



Effectiveness Of Role-Play As A Powerful Teaching Tool Amongst MBBS Students

Anushree S. Gaigawale¹, Deepali Kamble², Asim Sarkar³, Sapna Malik⁴, Vidya Shetty⁵, Prachi Pawar⁶
Asst. Professor¹, Tutor^{2,3}, Professor & Head⁴, Associate Professor⁵, Asst. Professor⁶

Department of Microbiology

K. J. Somaiya, Medical college, Hospital & Research Centre, Sion (E), Mumbai, India

Abstract: As per new CBME pattern there are many teaching- learning methods, some of them are new methods like role play. This study was conducted to know the effectiveness of Role-Play versus conventional lectures.

Students do not find conventional methods like lectures, chalk and board and other teaching methods interesting hence this study was conducted to find out whether a new method will create an interest among students which will also increase their understanding of the subject along with learning.

Keywords: Role-Play, Teaching Method, Learning Method, Conventioonal Method, Lectures.

Intrroduction: In a doctor's career, effective communication and counseling skills are critical in their practice. Traditional medical undergraduate education provides students with a theoretical and practical understanding of diseases, their diagnosis and treatment options. "Effective communication" holds immense significance^{1,2}. The MCI's Vision 2015(NMC) document emphasizes on training in communication skills for Indian medical graduates. Role play helps students to experience and comprehend the perspectives of both doctor and patient, along with the complexities of the doctor-patient interaction¹. The purpose of this study was to find out how second-year medical students were benefitted from role-playing as a teaching tool for communication skills.

Material and Methods:

The Study was carried out for 4 weeks with students from second year MBBS in K. J. Somaiya Medical College.

Pre and Post Role-Play questionnaires along with feedback forms were given to the students. Medical Teachers and few students were observers for this activity.

Total 97 students were divided in 10 groups.

Each group performed Role-Play on confidentiality, stigma discrimination, 6-7 students performed role play and 3-4 students were observers to summarize both positive and negative findings thereby enhancing the learning process.

Topic related information was given to the students and the suggestions and changes, if any, were needed to be incorporated during their role play. Post the activity, Pre and Post Role-Play questionnaires and feedback form were evaluated & interpreted.

Results & Observations:

A total of 81 MBBS Second-year students took part in the role-play and submitted the responses.

