

# How to Make the Boring Stuff Fun

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I have no conflict of interest to disclose.

# By the end of this presentation, participants will be able to:

- Describe how involving students in the classroom enhances their learning.
- Name 5 methods they can use in their lectures to involve their students in the learning process.
- Explain the method in which they took part.



# Benjamin Franklin

- “Tell me and I forget.

Teach me and I remember.

Involve me and I learn.”<sup>1</sup>

# Adams & Mabusela

- *Employing role-play in teaching and learning: A case of higher education*
- “True learning cannot take place when students are ‘passive observers’ of the teaching process.”<sup>2</sup>



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# Student's Comments

- “Because we did the communication role-play, I could recognize the skills that the Social Worker was using.”
- Learning about different therapeutic communication techniques by acting out each scenario was a great way to remember the techniques when conversing with real patients. I realized that I tend to use some (like paraphrasing and exploring) when talking with my friends as well!
- I also enjoyed the telephone game we played by drawing pictures/writing words. It was a great representation of how words can be miscommunicated and misinterpreted many times, and I've also never laughed so hard in class before!
- Performing group skits causes us to interact with the material and apply it as a team.



# Methods to practice today

- Fill-in Slides
- List and Discussion
- Free-write with Progressive Prompts
- Role-play
  - Personality Disorders
  - Communication Skills
- Communication Game and Discussion
- Cards
  - Matching
  - Line up in Order

# List and Discussion

- Provide them with a list of about 50 values.
- Ask them to pick ten that are important to them.
- Have them choose the one that is their highest priority. These are then written on the white board.
- Once the values are on the board, begin to discuss them.
- Other subjects: Tasks to do during a clinical day, Lab tests, Assessment skills, Triaging clients, Types of EKGs, etc



# Free-write with Progressive Prompts

- Students write their views on paper **after each slide or addition**, knowing that the professor will never see them.
- Put up a slide with a controversial statement regarding a client's wish on it.
- Then add a clarifying statement.
- Replace the last statement with other clarifying statements.
- Share only if they want to share.
- Topics: Client wants an abortion; A "drug-seeker" is your client and asking for pain meds; The family of a client with a POLST for a DNR wants her put on a ventilator, etc.

# Role-play: Personality Disorders

- Split students into groups and assign one of the PDs.
- They use their books/notes and create a scenario where:
  - A student presents with the most common symptoms of the PD
  - One student plays the RN and asks appropriate assessment questions
  - One teaches the client about the medications they might be given
  - One teaches the client about the psychotherapies that might be utilized
  - The students create a care plan with possible nursing diagnoses, actions to implement, and expected outcomes
- Other suggestions: Use any diagnosis.



# Role-play: Communication Skills

- Divide groups (3 or 4 students each)
- A card with two active listening skills and two communication barriers is handed to each group of students.
- Give ten minutes to create a scenario using all four skills.
- Then they present it to the class.
- Their fellow students try to name all four skills they act out.
- Other suggestions: Assessment skills, Client education, etc.

# Communication Game and Discussion

- Put students in groups of an odd number, no smaller than 5.
- Each person has a pad of paper with the same number of pages as people in the group.
- Each person writes a subject on the top paper. It cannot be simple like “snowman” because true communication is not simple.
- Pass the pad of paper to the person on the right and that person turns the page and draws what the first person wrote.
- Continue around the circle with the students only looking at the page that is showing when it is handed to them. For their turn, they draw if the person before them wrote, and write if the person before them drew. The last person gives it back to the original student.



# Online Modules

- Assign the modules to the students and have them submit a screen shot showing they finished it.
- Tell them to take notes and bring them to class.
- Create a Power Point from the module and have each student present a slide to the class.

# Participants' Responses

- Perform your role-play, explain your activity or discussion.
- In general, what are your thoughts about using this type of activity.
- How did it feel to participate in this?
- Did it make you think about things you hadn't thought about before or help you learn anything new?



# References

1. *Benjamin Franklin Quotes*. (2017). Retrieved from BrainyQuote: [https://www.brainyquote.com/authors/benjamin\\_franklin](https://www.brainyquote.com/authors/benjamin_franklin)
2. Adams, J. D., & Mabusela, M. S. (2013). Employing role-play in teaching and learning: A case of higher education. *South African Journal of Higher Education*, 27(3), 489-500.
3. National Research Council. (Editors Donovan & Bransford). (2004). How students learn: History, mathematics, and science in the classroom.