



Analysis of The Influence of Training and Capacity Development Programs on Improving Service Quality and Performance of Medical Personnel in Handling Patients

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Abstract

This work aims to address students' subjective perceptions of needs and problems in dealing with patient aggression. This research uses a cross-sectional study approach with a pretest-posttest design. Data was collected through interviews. From the results of the analysis, it was found that training in dealing with aggressive patients had a significant impact on improving the skills and self-confidence of nursing students. This training not only provides benefits on an individual level but can also improve overall results in the work environment. Integration of de-escalation topics into future training will be critical to increasing individual preparedness for situations that may occur in the workplace. Through a holistic and sustainable approach to developing education and training curricula in the health and nursing fields, students can be better prepared and confident in dealing with aggressive situations in nursing practice in the future.

Keywords: Patient, Critical, Training, Holistic.

1. Introduction

Aggressive patient behavior does not only affect specific individuals or specific departments, it is also a global problem that affects all healthcare professions. Nurses and nursing students are often on the front lines of dealing with this aggressive behavior. Although they may be young and inexperienced in handling these challenging situations, they have many interactions with patients and are responsible for many actions that patients may perceive as threats to their integrity [1]. In these situations, patients may feel that their basic rights are not respected, which can trigger aggressive behavior. To deal with these situations wisely and effectively, nurses and nursing students need to receive adequate training and support. This training should include de-escalation strategies, effective communication, stress management, and an understanding of patient rights. With a holistic, evidence-based approach, nurses and nursing students can help reduce the risk of aggressive behavior and improve the quality of care provided to patients. An approach based on empathy and effective communication is not only important in reducing tension and improving the quality of interactions between patients and healthcare professionals, but it can also have a broader impact in the healthcare context. By building better relationships with patients, healthcare professionals can increase patient confidence in the care they receive, which in turn can improve patient compliance with medications and treatment plans. In addition, an empathy-based approach can also help reduce the stigma associated with mental health problems and strengthen relationships between patients and medical personnel [2]. By prioritizing empathy and understanding of patients' conditions, medical personnel can help reduce feelings of isolation and loneliness that are often experienced by patients with mental health conditions. In the context of treating aggressive behavior, an empathy-based approach can help medical personnel understand the root causes of patients' aggressive behavior, so they can respond more effectively and avoid conflict escalation. Thus, this approach not only provides benefits in terms of managing stressful and conflict situations but can also improve the overall quality of care provided by medical



personnel. To support this approach, healthcare providers need to create a supportive work environment. This can include providing appropriate training to improve communication and empathy skills, as well as providing necessary resources and support to medical personnel involved in treating challenging cases. By creating a supportive work environment, medical personnel can feel more supported and motivated to provide the best care for their patients [3].

Overall, the level of knowledge about prevention, de-escalation, and the aftermath of aggressive incidents, as well as support for students, remains low. There is very little research examining the situation of nursing staff in training regarding exposure to patient aggression. However, the results of individual research with other employees indicate that, in addition to immediate physical or psychological injury, serious long-term psychological effects may occur. This is especially true for verbal aggression, which is often considered less harmful than physical aggression but can have a profound and lasting impact on the mental health of medical personnel. These studies reveal that medical personnel, including students, are often ill-equipped to deal with aggressive situations. The training they receive may not include effective strategies for prevention and de-escalation, leaving them vulnerable to the negative impacts of aggressive patient behavior. The long-term effects of exposure to patient aggression can include post-traumatic stress disorder, anxiety, depression, and reduced job satisfaction [4]. In addition, verbal aggression can damage the self-esteem and self-confidence of medical personnel, which can ultimately affect their performance and the quality of care provided to patients. To address this problem, improvements in training and support for students and other medical personnel are needed. More comprehensive and ongoing training on preventing and de-escalating patient aggression is essential. Additionally, psychological support and assistance programs for employees should be provided to help them overcome the long-term effects of exposure to aggression. A safe and supportive work environment is also important to minimize the risk of aggression and its impacts. This includes clear policies on how to handle incidents of aggression, as well as an effective reporting system and rapid response to such incidents. With joint efforts to increase understanding, training, and support for this issue, it is hoped that we can create a safer, better, and more supportive work environment for medical personnel and students in dealing with aggressive situations [5].

