

The impact of geriatric role-play workshops on nursing students' professional competencies: Survey

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Background:

Simulation and role-playing are the most commonly used experiential teaching methods in nursing education. These methods enable the acquisition and consolidation of knowledge and a variety of skills. Studies describe the entities of role-play in general, but any of them researched geriatric role-play yet.

Objectives:

The purpose of the study was to describe the impact of geriatric role-play workshops on the knowledge and skills of nursing students. We set two hypotheses: (1) Students believe that learning through experiential role-play improves their professional competencies. (2) Students evaluate the method of experiential role-play as an effective learning method.

Design:

We conducted a descriptive quantitative study, collecting the data with a questionnaire.

Settings/Participants:

The study included 266 first-year nursing students who underwent 10 hours of role-playing workshops in gerontological nursing.

Methods:

The questionnaire was compiled for the purpose of the present study; its' internal consistency was 0.844 (n=27). We used descriptive and correlation statistical analysis.

Results:

Respondents were convinced that they gained and consolidated knowledge and connected theory with practice through role-playing. They especially emphasized the increased ability to understand and empathize ($r=0.53$; $Sig.=0.00$), increased communication skills ($r=0.523$; $Sig.=0.00$), self-confidence ($r=0.472$; $Sig.=0.00$) and consolidated skill of assessing the patient's condition ($r=0.463$; $Sig.=0.00$).

Conclusions:

Respondents understand the use of the role-play method as an effective form of learning in geriatric nursing. They are convinced that they will be able to use the experience when working with an elderly patient in a clinical setting.

Biography

Ester Benko is a registered nurse and a Master of Nursing. She's employed at the University of Primorska Faculty of Health Sciences as a member of the Nursing department teaching staff. Her responsibilities include lecturing on Gerontological nursing and Nursing care in community nursing and outpatient care, coordination of geriatric and community nursing clinical training, preparation and leadership of workshops on experiential learning methods and execution of workshops for nursing clinical mentors and students. From 2011 to 2014 she participated as a lecturer, mentor and organizer in the Erasmus Intensive Program project Positive and Resource Oriented Approaches in Care Towards Elderly (IP PRO ACTE).

Melita Persolja is a registered nurse and an Associate Professor at the Faculty of Health Sciences at the University of Primorska. She has a PhD and is a lecturer at 1st and 2nd Cycle nursing programs where she teaches Evidence based and Management in nursing.