

Effects of Nurse-led based educational interventional on knowledge and practice for professional communication skill between inter and intra department among internee students

Areej Arshad^a, Nageena Noor^a, Ghazal yasir, K^a anwal zubair^a, Amina kainat^a

^a The univeristy of faislabad

Correspondence: Kanwal.zubair01@gmail.com

ABSTRACT

Background and Objectives: Effective communication is crucial in healthcare, yet intern students often struggle with communication skills, leading to errors and adverse events. To Assess the impact of nurse-led educational interventions on knowledge and practice of communication skills among intern students.

METHODOLOGY: A mixed-methods design was used, with a pre-post quasi-experimental study and focus groups. Intern students (n=30) received nurse-led educational interventions, including workshops and simulations, focusing on communication skills. Knowledge and practice were assessed using a questionnaire and observed simulations.

RESULTS: The mean difference of -8.500 shows that post-knowledge scores are, on average, 8.5 points higher than pre-knowledge scores. The confidence interval (-10.031 to -6.969) confirms that this difference is statistically significant and not due to random variation. The t-value of -11.355 and the degrees of freedom (29) further support the statistical significance of the results. The p-value of 0.000 indicates a highly significant difference between pre-knowledge and post- knowledge scores.

CONCLUSION: Key findings from the research suggest that intern nursing students who participated in the nurse led educational program demonstrated marked improvements in their ability to communicate effectively, resolve conflicts, and collaborate with peers and senior staff. This has positive implications for patient care, as effective communication is critical to ensuring safe and coordinated treatment

KEYWORDS: nurse-led base educational information, inter department, inter professional communication, knowledge attitude and practice, intern student, standard deviation, statistical package for the social sciences.

INTRODUCTION

The introduction lays out the importance of effective communication in nursing practice, emphasizing its role in building therapeutic relationships, minimizing errors, and improving patient satisfaction and outcomes. It highlights the need for nursing students to develop strong communication skills to navigate complex clinical environments and address diverse patient needs. The challenges and hesitancies in communication among healthcare professionals, especially in voicing concerns or handling difficult conversations, are also acknowledged.¹

The introduction suggests that while communication skills are crucial, nursing students often lack adequate training in this area. It mentions the significance of

educational interventions to enhance communication skills among intern students, both within and between departments. The article aims to explore a study focusing on the impact of nurse-led educational interventions, including simulations, on improving the communication abilities of intern students.²

Overall, the introduction sets the stage for the importance of the study in addressing the communication needs of nursing students and its potential implications for patient care and safety. The literature review provides insights into various studies related to communication skills training among healthcare professionals, particularly focusing on nursing students.³ The literature review encompasses several studies

How to cite this: Arshad A, Noor N, Yasir G, Zubair K, Kainat A. Effects of Nurse-led based educational interventional on knowledge and practice for professional communication skill between inter and intra department among internee students. International Journal of Healthcare Professions. 2025; 2(3):15-19

focusing on various aspects of nursing, including clinical experience, educational qualifications, communication skills, and safety culture within healthcare settings.⁴

Kim and Sim (2020) conducted a study involving nurses, primarily aged 25-29, with a majority being university graduates. The sample predominantly comprised general nurses with varying levels of clinical experience, primarily working in secondary hospitals.⁵

Gutierrez-Puertas, Marquez-Hernandez et al. (2020) conducted a systematic review involving studies with a total sample size of 1,295 participants. These studies, mostly conducted in the last decade, covered areas such as mental health, end-of-life care, and maternity.⁶ The majority of studies utilized quasi-experimental designs, focusing on pre-test and post-test measurements.⁷

Donovan et al. (2019) aimed to evaluate nursing students' communication skills through practical application in simulated scenarios. The study included undergraduate nursing students, with

Descriptive characteristics indicating a majority of female students, primarily with high school or higher education qualifications.⁸

Blake et al. (2019) investigated the impact of simulation on nursing students' therapeutic communication skills. Following the simulation, students reported improvements in their ability to communicate therapeutically, with both patients and peers participating in debriefing sessions to discuss strengths and weaknesses.⁹

Okuyama, Suzukamo et al. (2023) surveyed healthcare staff to assess safety culture, revealing predominance among women with less than six years of experience. The study highlighted areas for improvement, particularly in "no punitive response to errors," with better safety culture observed among more experienced staff and those with lower educational levels.¹⁰

Overall, these studies provide insights into various aspects of nursing, from clinical practice to education and safety culture, highlighting areas for further research and improvement in nursing practice.¹¹⁻¹³

OBJECTIVE

To assess the effects of nurse- led base educational interventional of knowledge and practice for professional communication skill between inter and intra department among internee students.

METHODOLOGY

The research design utilized in this study is a quasi-ex-

perimental approach to investigate the impact of an intervention on the development of communication skills among nurses. Purposive sampling was employed to select participants from a population of 30 student nurses working in a hospital setting.

The study was conducted between February 2024 and June 2024, following approval from the Institutional Review Committee of the Faculty of Nursing at Ali Fatima Hospital. The sample size was determined using the formula $n = N / (1 + N(e^2))$, with n representing the sample size, N representing the population size, and e representing the margin of error (5%).