In this research, aggression refers to someone's behavior that has the intention, whether considered or not, to harm another person. These intentions can arise from a variety of motivations and psychological states, often resulting from conflict or dissatisfaction. Aggression can be divided into several forms based on the type of damage caused, namely direct physical damage, direct psychological damage, and indirect harm. Direct physical harm includes actions that cause physical injury to another individual, such as hitting, kicking, or using a weapon. A specific example of direct physical harm is a blow to the face, which can result in cuts, bruises, or other serious injuries. This form of aggression is easy to identify because it leaves clear physical signs on the victim. In addition to physical harm, there is also direct psychological harm, which includes actions such as insults, verbal threats, or intimidation. This form of aggression is more subtle and often has a profound impact on the victim's self-esteem, mental health, and emotional well-being. Aggression can also cause indirect harm, such as loss of finances, reputation, or social relationships [6]. Aggression is a complex phenomenon involving interactions between various factors, including internal and external factors. Factors such as life stress, financial problems, or interpersonal conflicts can trigger aggressive behavior in individuals. Additionally, environmental conditions, such as political or social instability, can also influence levels of aggression in society. It is important to remember that aggression is not a single response to a specific situation but is the result of a complex combination of factors. Biological and genetic factors can also play a role in determining a person's tendency to be aggressive. To address the problem of aggression, a holistic and sustainable approach is needed. This includes the development of effective prevention strategies and rehabilitation approaches for individuals involved in aggressive behavior, as well as social and psychological support for victims of aggression. In addition, it is also important to pay attention to the social and cultural context when understanding and addressing the problem of aggression. Overall, to create safer and more peaceful societies, we must understand the root causes of aggression, both at the individual level and on a broader scale. By understanding the factors that influence aggression and developing appropriate strategies, we can reduce the level of aggression in society and create a more harmonious environment [7].

When looking for appropriate ways to deal with aggressive behavior, it is important to take into account that the individual in question may perceive themselves as a victim. The experience of waiting for a long time, not fulfilling promises, as well as feeling driven by rules that are considered irrational, failing to fulfill important individual needs, and other experiences of danger can become the basis for aggressive behavior. Aggressive events can be divided into five interrelated phases namely the trigger phase, the escalation phase, the crisis, the improvement plateau with the danger of a new outbreak, and the shock depression phase. These stages form a complex structure of aggressive behavior and are often difficult to overcome without a deep understanding of the underlying motivations and triggers. With a better understanding of these stages, we can develop more effective intervention strategies and timely prevention to manage aggressive behavior. This can include an empathetic approach to communication, tactful handling of triggering situations, and the creation of an environment that supports and better addresses individual needs. In doing so, we can help individuals experiencing aggressive behavior better manage their emotions and prevent escalation into detrimental actions [8]. Reacting to the aggression phase in each case is a crucial step that can affect both the development and safety of all parties involved in the care process. Responses to aggressive behavior are greatly influenced by the individual's training and experience, as well as the possibility of repeated responses to the aggressive behavior. Therefore, support from the surrounding environment is very important in forming positive and supportive behavior patterns. Nursing staff who can prevent tense situations in advance, avoid security risks, and appropriately resolve tensions are invaluable. They can also provide support to colleagues dealing with violent experiences. The importance of interpreting aggressive events should not be overlooked, as they must be understood within a broader social context to develop effective strategies to prevent future aggression. However, if prevention and treatment efforts are not successful, it is important to carry out an in-depth analysis of the motives for aggressive behavior. This is because situations of aggression that are not handled properly can develop into an increasingly severe crisis, with potentially harmful consequences for health and high costs for patients, staff, and health facilities. By understanding the factors that influence aggression and developing appropriate strategies, we can minimize the risk of aggression occurring and create a safer and more supportive environment for all parties involved [9].

To develop this paragraph, we can add several detailed points regarding strategies and approaches that can be used in training to deal with aggressive patient behavior. The following additions can be made skills training for managing aggressive patient behavior may include learning about risk assessment, prevention strategies, and de-escalation techniques [10]. Nurses can be trained to identify early signs of aggressive behavior, such as changes in behavior or aggressive communication, and to respond quickly and appropriately. Effective training methods can include simulations of real, demanding situations, allowing nursing staff to practice dealing with aggressive situations in a safe and controlled manner. This approach can help build confidence and skills for handling situations that may occur in the workplace. In addition, training should also take into account the psychological aspects of aggressive behavior, such as patient motivation and how to

manage nursing staff's emotions in tense situations [11]. Psychological support and debriefing following incidents of aggression are also important to help nursing staff cope with the emotional impact of the experience. It is also important to consider factors that may influence a patient's level of aggression, such as the physical and social environment in the healthcare facility. Nurses need to be trained to design safe and supportive environments to reduce the risk of aggressive behavior. With a comprehensive and ongoing approach to training, nursing staff can become more effective in dealing with aggressive patient behavior, increase safety for all parties involved, and improve the overall quality of care.

