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WORKSHOP, ROLE PLAY, PROJECT METHOD AND CLINICAL TEACHING

WORKSHOP

INTRODUCTION:

   A workshop is a meeting during which experienced people in responsible positions come together with experts and consultants to find solutions to problems that have cropped up in the course of their work and that they have had difficulty in dealing with on their own. Participants themselves select the objectives they wish to reach and help in choosing the problems for group.

DEFINITION:

Workshop refers to a group of individuals who work together toward the solution of problems in a given subject matter field during a specific period of time.

-Lorreta

OBJECTIVES OF WORKSHOP:

1.Cognitive objectives:

❖ The workshop is organized to solve the problems of teaching profession
❖ Identify the educational objectives in the present context

2.Psychomotor objectives:

❖ To develop skills to perform a task independently
❖ To train the person for using different approaches of teaching

3.Affective objectives:

❖ To develop professional relationship between participants and resource person
❖ To take necessary steps to solve the problems of education

PURPOSES OF WORKSHOP:

❖ It helps to improve the knowledge
❖ It improves an opportunity for learning
❖ These techniques will be employed to engage participation
❖ It provides more interactions and discussion from the participants
❖ It is collective thinking process to solve the problems

PRINCIPLES OF WORKSHOP:

- ❖ Workshop should focus on the current issues in the profession to be discussed
- ❖ Workshop should be conducted with full co-operation within organizers
- ❖ Giving the participants an active role will make teaching more effective
- ❖ Every individual has worth, and has a contribution to make to the commen goal.

SCOPE OF WORKSHOP:

- ❖ Action research project for classroom problems
- ❖ New format of lesson plan
- ❖ Workshop for non-formal education
- ❖ Workshop for designing programme for teacher education at any level.

PLANNING FOR A WORKSHOP:

- ❖ Selection of a theme
- ❖ Selection of resource person
- ❖ Selection of the participants
- ❖ Selection of the dates for the workshop
- ❖ Selection of the place for workshop
- ❖ Selection of language
- ❖ Selection of committees
- ❖ Budget for workshop
- ❖ Invitation of the participants
- ❖ Preparing workshop pamphlet/ booklet

ROLES IN WORKSHOP TECHNIQUE:

- ❖ Organizers of the workshop
- ❖ Convener or chairman in first stage
- ❖ Experts or resource person

STAGES IN CONDUCTING WORKSHOP:

1.First stage :

- ❖ Registration
- ❖ Inauguration
- ❖ Preliminary introductory session
- ❖ Pretest
- ❖ Break
- ❖ Presentation of the theme of providing awareness

2.Second stage:

- ❖ Formation of the groups
- ❖ Assignment sessions
- ❖ Guidance and supervision
- ❖ Clarifying session
- ❖ Group discussion
- ❖ Preview of the next day

3.Third stage:

- ❖ Presentation
- ❖ Evaluation
- ❖ Open suggestions
- ❖ Expert suggestion
- ❖ Validation

4.Fourth stage:

In fourth stage means after the actual rogramme organizers as well as participants have to do their part of work

EVALUATION:

As with any workshop, the progress of evaluation is of vital importance. Not only an assessment as to make of how the objectives have been met, but also there are decisions to be made about whether or not there might be merit in repeating various aspects, with or without modification.

LIMITATIONS:

- ❖ The in-service teacher may not take interest to understand and use the new practices in their classroom
- ❖ The workshop cannot be organized to large number of groups, so the large number of persons can be trained.
- ❖ The teacher may not take interest in practical work or to do something in productive form

ADVANTAGES:

- ❖ Workshop is used to realize the higher cognitive and psychomotor objectives
- ❖ It is used for developing and improving professional efficiency. Eg, Nursing, Medical etc..
- ❖ It develops the feeling of co-operation and group work.
- ❖ It improves learning activities.

DISADVANTAGES:

- ❖ It is time consuming
- ❖ It needs constant supervision
- ❖ It needs manpower and enough material

❖ It is mostly learning activity

OUTCOME OF WORKSHOP:

Widening of specified knowledge, profession and personal growth; social interactions, friendships team spirit and human relations, etc. will be benefitted, activities held in workshop also one has to plan in advance.