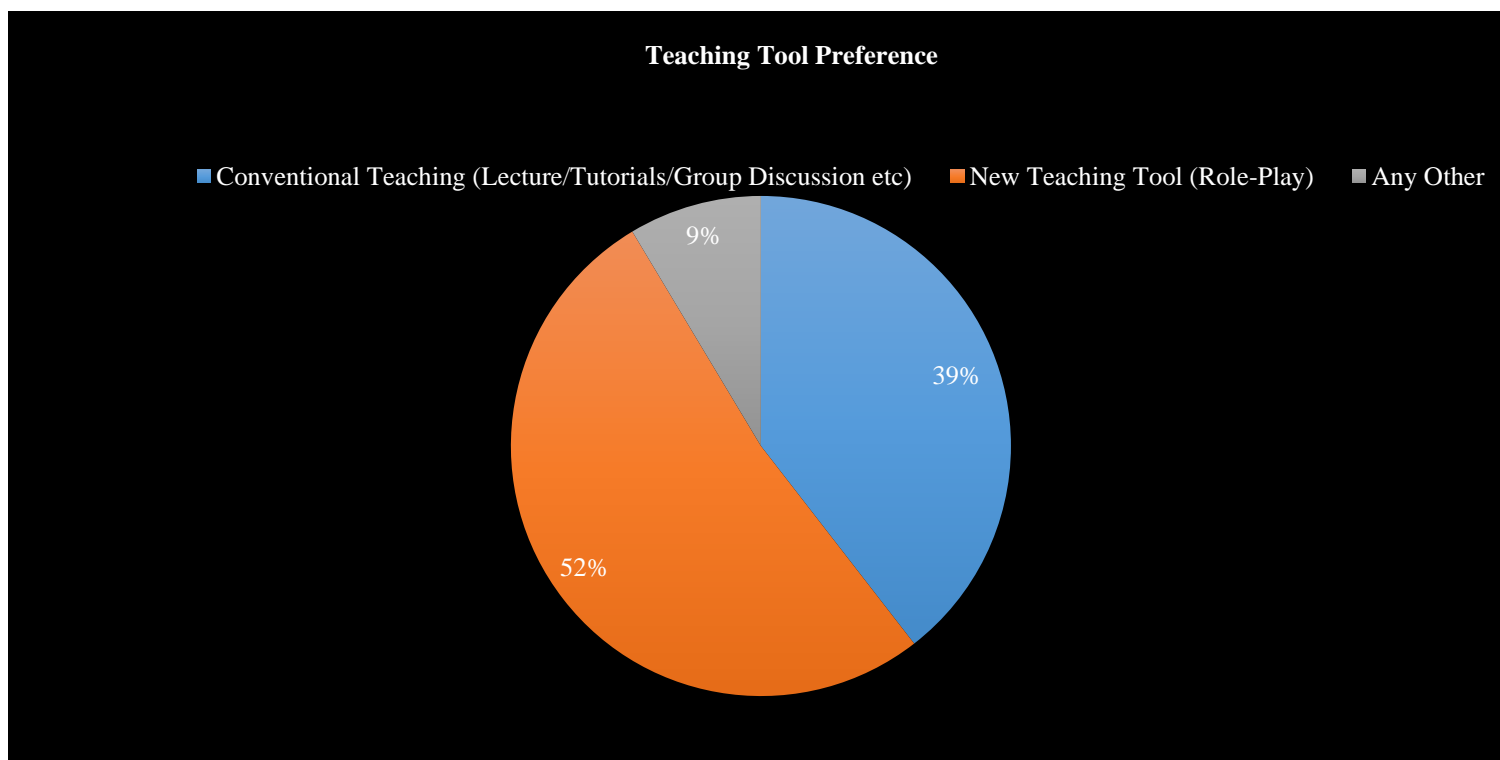


Fig 1: Preferable teaching tool

Figure 1 Students prefer role play over traditional teaching techniques as 52% strongly agreed

