teaching these skills in undergraduate nursing education is critical to assist the new graduate transition to the registered nurse role.

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Communication Training for Undergraduate Students

Nursing students enter their educational programs with various levels of comfort communicating therapeutically with patients. Each student arrives with a lifetime of individual influences on how they communicate including familial or cultural communication styles, temperament, and prior communication training or expectations. Training students to communicate using patient-centered therapeutic communication techniques is a key component of nursing education and whether the training or assessment is informal or formal, students are expected to demonstrate professional communication. Common methods of communication training include lecture, clinical observation, role-playing, and simulation using standardized patients (SPs).

> **Key Points**
> - Simulation can improve communication performance over time.
> - Students can accurately rate their communication performance.
> - One simulation using immediate standardized patient debriefing can improve communication skills.

Role-playing and simulation are active learning techniques that provide the student with contextual-based learning. Becker, Rose, Berg, Park, and Shatzer (2006) conducted a randomized control group design examining the effectiveness of an SP simulation scenario to teach therapeutic communication skills to undergraduate nursing students as compared with traditional lecture using the same patient scenario. Although there were no significant differences in outcomes between the control and intervention group, the intervention students were overwhelmingly positive about the SP simulation experience. Kameg, Clochesy, Mitchell, and Suresky (2010) found a significant improvement in student self-efficacy after a high-fidelity mental health therapeutic communication simulation. Although improving self-confidence and self-efficacy are important goals of educational training, identifying techniques that improve communication performance is vital.

Video-Assisted Debriefing/Reflection

Watching components of a simulation experience during debriefing is a commonly used practice in many simulation programs. Students are asked to reflect on their thoughts, behaviors, and decisions as they review specific components of the video. Video-assisted debriefing (VAD) is used because it may be difficult for participants to recall exact events in the simulation. Watching the video performance provides a performance evaluation opportunity without relying on memory or the participant's own interpretations of the simulation session. Typically, debriefing, with

facilitator's guidance, is completed as a group. Several studies found no differences in communication outcomes between the VAD compared with the oral debriefing alone in nursing students (Grant, Dawkins, Molhook, Keltner, & Vance, 2014) and medical residents (Sawyer et al., 2012). In a systematic analysis of VAD, Cheng et al. (2014) found that there were no clear positive outcomes comparing VAD with oral debriefing alone and hypothesized that it may be specific debriefing characteristics that may lead to improved outcomes. Chronister and Brown (2012) measured knowledge retention, skills, and response times of students completing a cardiopulmonary resuscitation simulation using video-assisted and verbal debriefing methods. They found that using video and verbal debriefing together positively affected nursing skills and response times. However, just verbal debriefing was associated with better knowledge retention. Ha (2014) explored the attitudes of VAD with undergraduate nursing students. In a qualitative analysis, students' perceptions of VAD fell into three categories: those who found VAD supportive of their growth in self-reflection; those who felt humiliated and stressed; and those who experienced an increase in self-confidence after VAD. In general, the results are not clear on the impact of VAD on the development of communication skills.

Use of Standardized Patients

A recent focus of communication training is based on the use of standardized patients to improve communication skills. Simulation with standardized patients was found to significantly improve information gathering skills in undergraduate nursing students (Zavertnik, Huff, & Munro, 2010). In a meta-analysis of research studies looking at the use of standardized patients in simulations, Oh, Jeon, and Koh (2015) found that simulation using SPs had a positive impact on student self-efficacy, knowledge acquisition, communication skills, and learning motivation. This analysis shows support for using SPs to teach communication skills.

Debriefing conducted by standardized patients immediately after a simulated interaction may be the variable that leads to performance improvement. A significant increase in the number of empathetic statements, rapport forming, and warmth and caring behaviors were noted in medical students who received specific feedback on their empathetic communication during a simulation (Foster et al., 2016). Who conducts the communication debriefing may play a role in the improvement in communication skills. Bosse et al. (2011) found significant improvements in medical students' communication performance and self-efficacy in both the SP and peer role-player groups; however, the role-player groups experienced greater improvements in communication. Students were asked to play both patient and physician roles in the peer role-player group, perhaps gleaning more empathy than playing only the physician role in the SP