

A Study to Assess the Effectiveness of Role Play on Team Nursing among 2nd Year B.Sc. Nursing Students in Selected Nursing College Tirupati, AP, India

C. Usha Kiran¹, Sreelatha²

¹Associate Professor, College of Nursing, SVIMS,

²Associate Professor, College of Nursing, SVIMS, Tirupati, Andhra Pradesh, India

Abstract

The aim of the study was to assess the effectiveness of role play on team nursing among 2nd year B.Sc(N) students in CON, SVIMS, Tirupati.

Objectives:

- To assess the level of knowledge on team nursing among 2nd year B.Sc (N) students in CON, SVIMS, Tirupati.
- To assess the effectiveness of role play among 2nd year B.Sc (N) students in CON, SVIMS, Tirupati.
- To find the correlation between level of knowledge and selected demographic variables of 2nd year B.Sc (N) students

Methodology: By using convenient sampling technique a preexperimental research design was adopted, 100 2nd year B.Sc.(N) students were chosen as samples, and data collection was done by using a self structured questionnaire.

Results: The study results revealed that out of 100 samples 53% (53) had inadequate knowledge, 31%(31) had moderate knowledge, and 16%(16) had adequate knowledge in their pre test and the post test results had shown as 28%(28) had moderate knowledge, and 72%(72) had adequate knowledge, none of them had inadequate knowledge.

Conclusion: As the technology in nursing education has been increasing day by day; role play is one of the best live innovative method of giving essential information to the students. In the present study the results showed that, the role play was effectively improved the knowledge of 2nd year B.Sc(N) students regarding team nursing.

Keywords: Role-Play, Team nursing, Effectiveness

Introduction

"We Can Always Make a Difference to Someone, No Matter What Role We Play" –Lindsey Stirling

Background of the Study: Role playing: "A teaching method that has been used widely for experiential learning" and that "provides an imaginary context in which issues and behaviours may be explored by participants who take on a specific role

or character" (Ching, 2014). BECAUSE NURSING work environments are complex, prioritizing work is essential and nursing workloads often need to be reprioritized on a shift-by-shift basis. Research suggests that the model of nursing care is critical in defining the nursing work environment.¹ Organizational structures, leadership, autonomy, multidisciplinary collaboration, and interpersonal relationships influence nursing work environments and satisfaction.¹

Challenges in clinical nursing are receiving more attention because they relate to nurse satisfaction and, ultimately, to patient satisfaction. Reimbursement changes mean that patients' perspectives on hospital care, as quantified by the Hospital Consumer Assessment of Healthcare Providers and Systems, carry a reimbursement weight of 30%.² Healthcare leaders must develop and sustain environments that support patient safety and evidence-based care while restoring high levels of satisfaction in the workplace.

To redesign clinical care delivery to improve patient outcomes, The Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health*, recommends that nurses serve as key contributors.³ This article describes our evidence-based project to improve the delivery of care and patient and staff satisfaction with team nursing. *Team nursing* is defined as "a group of people who are mutually dependent on one another to achieve a common goal."⁴ The primary benefit of this approach is that pairing nurses provides a resource and supplement to patient care.

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Role-playing as a teaching strategy highlighted its importance for the self-knowledge, humanization of care, enhancement of communication and other social interaction skills as well as the articulation of the theory to real situations of care. Because Nursing work environments are complex, prioritizing work is essential and nursing workloads often need to be reprioritized on a shift-by-shift basis. Research suggests that the model of nursing care is critical in defining the nursing work environment.¹ Organizational structures, leadership, autonomy, multidisciplinary collaboration, and interpersonal relationships influence nursing work environments and satisfaction.¹

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The use of team nursing is considered to provide patients with continuity of care by a team therefore addressing the potential for fragmented care often resulting from more task oriented care delivery models (Adams, Bond, & Hale, 1998). For nurses team nursing facilitates increased potential for meaningful care giving and provides the opportunity for developing responsibility in team members (Adams et al., 1998).

