# Impact of Implementing Role-Playing Model on Nursing Students' Patient Education Skills and Knowledge

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## ABSTRACT

**Introduction:** Nursing education necessitates innovative teaching methods to foster the development of patient education skills among nursing students. The role-playing teaching model is aligned with the principles of adult learning and Bandura's experiential and social-cognitive learning theories. This study aimed to assess the effectiveness of implementing Fanny and George Shaftel's role-playing model in enhancing the patient education skills and knowledge of undergraduate nursing students.

**Methods and Materials:** A semi-experimental study was carried out on two groups, using pre-test and post-test methods, comprising seventh and fifth-semester nursing students at Birjand University of Medical Sciences during the first semester of 2021-2022. Based on their internship groups, the students were divided into role-playing and control groups. Before training, both groups completed a pre-test. The role-playing group underwent training based on the nine stages of the Shaftel model. Both groups completed a post-test, including a practical assessment using a standard patient to evaluate students' patient teaching skills and knowledge. Statistical tests such as Chi-square, Mann-Whitney, Wilcoxon, independent t-test, and analysis of variance were utilized for data analysis in SPSS software (version 18).

**Results:** The two groups exhibited homogeneity regarding baseline demographic and academic characteristics. The mean scores for patient education skills in the intervention group before and after training were $7.8 \pm 4.15$ and $12.1 \pm 4.12$, respectively, while for patient education knowledge, they were $8.8 \pm 4.45$ and $11.3 \pm 4.27$, respectively. The test results revealed a significant increase in the mean score for patient education skills and knowledge level in the intervention group compared to the control group ($p = 0.05$).

**Conclusion and Discussion:** The study findings suggest that implementing the Shaftel role-playing model and using standard patients can effectively enhance the patient education skills and knowledge of undergraduate nursing students. Hence, it is recommended that nursing educators incorporate the role-playing model and standard patients into their teaching practices to enhance nursing students' patient education skills and knowledge. Further research is suggested to investigate the long-term effects of this teaching method on the practical performance of nursing students in real-life clinical settings.

*Keywords:* Education, Knowledge, Nursing student