



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 Shafteel'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 Shafteel 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 ± 4.15 and 12.1 ± 4.12 , respectively, while for patient education knowledge, they were 8.8 ± 4.45 and 11.3 ± 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 Shafteel 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.

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