From the contributions of role-playing to nursing education described in the literature, the interest in using the strategy for discussing the meanings and practices related to nursing care with nursing students aroused. This focus of the study was chosen not only because of the centrality and importance of care as the central axis of the professional practice of nursing, but also due to the need for the development of attitudes and relational competencies for conducting a care beyond the instrumental dimension.

Today, innovative ideas and new strategies in nursing education is encouraged to provide the learning needs and demands of constantly changing health care (Chan, 2012). Improving students to focus on the needs of patients and their families is one of the concerns of nursing teachers (Holland, 2002). Nursing education can maintain its dynamic quality when it moves toward innovation and modern method of teaching and learning. Therefore, teachers are required to employ up to date method in their teaching plans (Pourghaznein et al., 2015). Problem-based learning method for integration of theory and practice in the classroom and clinical settings is an appropriate method to resolve these concerns (Williams & Beattie, 2008; Khiri & Mohammadi, 2016).^[3]

The most widely adopted pedagogical approach used for conveying knowledge in majority of the construction programs today is the traditional teaching method that include lectures, seminars, and tutorials to expose the students to different aspects of construction (Bhattacharjee, 2014). In addition to traditional method, other forms of active learning pedagogical approaches adopted in construction education include construction site visit, site trainings, computer games and simulations, and problem-based learning, Though roleplaying is not a popular pedagogical approach adopted in construction education, it has major benefits and potentials for improving students learning (Bhattacharjee & Ghosh, 2013). Due to the involvement of multiple stakeholders

in any construction project, roleplaying teaching method that replicates the real life scenario by assigning different roles to the students can prove to be very effective in construction education.

Role-playing is being used as a pedagogical approach for many years, predominantly in sports education, theater, history and other social science disciplines. Utilizing the techniques of drama, role-playing teaching is a holistic teaching method that inculcates the process of critical thinking, instigates emotions and moral values, and informs about factual data. It has been found that role-playing teaching increases the efficacy of the learning experience and makes it more grounded in reality (Bhattacharjee, 2014).^[4]

Role-playing is a schematic approach in which interpersonal interactions will be observed, analyzed and interpreted by others (Billings & Halstead, 2005) and also as a method of problem-based learning increases the ability of learners in facing with situations, decision making, situations interpretation and critical thinking.

Learning with role playing decrease anxiety and also increase reliability of learners (Khiri & Mohammadi, 2016). Also by helping the learners in situations and roles, questions and answers, and also active listening, professional knowledge of learners will be increased; and providing repeating opportunities, rethinking and habituation, cause to learning. In this simulation method, which actively and continuously puts students in real situations, individual autonomy, creativity, and self-efficacy will be strengthened too (Martinez et al., 2010). The other benefit of this method is increasing of observation-based skills, decision-making, instant feedback on communication skills which used in role playing (Billings & Halstead, 2005). In this method, interaction between students and teachers will be reinforced inside and outside of classroom and create a safe environment in which students freely express their points and teacher can modify them.^[5]

Need for the Study: Role-playing method mentally prepares the students for learning as the students are given the chance to demonstrate their education technical skills in quasiclinical setting and control their stress. on the other hand, role-playing gives the students not only a chance to practice their clinical skills, but also have the opportunity to polish their communicational skills and experience the patient's reaction to the care. All these lead to positive effects on the cares provided by students

to patients. Role-playing is widely used for educating communication skills. It is a useful method for repeating, observing, and discussing the roles and directing the roles toward other educational programs. Bosse et al. and Burns et al. showed that role playing method improved communicational skills of subjects. In addition, role play method enables a nursing student to practice the role of a nurse in an environment similar to clinic. Therefore, the student is prepared to face professional situations and by increasing self-esteem, enables the student to accurately address the patient's problems.