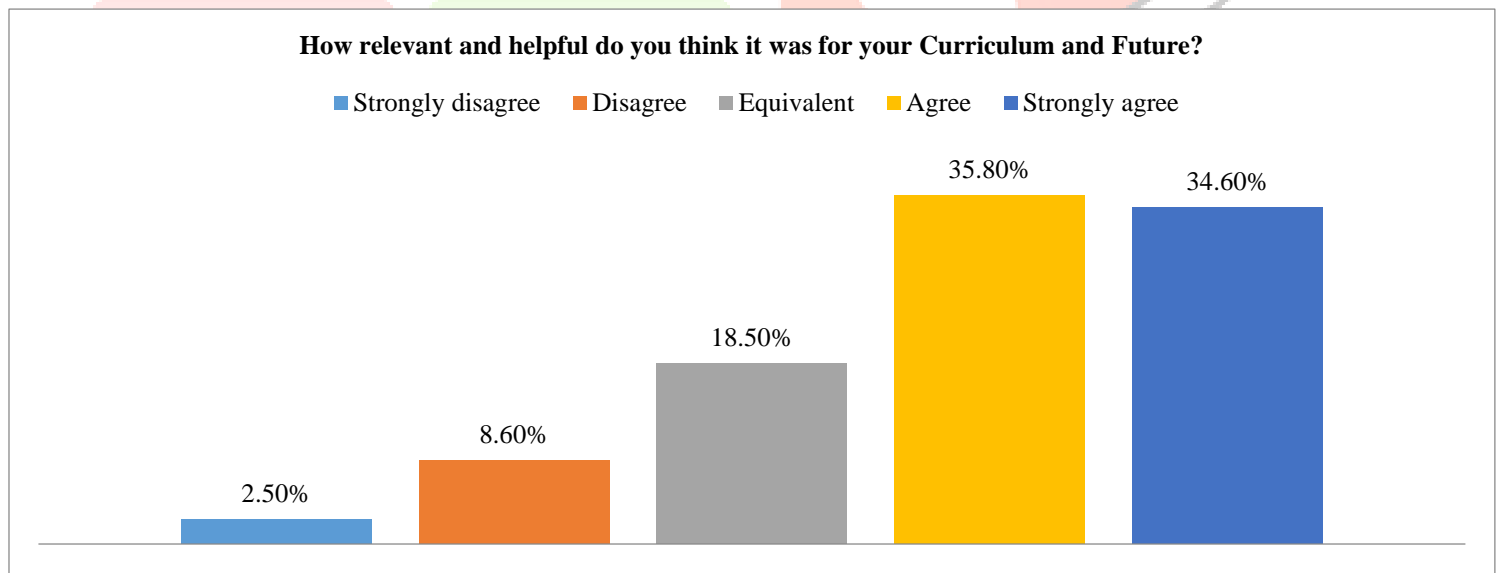


Fig 2: Curriculum and Future relevance of Role-Play

Figure 2: 70% Students found role-play beneficial.

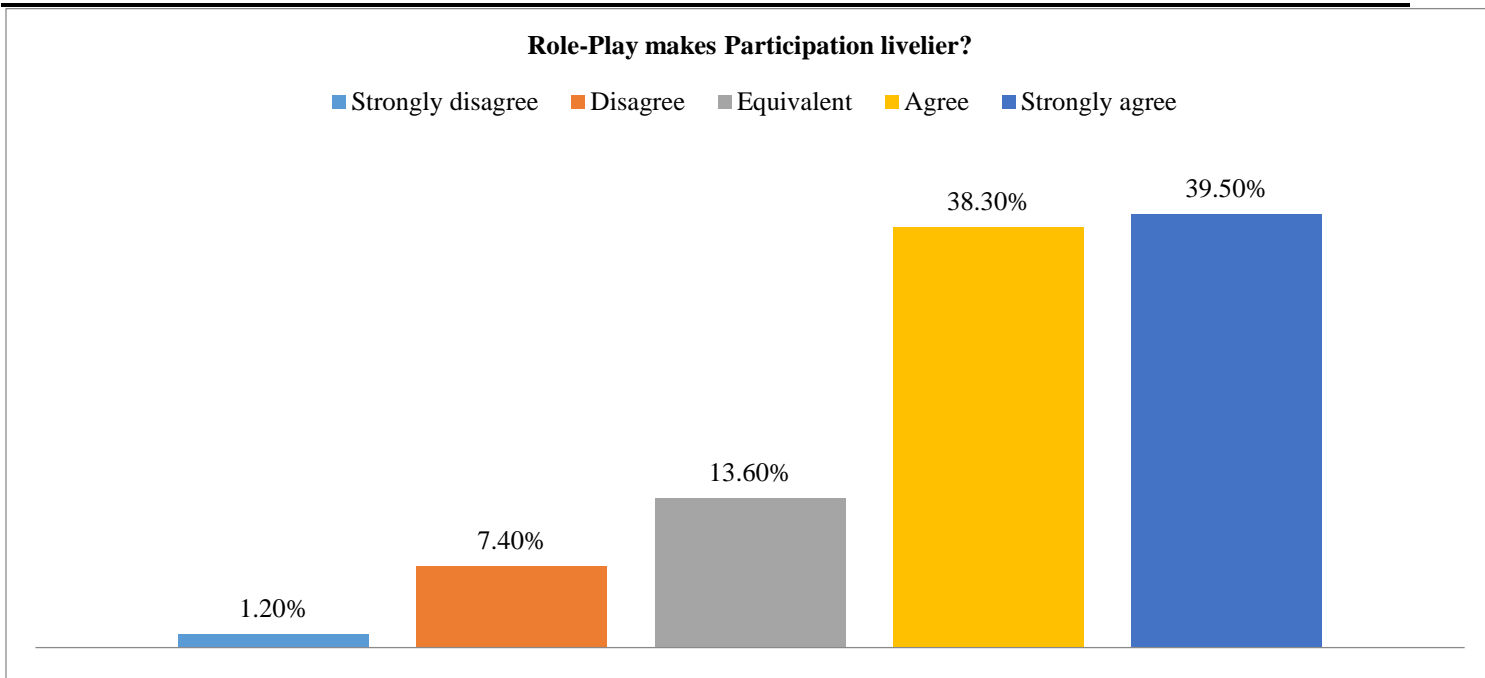


Fig 3: Role-Play makes Participation livelier

77.80% of participants felt role play was more engaging and livelier, as compared to traditional teaching.

