

### Illustration of different modalities of Role-Play for Medical Communication Skills at Undergraduate Level

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## Introduction





### Introduction

- Role-play is proven to motivate students for active learning.
- Hence, it is commonly used as a learning method for teaching many skills including communication skills
- It is an experiential learning technique with learners acting out roles in case scenarios to provide targeted practice and feedback to train skills" (Kiger, 2004).

### Introduction

 Characteristically, role-play procedure includes the people who are being trained or evaluated interacting with performers or different simulated patients, using scenarios based on hypothetical or actual grounds as the basis for the simulated consultation





### **Benefits**

- Role-play is a method, which promotes active learning and reflection in students which is superior to passive learning and engages students in meaningful learning
- In relation to its teaching part, role-play can be used to develop the cognitive, psychomotor and affective domains of learning



### **Benefits**

 Role-play stimulates student interest; helps correlating previous knowledge and more information is recalled from role-play than from traditional teachings.

 It is also used to practice skills, discover subtle issues, expose behaviors and sensitize participants to other ideas, attitudes and values.



### Context

The problem based learning (PBL) curriculum for our medical college was adapted from University of Groningen (UoG) which is based on CanMED competencies and one of those competencies is the communicator



### **Doctor As Communicator**



#### Fifth Year

- Using fully equipped simulation labs for learning skills
- Simulated Patients from the community
- Expose to real patients

### Fourth Year

- Using fully equipped simulation labs for learning skills
- Simulated Patients from the community

### Third Year

- Micro & Meso Skills of communication through role play & simulation from the peers
- Dealing with difficult patients
- Breaking Bad News

### Second Year

Meso - Skills of communication through role play & simulation from the peers

#### **First Year**

Micro - Skills of communication through role play & simulation from the peers

### **Robbin's Method**









## **Relay's Method**



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### Advantages

### **Round Robin's Method**

### Disadavnatges

✓ One to one
observation
✓ Feedback can be
given easily
✓ Have chance to
perform all steps
✓ No interruption
✓ Patient satisfied
✓ No distraction



- Time consuming
- Difficult to assess many groups at a time
- Less chance for collaborative learning

### Advantages

### **Relay's Method**

- Time saving
- Collaborative learning
- Practice many cases
- Team work
- Interpersonal communication
- Learning of interprofessional work



### Disadavnatges

- Interruption
- Students may not follow the steps correctly
- Students may be lost
- Patient might be not satisfied

# Methodology





## **Study Design**

A comparative Analytical Cross Sectional study design

### Context

The study was condcuted in 2018 at the college of medicine for comparison of two methods of role-play for communcation skills. Communication skill session in PBL setting at our college is taken as small group teaching where micro-skills, meso-skills and breaking bad news along with sexuality are taught from year 1 to year 3 respectively

### **Communication Skills**

Micro-skills

paraphrasing, prompting, showing empathy, asking open and close ended questions, making specific, summarizing, safety netting and

Meso-skills

active listening accommodating, investigative questioning, explaining, informing, advising, motivating, coaching, instructing, reaching consensus.

## **Role Play**

Different scenarios are provided to the students with each physician and patient role. However, patient role is kept only for simulated patients, where trainers guide them in separate room. Simulated patients are the students chosen as patients from each group for each session as per roster constructed by the CS coordinator.

## **Setting & Subjects**

- The study was conducted at college of Medicine, King Faisal University, Al ahsa. We have communication skills in all three years.
- A sample size of 221 seclected all first year students and all 25 trainers were invloved in teaching included in the study.

### **Data Collection Tool**

- A pre-structured validated (Khane & Joshi, 2014) questionnaire
- The questionnaire included 15 statements related to the role-play methods based on Likert scale
- The questions were modified and more items were added by CS and Medical education experts based on the teaching of CS sessions and according to the competencies relevant to communication skills.

### **Statistical Analysis**

- Data was collected and entered in to SPSS version 20.00.
- It was then cleaned and percentage, mean and standard deviation were computed for all the items.
- Wilcoxon signed-rank test was applied to compare different items for both methods and to obtain p-value.
- A P-value of <0.05 was considered as significant.

# Results





### Questionnaire

Role – play is enjoyable	Role - Play helps to improve knowledge	Role - Play improves communication skills	Role - Play builds a team work	an interesting mode of learning
Role - Play generates better attention span	Role - Play helps in developing self- confidence	Role - Play have an important role for consultation skills	Role – play is very useful teaching method	Role - Play enables to deal real patient in future
Role - play requires to be immersed & practical	Role - Play motivates to participate actively in the discussion	Role - Play improves my critical / analytical skills	Role-Play helps me to gain greater sense of empathy	Role - Play develops awareness of oneself in relation to others

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## Students' responses ( n = 221)