IMPORTANCE OF WORKSHOP IN NURSING:

❖ Learn research-based strategic learning and teaching practices.
   . Learn to empower students to take responsibility for their own happiness and success.
❖ Collaborate with colleagues on best practices.
❖ Practice practical classroom strategies you can use in your classroom tomorrow.
❖ Understand why many students act as they do when faced with difficult college courses.
❖ Understand how everyone's taking ownership of his/her own behaviors simplifies teaching any content area.
❖ Gain access to what colleagues from across the nation are doing to ensure student success.
❖ Explore classroom issues that impede student success and learn how to deal with them.
❖ Learn how to incorporate learning strategies into content coursework.

CONCLUSION:

Workshop is one of the best method of group discussion. It helps to improve the knowledge of people. It helps to find out the solution for the problem. Groups are encourages to discuss freely and express the opinion and ideas of their own.

ROLEPLAY

INTRODUCTION:

Role play is based on an assumption that many values in a situation cannot be expressed in words, and the communication can be effective if the situation is dramatized. Role playing is played under a direct but like other dramas the actors have no scripts, no rehearsals but adjust according to the situations. The group members who take part in role playing enact their roles.

DEFINITION:

Role play is the spontaneous acting out of a clearly defined situation, usually done in front of a group with time allotted at conclusion for discussion and used to practice real life situations.

PURPOSES OF ROLE PLAY:

- ❖ To develop communication skills for successful interpretation
- ❖ To involve everybody to work co-operatively for a common goal
- ❖ To develop new skills for dealing with problems
- ❖ To encourage thinking and creativity
- ❖ To create the motivation and involvement necessary for learning to occur.

CHARACTERISTICS OF ROLE PLAY:

- ❖ The role play should have clear objectives
- ❖ It should analyze the needs in a stimulated real life situation.
- ❖ It should encourages independent thinking

❖ It should make the audience to participate actively.

TYPES OF ROLE PLAY:

 1.SOCIODRAMA:

 Its deals with the interactions of people with other individuals or groups, e.g. Mother, Nurse, leader etc..

 It always involves situations of more than one person and deals with problems that a majority of the group face in executing their roles.

2.PSYCHODRAMA:

 Practiced in a group setting, mainly concerned with the unique needs and problems of a particular individual. It should not be attempted except under the guidance of a trained therapist.

PRINCIPLES OF ROLE PLAY:

- ❖ As a teaching techniques, role playing is based on the philosophy that meanings are in people, not in words or symbols.
- ❖ Should be flexible
- ❖ Should be stimulant to think and should not be an escaped from disciplines of learning
- ❖ Should be done for a brief period

STEPS IN ROLE PLAYING:

- ❖ Select a problem for role playing, it may be done by group leader
- ❖ Set up the role playing scene
- ❖ Getting underway in the role playing
- ❖ Part the group players

- ❖ Cutting the role playing
- ❖ After the role playing is cut
- ❖ The audience observers
- ❖ The role playing scene
- ❖ Caution in the use of role playing
- ❖ Summarize

PROCESS OF ROLE PLAY:

Preparation :

- ❖ Define the problem
- ❖ Create readiness for the roles
- ❖ Established the situation
- ❖ Cast the character
- ❖ Brief and warm up
- ❖ Consider the training

Playing:

- ❖ Acting
- ❖ Stopping
- ❖ Involving the audience
- ❖ Analyzing the discussion
- ❖ Evaluation

FACTORS INFLUENCING ROLE PLAY:

1.Language: it indicates the language students will need

2.Time: it depents on whether the students need to read articles, reports etc.

3.Aim: it indicates the broader objectives of each activity

4. Level: it indicates the minimal level at which the activity can be carried out

5. Organization: it describes whether the activity involves pair work, or group work, and in the latter ease, how many students should be in each group.

ADVANTAGES OF ROLE PLAY:

- ❖ It provides an opportunity to practice new skills
- ❖ It helps in group problem solving
- ❖ It encourages the students in independent thinking
- ❖ It promotes activity and interest in the students
- ❖ It instills confidence in the students
- ❖ It is good for developing initiative and creative

DISADVANTAGES OF ROLE PLAY:

- ❖ It is time consuming
- ❖ Requires careful planning, preparation and rehearsal
- ❖ Learners may have difficulty in acting their roles
- ❖ It requires expert guidance and leadership
- ❖ Requires willing volunteers who would be ready to act out

IMPORTANCE OF ROLE PLAY IN NURSING:

- ❖ It encourages independent thinking and action
- ❖ To practice selected behavior in real life situation
- ❖ Helps to identify critical issues
- ❖ It helps in developing leadership skills and social interaction
- ❖ It helps the nurse to observe and understanding patients problems and solve them.