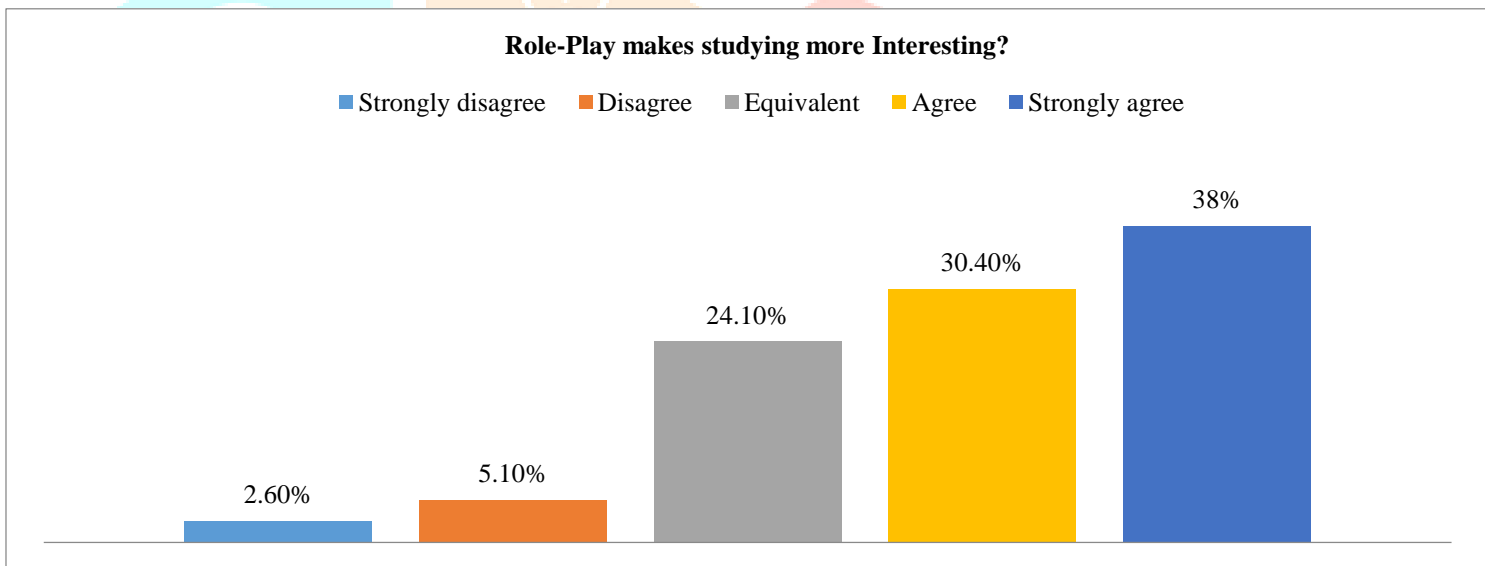


Fig 4: Role-Play makes studying more Interesting

68.4% of students think Role-Play makes studying more interesting, where as 24% students neither agree nor disagree.

