

ORIGINAL PAPER

The Use of Video Role Play for Teaching Therapeutic Communication Skills

Hong-Gu He, PhD, MD, RN,

Assistant Professor, Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Sandra Mackey, PhD, RN,

Assistant Professor, Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Anthony O'Brien, PhD, RN,

Associate Professor, Head of Peninsula Campus, School of Nursing and Midwifery, Monash University, Australia

Elaine Ng, MSc, RN,

Deputy Director, Division of Nursing, Changi General Hospital, Singapore

David G. Arthur, PhD, RN,

Professor, Graduate School, Angeles University Foundation, Philippines

Correspondence: Hong-Gu He, PhD, MD, RN, Assistant Professor, Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore
Level 2, Clinical Research Centre, Block MD11, 10 Medical Drive, Singapore 117574
Tel.: +65 6516 7448; Fax: +65 6776 7135, Email: nurhgh@nus.edu.sg

Abstract

Background: Effective Communication is a fundamental skill for practice across health care settings and is a component of undergraduate nursing programs around the world. Resource materials appropriate for the teaching of communication in an Asian context are lacking.

Aim: The aim of this study was to evaluate the usefulness of a self-developed video using role play in facilitating teaching and learning associated with therapeutic communication.

Methods: Videos were produced which demonstrated the fundamental communication skills of listening, understanding, exploring and comforting/supporting, using role play. These were shown to Year 1 nursing students in tutorials over four weeks. Their usefulness was evaluated using a self-developed questionnaire. Among 74 questionnaires distributed at the end of the fourth tutorial, 72 were returned, with a 97% response rate.

Results: Most students agreed that the video clips provided useful examples for role-playing the communication skills (89%), helped trigger them to perform role-playing (74%), were useful to improve understanding of different communication skills (93%) and helped them learn from other students' role-playing performance (87%). Overall impression of using the videos in the tutorial teaching was very useful (27%) and useful (68%).

Conclusions: Most students valued the videos developed purposely for teaching therapeutic communication and recommended that the videos be used in the future. Using video role plays facilitated the teaching and learning process and enhanced undergraduate nursing students' understanding and application of communication skills. More video clips will be developed in the future, with improved quality and with a broader range of health care communication scenarios demonstrated in order to be used more widely.

Keywords: Therapeutic communication, teaching and learning, video, role play, students