Using role-play in post-registration healthcare courses

Wendy Emery  
Senior Lecturer  
University of Greenwich  
School of Health & Social Care

Ping Zhang  
Senior Staff Nurse  
Interventional Radiology  
Medway NHS Foundation Trust
Theatres....
<table>
<thead>
<tr>
<th>Advantages of Role-Play</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energising activity / fun to do</td>
<td>Participants may be too shy and reluctant</td>
</tr>
<tr>
<td>Allows participants to contribute actively (even the quieter ones)</td>
<td>Can be threatening to some</td>
</tr>
<tr>
<td>It is time efficient</td>
<td>It can become ‘too much fun’ and disrupt the task</td>
</tr>
<tr>
<td>Experiential learning is more powerful than instructions.</td>
<td>Participants can get too involved and lose objectivity</td>
</tr>
<tr>
<td>It delivers complex concepts in a simple manner</td>
<td>Participants can overact and show off</td>
</tr>
<tr>
<td>Needs little preparation for the teacher/facilitator (unless you want to print out role descriptors)</td>
<td>The observers may not observe well or take notes</td>
</tr>
</tbody>
</table>

Adapted from Chan (2012)
Setting the scene...

- Traditionally perioperative practice courses have been taught in isolated groups depending on speciality.
- The aim of our new course is to deliberately mix the groups up and encourage team-working.
- A role-play scenario was introduced to facilitate team-working skills.
The players...

The Students:
- Operating Theatre Practice
- Endoscopy Practice
- Anaesthetic Practice
- Advanced Scrub Practice

The Facilitators:
2 lecturers from Acute & Continuing Care
The set, props....

- School Skills Lab
- Props available included:
  - Bed
  - Various equipment
  - Mannequins
The brief…..

- All groups were asked to keep the topic allocated to them a secret from the rest of the class
- All groups were given freedom to design their scenarios
- Each group allocated a topic from the following list:
  - The case that went well
  - The case where everything went wrong
  - Conflict in theatre
Take #1

- Insert video clip
Take #2

- Insert video clip
What the critics said...

Workshop evaluation
Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.

Confucius (450 BC)
Credits...

- Geeta Hardath, Senior Lecturer School of Health & Social Care (camera-person)
- Students on the perioperative courses