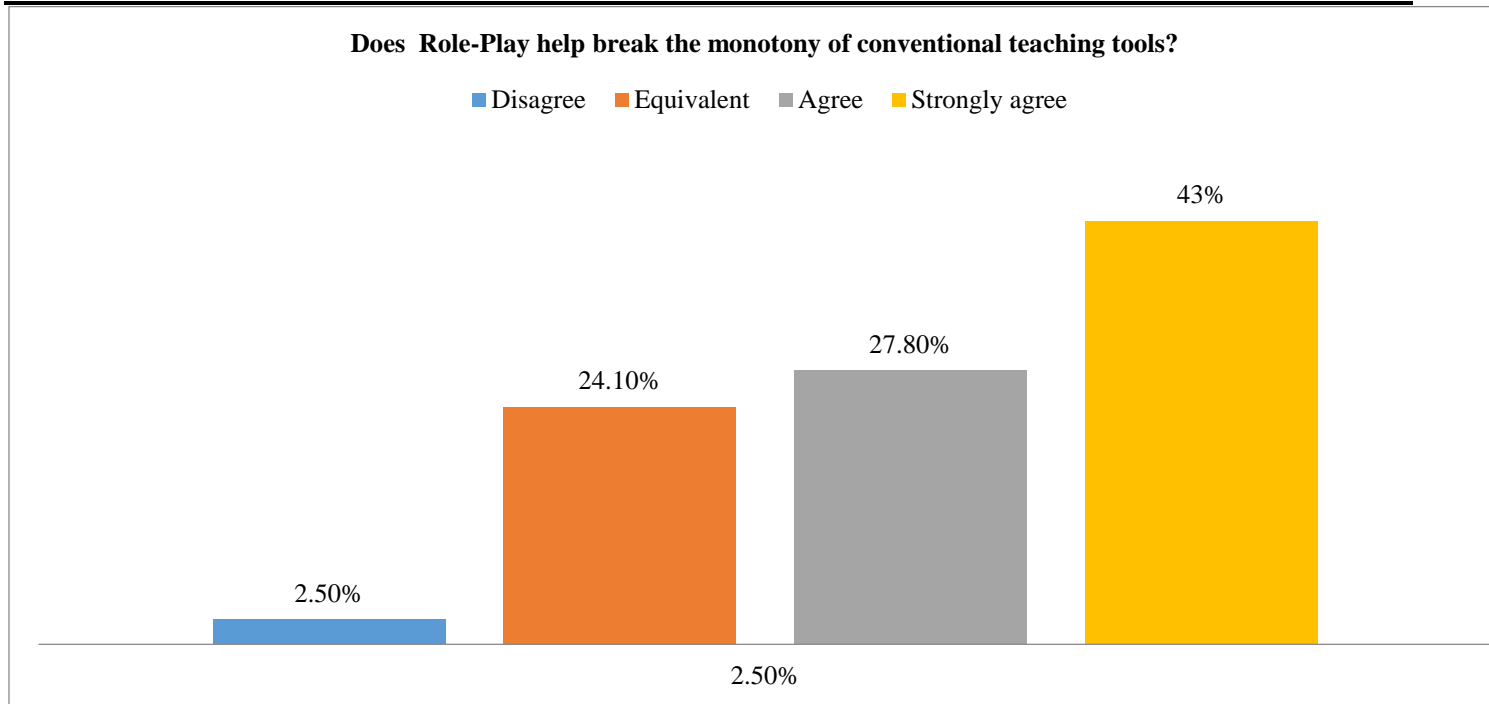


Fig 5: Role-Play helps break the monotony of conventional teaching tools

43% of students reported that it helped them stay focused during the role play and broke the monotony of learning.