2. Research Method

This research uses a cross-sectional study approach to test the effectiveness of training with a pretest-posttest design involving participants before and after training. Data was collected through interviews to gain an initial understanding of participants' knowledge and skills before the training began. Performance measurements were carried out before and after training to compare changes. Data analysis was carried out by calculating the mean to analyze quantitative data and using significance tests to test the differences between pretest and posttest results. Using this design and analysis method, this study aims to evaluate the effectiveness of training in improving participants' knowledge and skills, as well as understand its impact on their performance in a general nursing context. It is hoped that the results of this research will provide valuable insight for nurse practitioners in designing effective training programs to improve their professional competence.

3. Result And Discussions

The results of the study highlight the importance of health- and nursing-focused education and training in equipping students with the skills necessary to deal with aggressive patients. These programs positively influence students' self-assessment and self-confidence, as well as their behavior in dealing with aggressive situations. In this context, the development of a training curriculum that includes broader material on the management of aggressive situations could help students expand their understanding and skills. The importance of education and training programs that suit students' needs is also emphasized in this research. Tailored programs can increase students' readiness to face challenges in nursing practice. The integration of de-escalation and behavior management concepts in the curriculum is also considered important to help students develop the skills necessary to respond effectively to aggressive situations. In addition, research results show that increasing self-confidence and positive self-appraisal can help students overcome challenges in nursing practice more calmly and effectively. Therefore, it is recommended that health and nursing educational institutions consider including these materials in their curricula. Providing adequate training to teaching staff is also important to support the implementation of this program. In this way, students will be more prepared and confident in dealing with aggressive situations in nursing practice.

The results of this study provide a deeper understanding of the specific problems students face regarding the treatment of aggressive patients. Although incidents of aggression do not occur frequently, students feel the need to improve their knowledge, action skills, and the formation of a better framework to deal with such situations. Four key learning areas have been identified, namely recognizing and controlling precursors of aggressive events, interpreting aggressive events correctly, designing appropriate behavior towards aggressive patients, and managing stress that may arise. By emphasizing developing competencies in these four areas, it is hoped that education and training programs can provide students with the skills and knowledge necessary to deal with aggressive situations more effectively and safely. Adoption of a holistic and sustainable approach in the development of education and training curricula in the health and nursing fields can help create a learning environment that supports the development of comprehensive competencies in dealing with aggressive situations. In this case, increased collaboration between educational institutions, health facilities, and other related parties can help provide a learning environment that meets the needs of students and the demands of complex nursing practice.

In facing the complexity of organizational conditions that influence structures and processes, especially those related to the treatment of aggressive patients, action for decision-makers becomes increasingly important. Internal factors, such as a lack of training for superiors in dealing with aggressive patients, and external factors, such as a lack of action guidelines in dealing with aggressive situations, are challenges that must be overcome. To overcome this challenge, organizations need to conduct a thorough evaluation of existing systems and procedures. This evaluation may include providing adequate training for all levels of staff to increase understanding and skills in effectively handling aggressive situations. In this way, students can be better prepared and able to face these challenges appropriately and safely. In addition, integrating the concepts of de-escalation and behavior management into education and training curricula can also help increase student readiness for dealing with aggressive situations. In this way, they can respond effectively and minimize the risk of conflicts that could potentially endanger the health and safety of patients and staff. This strategy provides an opportunity for students to develop a deeper understanding of aggressive situations and improve their skills in handling conflict in a more skilled and safe manner. Concrete steps that can be taken are improving training programs for staff and teachers in handling aggressive patients, developing clear and effective action guidelines in dealing with aggressive situations, and improving coordination between staff in handling aggressive patients. Apart from that, it is also important to continue to evaluate and adapt existing training programs and action guidelines so that they can accommodate changes in the context of treating aggressive patients. With these steps, it is hoped that we can create a safer and more supportive work environment for all parties involved in treating aggressive patients.