Samsibar Samsiar (2018).et al, The effectiveness of role play method towards students motivation in English conversation. Quantitative research through pre-experimental method by using pre- test and post- test design. The results revealed that there was significant difference on the students speaking achievement taught by using role play. The mean of pre-test is 54.2 and post test after experiment is 65. It could be said that role play method was effective in teaching conversation.^[1]

JANECIOFFI (2009). et.al conducted a study on "Team nursing in acute care settings, Nurses' experiences" findings of the qualitative study revealed that experiences of nurses working in teams in acute care settings in an area health service. Main findings are benefits of team nursing, team approach, team effectiveness, increased responsibility, availability of support and engagement with the multidisciplinary team.^[7]

The reviews give a clear idea regarding the importance of team nursing and effectiveness of role play so the researcher is interested in combining the both concepts to bring an effective outcome.

Materials and Methodology

Research Approach: Pre - experimental one group pre test post test research design

Setting of the study: College of Nursing, SVIMS, Tirupati

Study population: Students studying 2nd year B.Sc. (N)

Study sample: Students studying 2nd year B.Sc.(N) in SVIMS, Tirupati

Sample size: 100 students were taken

Sampling technique: Non probability convenient sampling technique was adopted for the present study.

Criteria for Sample Selection:

Inclusion criteria:

- Who are studying 2nd year B.scNursing in SVIMS, CON TIRUPATI.
- Who are willing to participate.

Exclusion Criteria:

- Who are absent on the day
- Who are not willing to participate
- Who are belongs to 1st, 3rd, and 4th year B.Sc.(N) students

Instrument: The tool was developed with the help of related literatures from various textbooks, journals, websites discussion and guidance from experts.

Section-I: It consists of questions related to demographic data like personal profile, education of the father and mother, occupation of the father and mother, income of the father and mother, residence and type of family were included.

Section-II: It consists of questions on team nursing.

Scoring Key: Correct answer was given a score of 1 and wrong answer was given a score of 0.

Content Validity: The tool was given 10 experts constituting nursing professionals and taken their valuable suggestions.

Reliability of the Tool: Reliability of the tool is defined as the extent which the instrument yields the same results in repeated measures. The tool was administered to 10 2nd year B.Sc(N) students, who were not included in the, ain study. The reliability was

established by cronbachs alpha method of correlation coefficient formula. The obtained r score was r=0.92 which shows that instrument was reliable. Hence the tool was reliable for proceeding with the pilot study

Data Collection Procedure: Prior permission was obtained from the head of the department of the college 100 samples were selected by non probability convenient sampling technique. Questionnaire was given to them and the pre test knowledge was assessed by the investigators who were trained in assessing the level of knowledge among students, later on around 30 minutes role pay was been performed by a team of members on team nursing and the theme has been explained. 2 sessions of role play was performed with a time gap of 2-3 days, after the 2 sessions of role play, one week gap was given and then again the knowledge of the students has been collected by the team of investigators by using a self structured questionnaire and has given ample time to answer the questions, later the data was scrutinized and analysed.

Data Analysis: Descriptive (Percentage, Mean, and Standard deviation) and inferential statistics(t-test, Chi-square) were used for the study.

Findings:

Table 1: Distribution of level of knowledge on team nursing among B.Sc.

S.No	Post test Knowledge	Frequency	Percent
1.	Inadequate	0	0.00
2.	Moderate	28	28.00
3.	Adequate	72	72.00
	Total	100	100.00

Table 2 It indicates that there is significant improvement in the level of knowledge among students and shows the effectiveness of role play.

Table 2: Effectiveness of role-play on team nursing among 2nd year B.Sc(N) students in SVIMS, Tirupati

	Mean	N	Std. Deviation	t-value	p value
Pre test Total Knowledge	5.400	100	2.270	13.164**	0.000
Post test Total Knowledge	8.090	100	1.016		

Note: **(Significance at 0.01)

Table: 3 Association between the selected demographic variable and level of knowledge among 2nd year B.Sc(N) students