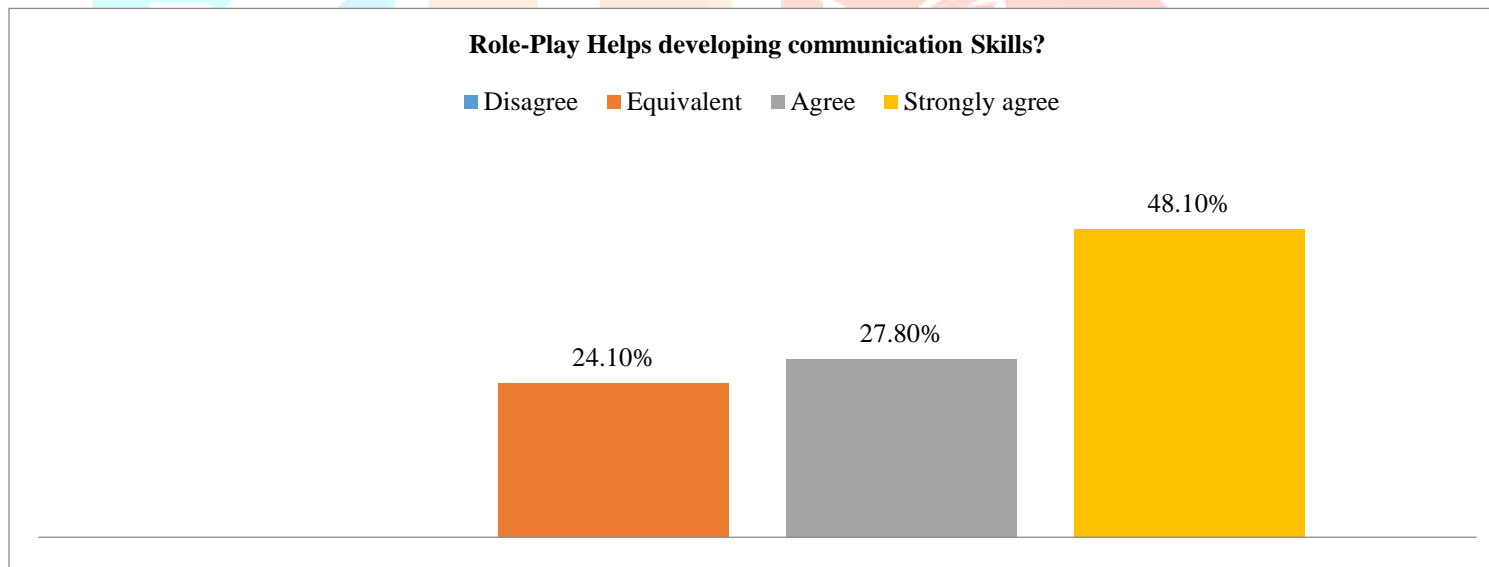
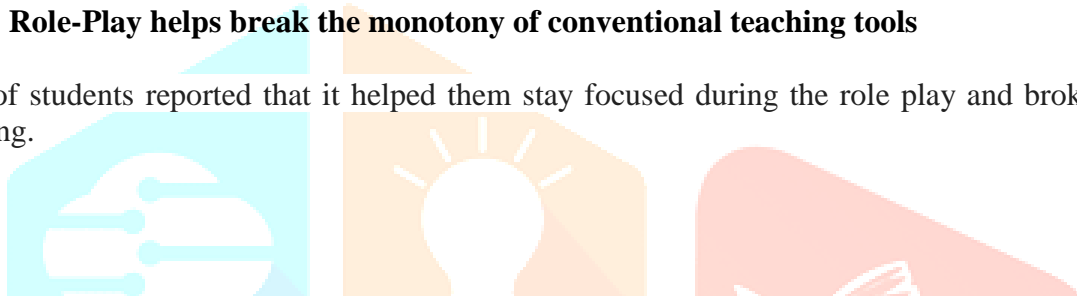


Fig 6: Role-Play Helps developing communication Skills:

Figure 6 76% strongly agreed that role-playing aids in the development of communication skills.