CONCLUSION:

Role play is a means not an end. It is used as an educational technique. It requires expert leadership. It provides concreteness to learning situation and encourages use of problem solving skills. It cannot be used successfully until the group understands and accepts it.

PROJECT METHOD

INTRODUCTION:

Project method is the outcome of the pragmatic educational philosophy of Dewey, the well known American philosopher-cum-educationalist. It was developed and perfected by Dr. William Head Kilpatrick the university of Columbia.

DEFINITION:

A project is a problematic act carried to completion in its most natural setting

-Stevenson

A project is a whole-hearted purposeful activity proceedings in a social environment

-Kilpatrik

NEED FOR PROJECT BASED LEARNING:

- ❖ Project based learning helps students develop skills for living in a knowledge- based, highly technological society.
- ❖ Project based learning lends itself to authentic assessment.
- ❖ Project based learning promotes lifelong learning
- ❖ Project based learning accommodates students with varying learning styles and differences.
- ❖ Research supports project based learning.

CHARACTERISTICS OF A PROJECT METHOD:

- ❖ A project is an act related to actual life activities.
- ❖ It is that activity which is undertaken to solve an emerging or felt problem or to realize some useful and purposeful objectives.
- ❖ It is always completed in a social environment and natural settting
- ❖ It is such an act that is most interesting and absorbing.

PRINCIPLES OF PROJECT METTHOD:

 1.The principle of purpose: Knowledge of purpose is a great stimulus which motivates the child to realize his goal.

 2.The principle of activity: Opportunities should be provided to students that make them active and learn things by doing.

 3.The principle of experience: Experience is a best teacher. What is learnt must be experienced.

 4.The principle of social experience: The child is a social being and we have to prepare the student for social life.

 5.The principle of reality: Life is real and education to be meaningful must be real.

6.The principle of freedom: The desires for an activity must be spontaneous and not forced b the teacher.

7.The principle of utility: Knowledge will be worthwhile only when it is useful and practical.

CRITERIA FOR SELECTING A PROJECT METHOD:

- ❖ It should not take overtime
- ❖ It should not be challenging in nature
- ❖ We should consider the cost and availability of materials
- ❖ It should be selected according to will of the students.

TYPES OF PROJECT IN NURSING:

1.Individual project

2.Group project

OTHER TYPES OF PROJECT:

1.The producer type:

In which the emphasis is directed towards actual construction of material object or article. Eg; models of area.

2.The consumer type:

Where the objectives is to obtain either direct or various experience, such as reading and learning from stories, listening to a musical delectation etc.

3.The problem type:

In which the chief purpose is to solve a problem involving the intellectual processes. Eg; methods of purifying water.

4.The drill type:

Where the objective is to attain a certain degree of skill in a reaction- as learning a vocabulary. Eg; skill in swimming.

5.Learning project:

When the chief concern is to acquisition of some some ability , eg; learning to read effectively.

6.Individual project:

It may be planned for each student or the same project may be individually solved by each student.

7.Group project:

This type of project is planned for a class or for a group.

ESSENTIALS OF GOOD PROJECT:

- ❖ The project should stress present and future values and experience that supplement and extend rather than duplicate learning.
- ❖ The project must have a bearing on varied subjects and the knowledge acquired through it may be applicable in a variety of ways.
- ❖ The project should be timely, challenging and feasible.

STEPS OF PROJECT METHOD:

1.Creating the situation:

The first task of the teacher under the project method is to provide for a situation. The teacher has to discover the interest, needs, tastes and attitude of children.

2.Choosing the project:

The pupil should self choice leads to better results and entail self satisfaction after many situations and problems have been presented by the teacher and discussed fully. The pupil may select any one, the pupil discuss the various projects, some explains other and come to a decisions.

3.Planning:

The pupil should themselves do the planning and the teacher is to guide them discussions may be held and each student should be encouraged to express views and make suggestions.

4.Carrying out the project:

When the plan is ready, pupils are to put into practice, students themselves should be encouraged to express his views and according to individual interests and capacities. Every student should contribute something towards the successful completion of the project. This steps requires a lot of work and is the longest of all.