Role Play - Statements	Round Ro	bin Responses	Relay's	Responses
	SA	А	SA	А
Is enjoyable	51 (23%)	90 (41%)	47 (21%)	59 (27%)
Helps to improve knowledge	48 (22%)	98 (44%)	40 (18%)	77 (35%)
Improves communication skills	79 (36%)	97 (44%)	54 (24%)	81 (37%)
Builds a team work	40 (18%)	72 (33%)	84 (38%)	70 (32%)
Interesting mode of learning	62 (28%)	71 (32%)	61 (28%)	53 (24%)
Generates better attention span	44 (20%)	84 (38%)	38 (17%)	70 (32%)
Helps in developing self-confidence	82 (37%)	77 (35%)	69 (31%)	80 (36%)
Important role for consultation skills	89 (40%)	82 (37%)	59 (27%)	85 (38%)
Useful teaching method	74 (33%)	71 (32%)	58 (26%)	58 (26%)
Enables to deal real patient in future	74 (33%)	78 (35%)	45 (20%)	67 (30%)
Immersed, practical, and able to make decisions	60 (27%)	88 (40%)	36 (16%)	82 (37%)
Motivates to participate actively in the discussion	68 (31%)	79 (36%)	50 (23%)	77 (35%)
Improves my critical / analytical skills	52 (23%)	92 (42%)	44 (20%)	78 (35%)
Helps me to gain greater sense of empathy	63 (28%)	67 (30%)	30 (14%)	59 (27%)
Develops my awareness of oneself in relation to others	61 (28%)	86 (39%)	49 (22%)	76 (34%)

### Trainers' responses ( n = 25)

Polo Dlav. Statements	Round Rot	oin Responses	Relay's Responses		
Kole Play - Statements	SA	А	SA	А	
Is enjoyable	10(45%)	7(32%)	8(36%)	7(32%)	
Helps to improve knowledge	8(36%)	11(50%)	8(36%)	7(32%)	
Improves communication skills	12(54%)	7(32%)	8(36%)	7(32%)	
Builds a team work	7(32%)	6(27%)	11(50%)	6(27%)	
Interesting mode of learning	10(45%)	10(45%)	4(18%)	9(41%)	
Generates better attention span	8(36%)	11(50%)	8(36%)	6(27%)	
Helps in developing self-confidence	12(54%)	7(32%)	8(36%)	9(41%)	
Important role for consultation skills	12(54%)	9(41%)	7(32%)	11(50%)	
Very useful teaching method	9(41%)	10(45%)	6(27%)	11(50%)	
Enables to deal real patient in future	7(32%)	10(45%)	3(18%)	12(54%)	
Immersed, practical & able to make decisions	9(41%)	10(45%)	6(27%)	9(41%)	
Motivates participation in discussion	9(41%)	10(45%)	8(36%)	8(36%)	

### 12 items were significant

Dolo Dlovi Statomonto	Round Robin's		Relay's		Test Statistics	
Role Play - Statements	Mean	SD	Mean	SD	P -Value	Confidence interval
Is enjoyable	2.24	0.973	2.52	1.144	0.002	0.002 - 0.004
Helps to improve knowledge	2.25	0.991	2.48	1.127	0.001	0.000 - 0.001
Improves communication skills	1.87	0.849	2.23	1.054	0.00	0.000 - 0.000
Builds a team work	2.52	1.076	2.00	1.083	0.00	0.000 - 0.000
Important role for consultation skills	2.00	2.238	2.17	1.053	0.00	0.000 - 0.000
Very useful teaching method	2.11	1.012	2.38	1.144	0.00	0.000 - 0.001
Enables to deal real patient in future	2.08	1.029	2.50	1.159	0.00	0.000 - 0.000
Immersed, practical able to make decisions	2.11	0.887	2.41	.984	0.00	0.000 - 0.000
Motivates to participate in the discussion	2.13	0.992	2.33	1.065	0.003	0.002 - 0.004
Improves my critical / analytical skills	2.21	0.961	2.34	1.027	0.02	0.023 - 0.030
Gain greater sense of empathy	2.31	1.129	2.68	1.068	0.00	0.000 - 0.000
Awareness of oneself in relation to others	2.17	0.986	2.34	1.076	0.004	0.002 - 0.004

# Discussion





• This study was done to determine the effectiveness of two different types of role-play used for teaching communication skills sessions for under graduate medical students in Saudi Arabia.

• The overall results suggest that Round Robin has better effect on learning than Relay's however, Relay's has also better effect in certain areas like group functioning, an interesting mode of learning and having better attention span.

- Due to scarcity of literature on such objectives, it is difficult to compare the results of our study with others based on different types of role-play.
- However, we compared the results in general with role pay technique for different studies in line with different questions in our study.
- Limitations of our study include the less number of participants and scarcity of literature on the types of role-play or effectiveness on different types of role-play.

# Conclusion



Both methods of role-play used in communication skills sessions are helpful however, Round robin method has better outcome on learning as compared to Relay`s method.

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## Thank you