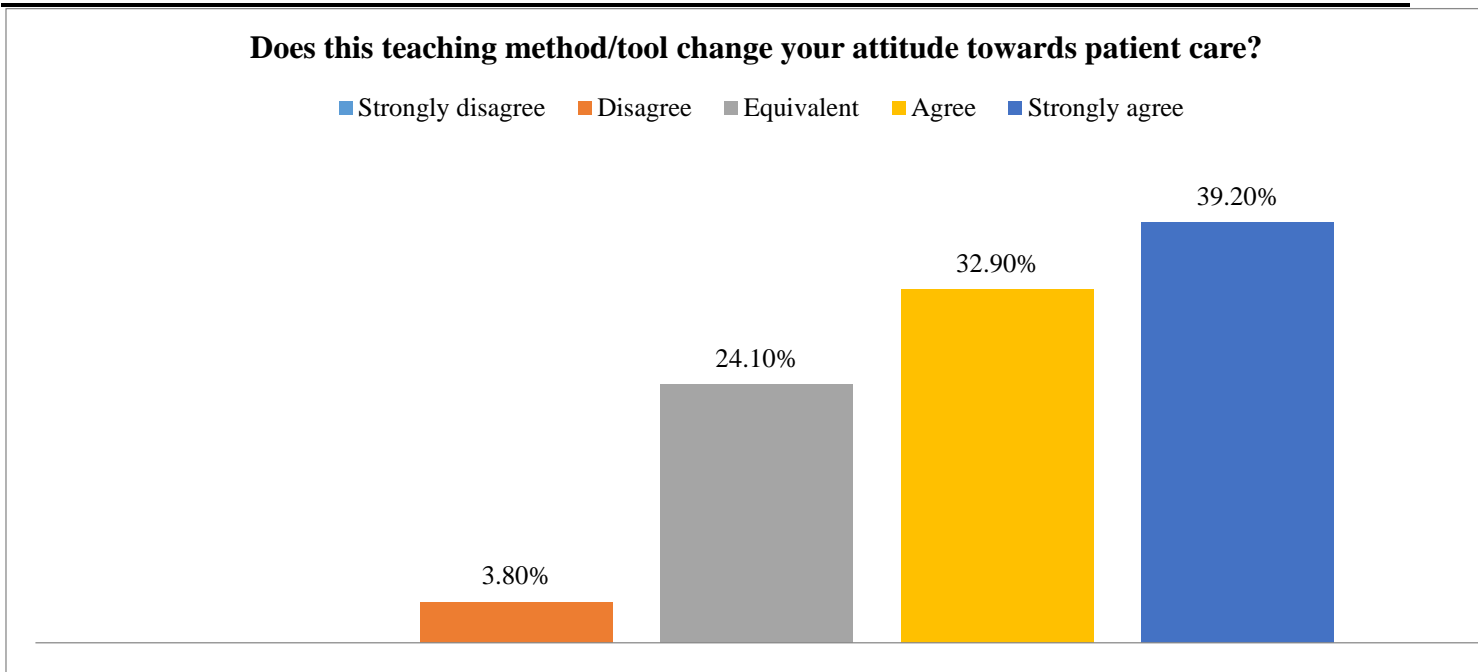


Fig 7: Does this teaching method/tool change your attitude towards patient care/handling:

Figure 7 Role play is an effective method for communication / counseling Patient care.