Inclusion criteria for participant selection included internee students and those identified as lacking in communication skills. Conversely, exclusion criteria comprised students who displayed a lack

of interest in participating and those who were proficient in communication with patients and staff nurses. In conclusion, The study employed a quasi-experimental design to assess the impact of an intervention on enhancing communication skills among nurses. Purposive sampling was used to select 30 student nurses from a hospital setting.

RESULTS

Frequency: The number of respondents in the 18-24 years age group is 30. Percent: This represents the percentage of the total respondents, which is 100% in this case since all respondents fall within this age group. Valid Percent: This is also 100%, as all the data is valid and falls within this single age category. Cumulative Percent: This indicates that 100% of the cumulative total falls within the 18-24 years category. The sample consists entirely of females, with no other genders represented. Every individual (30 out of 30) in the sample is female, resulting in 100% for all percentage-based columns. There are no missing or invalid responses, ensuring that the valid percent matches the overall percent. The sample consists of individuals from four different departments. The Medical Surgical department has the highest representation with 33.3%. Pediatrics follows with 30.0%, Gynae with 20.0%, and Psychiatry with 16.7%. The cumulative percent column shows the progressive accumulation of percentages, reaching 100.0% at the final category. The last column shows the count of individuals with each qualification. In this case, there are 30 individuals with a Bachelor's degree.

Table# 1:

		f	%
AGE	18_24YEARS	30	100.0
GENDER	FEMALE	30	100.0
DEPARTMENT	MEDICAL	10	33.3
	SURGICAL		
	PEDIATRICS	9	30.0
	GYNAE	6	20.0
	PSYCIATRY	5	16.7
QUALIFICATION	BACHELOR	30	100.0
CLINICAL EXPERIENCE	LESS THAN 1 YEAR	27	90.0
	3 YEARS	3	10.0

mean difference of -8.500 shows that post-knowledge scores are, on average, 8.5 points higher than pre-knowledge scores.

The confidence interval (-10.031 to -6.969) confirms that this difference is statistically significant and not due to random variation.

The t-value of -11.355 and the degrees of freedom (29) further support the statistical significance of the results.

The p-value of 0.000 indicates a highly significant difference between pre-knowledge and post knowledge scores.

Paired Samples Statistics

	Mean	N	Std. Deviation	Value of p
Pair 1 PREKNOWLEDGE	57.77	30	8.249	
POSTKNOWLEDGE	66.27	30	5.614	<.001

DISCUSSION

The study evaluated the impact of a nurse-led educational program aimed at improving communication skills among internee students, focusing on interactions within and between departments. Results showed a significant improvement in communication skills post intervention, with substantial increases in knowledge and skill levels. The study had a response rate of 72.5%, with participants predominantly female and aged between 19 and 33 years. Another study referenced highlighted issues in safety culture among hospital staff, with better results observed among more experienced staff and those with lower educational levels.

The significant difference in pre- and post-knowledge scores, along with large effect sizes, emphasized the effectiveness of the educational program. It was suggested that such structured interventions could enhance communication skills crucial for patient care

and interprofessional collaboration, leading to better coordination, reduced errors, and improved efficiency.¹⁴

The implications for nursing education and practice are noteworthy, emphasizing the importance of integrating nurse-led educational programs into curricula to improve communication skills. This approach can contribute to better patient outcomes, smoother workflow, and cohesive teamwork among healthcare professionals. Furthermore, the success of the program highlights the potential for nurse-led initiatives to drive educational improvements in various professional development areas.¹⁵⁻¹⁹

In summary, the nurse-led educational program had a significant and positive effect on communication skills among internee students, supporting its incorporation into nursing education to enhance collaboration and patient care. Further research is needed to explore the broader applications of nurse-led educational initiatives in healthcare.²⁰

CONCLUSION

The research on a nurse-led educational program targeting communication skills in intern nursing students reveals promising outcomes. Participants showed significant improvements in communication, conflict resolution, and collaboration, suggesting positive impacts on patient care.

However, limitations like small sample size and subjective assessments underscore the need for further robust studies. Despite challenges, the program proves effective, recommending continued investment to foster communication excellence in healthcare teams, thereby enhancing patient outcomes and workplace efficiency.

RECOMMENDATION

- Nurse-led education can foster better collaboration and communication among intern students from different departments, promoting a teamwork approach to patient care.
- Effective communication is critical in healthcare settings. Nurse-led education can improve communication skills, reducing errors and improving patient safety.
- Intern students who participate in nurse-led education may feel more confident in their communication abilities, leading to better interactions with patients, families, and healthcare.

LIMITATIONS

- The number of intern students available for participation might be small, reducing the statistical power and the ability to generalize findings.

- Ensuring informed consent and maintaining confidentiality can be challenging, particularly in a learning environment.
- Obtaining ethical approval for the study may be complex and time-consuming, delaying the research process.

CONFLICT OF INTEREST

. No conflict of interest

ACKNOWLEDGEMENT: None

CONFLICT OF INTEREST: None

GRANT SUPPORT AND FINANCIAL DISCLOSURE: None.

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Authors Contributions:

Areej Arshad, Nageena Noor : Substantial contributions to the conception and design of the work. Design of the work and the acquisition.

Ghazal yasir , Kanwal zubair: Drafting the work

Amina kainat: Final approval of the version to be published.

Submitted for publication: 15-07-2025

Accepted after revision: 16-08-2025