Students showed significant improvement in self-assessment training for dealing with aggressive patients in the future, immediately after attending the training. This training consists of a theoretical phase, reflection units, and training with simulated patients. An increase in the average score of confidence in coping with patients was seen on the aggression scale, namely from 2.2 before training to 3.9 after. After two weeks of practice in the field, participants' self-confidence was still at a high level, namely 3.4. Qualitative content analysis of the answers to the open-ended questions showed that in the last two weeks of practical use, participants consciously experienced changes in their perception of practical situations. These results indicate that the training provided is effective in increasing students' knowledge and skills in dealing with aggressive patients. The increase in the average value of confidence in dealing with patients as well as the results of qualitative analysis showing changes in student perceptions are evidence that this training has had a significant positive impact. Thus, it can be concluded that the training approach used is effective in increasing students' readiness to face aggressive situations in the field. To further improve training outcomes, it is recommended that the training provided be more focused on developing practical skills for dealing with aggressive situations. The addition of hands-on practice sessions with more realistic and complex simulated patients can help students test and hone their skills more effectively. Apart from that, continuous guidance and feedback from instructors can also help students

improve their skills gradually. Additionally, it is important to expand the scope of training to cover the psychological and social aspects of aggressive behavior. Understanding the factors that drive aggressive behavior in patients can help students develop better strategies for handling such situations. Integration of these concepts into the training curriculum can help students better prepare to face the challenges of future nursing practice.

The data shows significant learning progress from before to after the test. Evaluation of individual learning progress shows a variety of results, ranging from unsuccessful learning to excellent improvement. The greatest improvements occurred in participants who started with low initial scores in the pretest, indicating the effectiveness of training in helping those who initially had lower skills. Age factors or the length of previous training did not appear to significantly influence the results, indicating that this training was beneficial for participants from various backgrounds and previous experiences. The group's average performance showed a significant increase from pretest to posttest, reflecting the training's success in improving the collective ability to deal with aggressive situations. The group mean score increased from 2.4 to 3.8. These results suggest that the training was effective in improving participants' ability to respond to aggressive situations in a more calm and controlled manner. Students who took part in the training also showed significantly better performance in the same situations compared to the group of participants who did not take part in the training, confirming the real benefits of this training in improving participants' skills and readiness to deal with aggressive situations. An increase in the average value of confidence in dealing with patients as well as the results of qualitative analysis showing changes in student perceptions are evidence that this training has had a significant positive impact. Thus, it can be concluded that the training approach used is effective in increasing students' readiness to face aggressive situations in the field.

Vocational training has an important role in preparing individuals to meet the job requirements of their professional field. Research shows that de-escalation skills not only increase emotional self-confidence but also improve the performance of trained groups compared to untrained groups. This shows that training not only provides benefits at an individual level but can also improve overall outcomes in the work environment. Higher levels of self-confidence appear to reduce reactions to adversity, which may help prevent long-term impacts such as decreased psychological well-being, health, and social functioning. This suggests that investing in de-escalation training not only provides current benefits but can also protect workers' long-term well-being. In addition, this training is also expected to reduce job stress and the risk of leaving a career early in the working period, where experiences of aggression can play a role. Thus, the integration of de-escalation topics into future training becomes critical to increasing individual preparedness for situations that may occur in the workplace. From the patient's perspective, the enhanced performance capabilities of trained staff can help better manage more aggressive situations. Trained staff can better decipher patient behavior and reach better solutions and agreements, which in turn can increase patient satisfaction and reduce the risk of costly conflict. Thus, de-escalation training not only benefits the individuals who take part in the training but also has a broad impact on the work environment as a whole and can improve the quality of services provided to patients.

Other research demonstrating the effectiveness of individual training with simultaneous adjustments at the organizational level reinforces the results previously presented. This highlights the importance of having trained staff to support trainees in orienting themselves and ensuring that there are reliable and supportive structures in place at their institutions. Trained staff have a key role in ensuring the success of the training by providing the necessary guidance and support to participants. They can also help facilitate the integration of training outcomes into daily practice in the work environment. Apart from that, a supportive organizational structure is also very important to ensure the success of training. Institutions must ensure that organizational policies, procedures, and culture support the application of skills acquired through training. Thus, training should not only focus on improving individual skills but should also take into account the broader organizational context. Integration between individual training and effective organizational support can increase training effectiveness and help create a better work environment for all team members.

4. Conclusion

From the results of the analysis above, it can be concluded that training in dealing with aggressive patients has a significant impact on improving the skills and self-confidence of nursing students. This training not only provides benefits on an individual level but can also improve overall results in the work environment. The research results also indicate that the integration of de-escalation topics into future training will be critical to increasing individual readiness to face situations that may occur in the workplace. It is hoped that through a holistic and sustainable approach to developing education and training curricula in the health and nursing fields, students can be better prepared and confident in dealing with aggressive situations in nursing practice in the future. In addition, the importance of well-trained staff and effective organizational support is also emphasized to ensure the success of training and the integration of training results into daily practice in the work environment. With these steps, it is hoped that we can create a safer and more supportive work environment for all parties involved in treating aggressive patients.

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