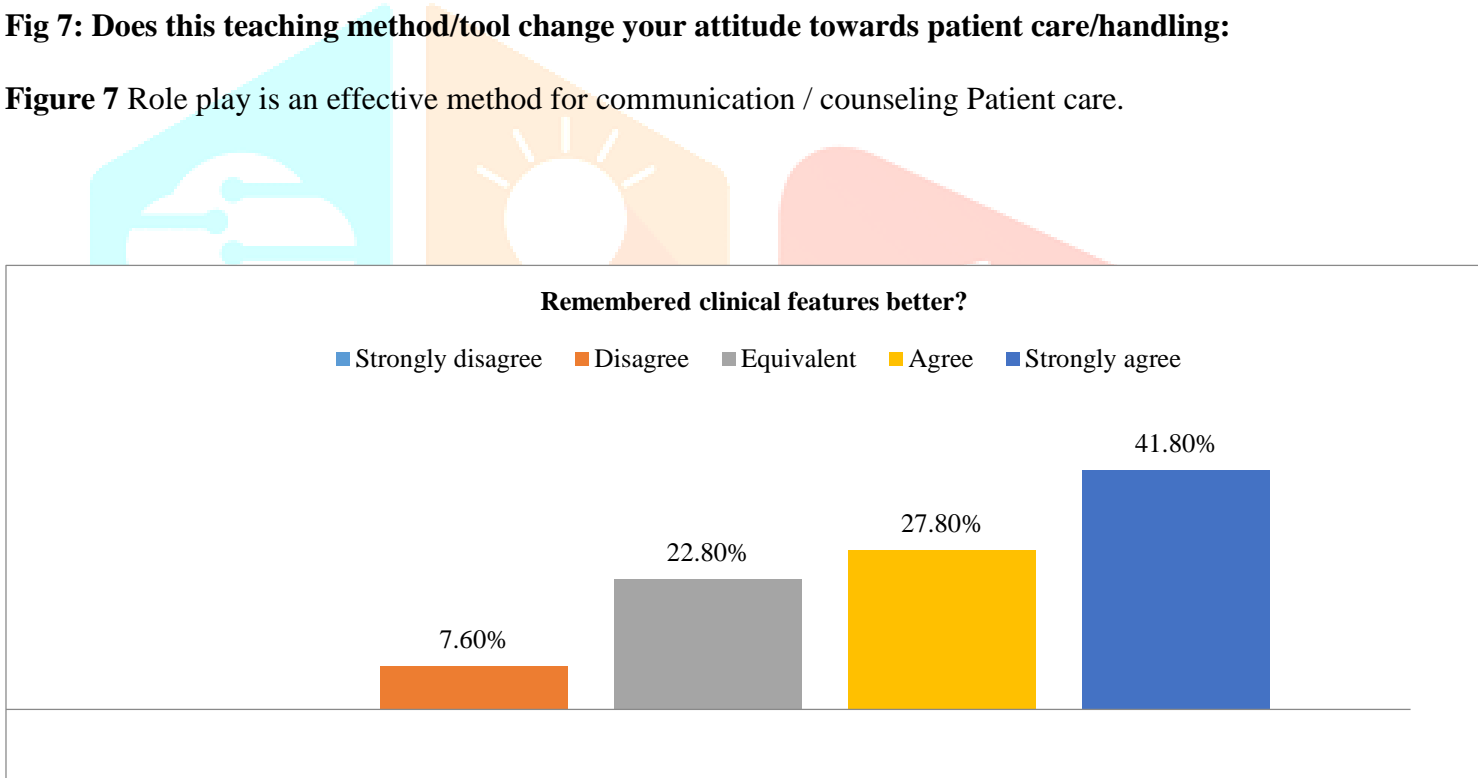


Figure 8: Clinical feature resemblance

In Fig 8 Approximately 69.60% of students responded that the role play resembled actual case scenarios & helped in improving recall of clinical features.

Discussion:

Role play is an effective method communication when handling real-world clinical scenarios that call for counseling or interaction with patients⁴. Students have the opportunity to develop their affective domain in a simulated scenario, while also receiving feedback and error correction. Undergraduates can learn effective communication techniques².

In a study, it was discovered that role play improved the student’s clinical knowledge along with improvised communication skills³.

The study's conclusion was that undergraduate students' communication skills were positively enhanced by role-playing exercises^{2,5}. This study shows that role play greatly influences the future clinical practices by providing a realistic foundation and development of communication skills^{2,6}.

To promote a learning attitude and communication skills, role play should be priority in the current medical curriculum⁷. The feedback from faculty and students was overwhelming.

Conclusion:

This study greatly influences the future clinical practices of doctors by providing a realistic foundation for the development of communication skills.

Role play is an excellent tool to understand the AETCOM topic along with communication skills¹.

Role play is a powerful teaching tool for passing on the knowledge, skills, and values of the medical profession and for development of better doctor patient relationship.

Improves the personal performance by analyzing their own performance as role models.

Acknowledgement :

We are thankful for the support from Dept. Of Microbiology and participation of IInd year MBBS students of 2021 batch of KJ Somaiya Medical College and Hospital

References:

1. Koppukonda Ravi Babu¹, Audi Bhagyalakshmi², Bonagiri Shanthi, Student's Opinions of the Role Play as an Aetcom Learning Technique Among First-Year MBBS Students, *Journal of Cardiovascular Disease Research*, ISSN: 0975-3583,0976-2833 VOL14, ISSUE 01, 2023.
2. [Bindu T. Nair](#), Role play – An effective tool to teach communication skills in pediatrics to medical undergraduates, *J Educ Health Promot.* 2019; 8: 18. ,Published online 2019 Jan 29. doi: [10.4103/jehp.jehp_162_18](https://doi.org/10.4103/jehp.jehp_162_18)
3. Mogra I. Roleplay in teacher education: Is there still a place for it? *Teach Educ Adv Netw J.* 2012;4:4–15. [[Google Scholar](#)]
4. Nikendei C, Kraus B, Schrauth M, Weyrich P, Zipfel S, Herzog W, et al. Integration of role-playing into technical skills training: A randomized controlled trial. *Med Teach.* 2007;29:956–60. [[PubMed](#)] [[Google Scholar](#)]
5. Bosse HM, Nickel M, Huwendiek S, Jünger J, Schultz JH, Nikendei C, et al. Peer role-play and standardised patients in communication training: A comparative study on the student perspective on acceptability, realism, and perceived effect. *BMC Med Educ.* 2010;10:27.
6. Manzoor I, Mukhtar F, Hashmi NR. *J Coll Physicians Surg Pak*, 2012,jcsp.pak, Medical students' perspective about role-plays as a teaching strategy in community medicine.
7. Taveira-Gomes I, Mota-Cardoso R, Figueiredo-Braga M. Communication skills in medical students – An exploratory study before and after clerkships. *Porto Biomed J.* 2016;1:173–80.