

Effect of Providing Positive Feedback in One-on-One Interviews after Social Skills Training

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ABSTRACT

Aim: We examined the effect of feedback received after one-on-one interviews following social skills training (SST) on the social life of patients.

Methods: One-on-one interviews were held for approximately 10 min following SST. In each interview, the role-play contents and the positive aspects of the role-play were listed on a sheet of paper and reviewed with the patient. This intervention was performed for 6 months, and the level of social conformity was evaluated using Social Adjustment Scale (SAS) questionnaires administered prior to and after intervention.

Results: Individual patients' SAS scores before and after intervention were as follows: patient A, 3.00–3.06; B, 4.10–3.04; C, 2.56–2.50; D, 2.50–2.60; E, 1.55–1.35; and patient F: 3.04–2.83. The only significant improvement in SAS was shown by patient B.

Conclusions: For patients who do not remember the contents practiced in SST, review via interviews following SST helps promote skill acquisition. Positive feedback received following SST provides patients with a sense of reassurance and support to implement training with self-confidence. When issues addressed in SST involve patients' real-life troubles, and patients are assertive in solving these problems, the beneficial effects of one-on-one follow-up interviews are demonstrated, and change in lifestyles are observed.

Keywords: *social skills training, one-on-one interview, positive feedback, social conformity*

1. Introduction

Individuals with mental disorders not only have a mental disorder, but they often have impaired daily life behavior and interpersonal relationships, and consequently have difficulty with 'hardships in life'. Therefore, to solve various problems that arise in life, the department of psychiatry has been conducting social skills training (SST). At present, many mental health and welfare institutions are implementing SST as a method that uses cognitive behavioral therapy as a mean to improve interpersonal skills and to promote self-management and performance of activities of daily living. During SST sessions, patients' troubles are revealed through problem-solving skill training, and solutions are proposed. Thereafter, troublesome life situations are reproduced

within the training environment, and solutions are demonstrated. The provision of positive feedback to patients through these role-play scenarios leads to effective learning (Nishizono, 2003). For patients with low self-esteem and mental disorders that impair interpersonal relationships, it is important for them to feel that they can "address" what they have learned through SST to their real-life troubles. In respect to this point, an earlier study suggested that the provision of positive feedback through role play is effective (Iwata, 2002). However, to date it has not been examined whether the feedback in limited scenarios during SST is adequate. In the present study, patients reviewed the content practiced during SST and subsequently received positive feedback in one-on-one interviews to help them implement the