5.Evaluation of project:

No project is complete unless the work done in it is evaluated. The students should assess their activities whether they have been carried out on accordance with the plan checked out or not. Evaluate it in the light of experience go ahead.

ADVANTAGES OF PROJECT METHOD:

❖ It arouse and maintains interest of the student

- ❖ It improves the interest and ability of the students.
- ❖ It provides more creative and constructive thinking for the students
- ❖ It helps to know the individual differences.
- ❖ It helps the students to think logically and scientifically
- ❖ It provides growth of individual through the activity.
- ❖ Group project develops team spirit and cooperation.

DISADVANTAGES OF PROJECT:

- ❖ Misconception of the term project
- ❖ Wrong selection of topic
- ❖ Over conception of time
- ❖ Costly and non availability of suitable things
- ❖ Chances for subject matter overlapping
- ❖ It may not be completed in time.

ROLE OF A TEACHER:

- ❖ The first and the main responsibility of the teacher is to provide those situations to the students wherein they should feel a spontaneous urge to solve some of their practical problem.
- ❖ The teacher must be on the lookout of discovering their interest, tastes, aptitudes and needs.
- ❖ The teacher is to tap all resources to provide worthwhile situations. Most of the educators are of the view that the project should be selected by the students themselves.

IMPORTANCE OF PROJECT IN NURSING:

- Projects provided students a chance to learn at home or at school and in a different format than the normal lectures/activities/homework assignments.

- Projects are an easy way to incorporate literacy and creativity into learning and assessment.
- Projects can be flexible in nature, including individual or group work.
- Projects can be an optional assignment to help boost the test average of a student's grade.
- Regularly assigning projects give student a chance to do projects even if it's not a project-based curriculum

CONCLUSION:

Project method is to be taught should have a direct relationship with the actual happenings in life" – this central idea forms the basis of project method. The principle of correlation has been given a very practical shape through this strategy as it tries to impart education of all the subjects in an integrated way by correlating them with the real life activities.

CLINICAL TEACHING

INTRODUCTION:

The clinical teaching methods is a type of group conference in which a patient or patients are observed and studied, discussed, demonstrated and directed towards the improvement and further improvement of nursing care. Clinical teaching may be given by

any faculty member that is clinical instructor or tutor or ward staff and will concentrate on a particular patients needs as a person and how the doctors treatment orders can be met by the right understanding and nursing care.

DEFINITION:

The ideal way to teach clinical nursing is center the teaching around specific patients.

PURPOSES CLINICAL TEACHING:

- ❖ To provide individualized care in a systematic, holistic approach.
- ❖ To develop high technical competent skills
- ❖ To practice various procedures
- ❖ To collect and analyze the data
- ❖ To conduct research
- ❖ To maintain high standard of nursing practice
- ❖ To become independent enough to practice nursing
- ❖ To develop cognitive, affective and psychomotor skills
- ❖ To meet the needs of a client
- ❖ To improve the standards of nursing practice
- ❖ To identify the problems of clients
- ❖ To learn various diagnostic procedures
- ❖ To learn managerial skills
- ❖ To become professionally active member.

METHODS OF CLINICAL TEACHING:

- ❖ Ward teaching
- ❖ Patient assignment

- ❖ Bedside clinic
- ❖ Nursing rounds
- ❖ Case presentation
- ❖ Demonstration
- ❖ Case study
- ❖ Care plan
- ❖ Process recording
- ❖ Group discussion
- ❖ Brain storming method
- ❖ Laboratory method
- ❖ Health talks

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ORIGINAL ARTICLE

Innovative teaching methods in the professional training of nurses – simulation education

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Abstract

Introduction:

The article is aimed to highlight usage of innovative teaching methods within simulation education in the professional training of nurses abroad and to present our experience based on passing intensive study programme at School of Nursing, Midwifery and Social Work, University of Salford (United Kingdom, UK) within Intensive EU Lifelong Learning Programme (LPP) Erasmus EU RADAR 2013.

Methods:

Implementation of simulation methods such as role-play, case studies, simulation scenarios, practical workshops and clinical skills workstation within structured ABCDE approach (AIM© Assessment and Management Tool) was aimed to promote the development of theoretical knowledge and skills to recognize and manage acutely deteriorated patients. Structured SBAR approach (Acute SBAR Communication Tool) was used for the training of communication and information sharing among the members of multidisciplinary health care

team. OSCE approach (Objective Structured Clinical Examination) was used for student's individual formative assessment.

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