Demographic variable	Chi-square	P value	Chi-square	P value
	Pre test		Post test	
Age	5.729	0.454	0.487	0.922
Sex	5.453	0.065	10.113**	0.001
Religion	2.648	0.618	1.538	0.464
Type of family	4.235	0.375	3.258	0.196
Education of father	26.362**	0.001	10.578*	0.032
Education of mother	47.705**	0.000	11.652*	0.020
Occupation of father	33.624**	0.000	24.463**	0.000
Occupation of mother	15.321	0.053	10.762*	0.029
Income	7.747	0.257	2.508	0.474
Area of residence	6.584	0.160	9.242**	0.010
Source of information	18.462*	0.018	10.652*	0.035

*Significant at 0.01 level, **Significant at 0.05 level

Table-3 It reveals that there is significant association between level of knowledge and education of the mother, education of father, occupation of father, were significant at $p < 0.05$ level and source of information is significant at $p < 0.01$ level in pretest. And age, occupation of the father, area of residence are significant at $p < 0.05$ level, education of father, education of mother, occupation of mother, source of information is significant at $p < 0.01$ level in post test.

Discussion

The finding of the study was the role play had a great impact among the students which was clearly evident by the results it revealed that the majority of the students gained the knowledge on team nursing after the role play. Among 100 students 72% had adequate knowledge in the post test results.

The first objective of the study is to assess the level of knowledge on team nursing and found that out of 100 students 53% (53) had inadequate knowledge, 31%(31) had moderate knowledge, and 16%(16) had adequate knowledge.

Beatrice J. Kalisch, RN, Ph.D, F.A.A.N., Titus Distinguished Professor of Nursing and Director, Hyunhwa Lee, RN, PhD, Post-Doctoral Research Fellow, and Monica Rochman, RN, BSN, Research

Associate and Doctoral Student conducted a study on Nursing Staff Teamwork and Job Satisfaction. This was a cross sectional study with a sample of 3,675 nursing staff from five hospitals and 80 patient care units. Participants completed the Nursing Teamwork Survey. Participants' levels of job satisfaction with current position and satisfaction with occupation were both higher when they rated their teamwork higher ($p < 0.001$) and perceived their staffing as adequate more often ($p < 0.001$). Type of unit influenced both satisfaction variables ($p < 0.05$). Additionally, education, gender and job title influenced satisfaction with occupation ($p < 0.05$) but not with current position Results of this study demonstrate that within nursing teams on acute care patient units, a higher level of teamwork and perceptions of adequate staffing leads to greater job satisfaction with current position and occupation.

The second objective of the study to assess the effectiveness of role play which was been clearly shown in the post test results it has shown that 28%(28) had moderate knowledge, and 72%(72) had adequate knowledge.

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design. The results revealed that there was significant difference on the students speaking achievement taught by using role play. The mean of pre-test is 54.2 and post test after experiment is 65. It could be said that role play method was effective in teaching conversation.^[1]

The third objective of the study is assess the association between the level of knowledge and the demographic variable

The present study found that significant association between the selected demographic variable at $p < 0.01$, $p < 0.05$.

Thao (2013) et al conducted a research entitled "Applying role play in increasing student interest in learning and speaking among grade II students at Lai Vung 2 high school results showed that significance between role play activities encouraged students thinking and creativity helped students at ($P=0.05$).

Conclusion

Role play is one of the most effective method of teaching strategy which helps the students to gain knowledge regarding a specific topic the present study has shown that the role play has been shown to be effective in incorporating the knowledge among the students regarding team nursing, this clearly evident that to improve the involvement of the students in learning and to improve their performance the management should adopt any one of the innovative method of teaching the role is one of such innovation where the students interest can be maintained and education can be more interesting.

Acknowledgement: I liked to extend my sincere thanks to the director and vice-chancellor Dr. B. Vengamma, Professor and H.O.D of Neurology, Dr. P. Sudha Rani, MSc(N), Ph.D., Principal I/C College of

Nursing, SVIMS, Tirupati. Last but not the least I express my gratitude to all the subjects for their participation and co-operation for the study.

Ethical Clearance: Taken from scientific research ethics committee, faculty of nursing, SVIMS.

Source of Funding: self

Conflict of Interest: Nil

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