

Thinking like a nurse: the power of drama on nursing students' professional education and communication skills

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Abstract

Various educational methods are used in nursing education to develop the knowledge and skills suitable for the profession. Drama is a teaching technique that aims for students to acquire knowledge, skills, and understanding about human relations by using game techniques. This study was conducted to determine the power of drama on nursing students' professional education and communication skills. This study was carried out using a phenomenological method with nursing students comprising the five focus groups. During focus interviews, 28 students answered whether through drama-method learning experience and drama has affected personal development. The content analysis method was used in the interpretation of the data. As a result of the content analysis conducted in this study, four main themes and nine subthemes were determined. Themes are; 1. Learning (effective learning, learning by having fun); 2. Confidence (improvement in self-confidence, improvement in creativity); 3. Sufficiency (taking responsibility, collaborating); 4. Communication (empathy, awareness, socialization). This study showed that education through the drama method improves the learning of nursing students. Education through the drama method enables nursing students to learn effectively. This research has provided valuable information on the use of drama method.

Keywords: Nursing education, Interactive education, Drama, Learning, Communication, Nursing students

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Introduction

Nursing education requires a curriculum covering the cognitive, affective domain, and psychomotor learning fields of students (Dikmen et al., 2016; Kılıç, 2018). The aim of nursing education is to train professional members who access can information and use it for the benefit of the individuals they care for (Fancourt & Finn, 2019). It also aims to develop empathy and communication, problem-solving, and critical-thinking skills (Çulha, 2019; Fancourt & Finn, 2019).

Various educational methods are used in nursing education to develop the knowledge and skills suitable for the profession (Akbaba & Özbiçakçı, 2021; Çulha 2019). Among the most effective educational methods in developing the cognitive and psychomotor behaviors of students are interactive methods that enable them to actively participate in the learning process (Aslan, 2018; Çulha 2019). One of these methods is the drama method. Drama is the portrayal of a concept, behavior, idea, experience, or event in a play or game by using theater techniques. As a teaching method, drama is an active way of learning that includes purpose, content, learning process, and assessment sections (Aydiner, 2014; Hagler, & Morris, 2021).

Drama can provide nursing students a real-life-like clinical setting. Students are involved in a clinical scenario sometimes as actors and sometimes as the audience. They can gain a unique experience and empathy by portraying many roles such as patient, caregiver, and nurse (Jefferies et al., 2021; Saxton & Miller, 2013). Previous studies examining the experiences of learning with the drama method have reported that students developed a sense of empathy by playing various roles such as patient, nurse, patient relative (Arveklev et al., 2018). The studies have demonstrated that drama contributes to self-learning in nursing students, enables them to explore their lack of knowledge and develops their critical thinking and communication skills and provide with the role of professional nursing (Arveklev et al., 2018; Günay & Kılınc, 2018; Lewis et al., 2013; Molu, 2019; Reams & Bashford, 2011).

In many of the nursing schools in Turkey, nursing education is carried out with "classical education" method (Günay & Kılınc, 2018). Classical education system is a method during which the teacher is active and the student is passive (Karadağ et al., 2013). The fact that the classical education system is based on knowledge transfer, it does not adequately develop students' critical thinking, decision making and problem solving skills (Kanbay et al., 2017). Active learning methods, on the other hand, will have a positive impact on the quality of learning by using active learning strategies that guide students to learn, enable them to take responsibility, develop their thinking skills and motivate them in the educational process (Filiz & Dikmen, 2017). Nursing educators have difficulty in finding teaching methods that enable students to understand the connection between theoretical courses and clinical practice (Crookes et al., 2013). Qualified theoretical education is the way to send the students to the clinic adequately and equipped (Gemuhay et al., 2019). Drama enables students to acquire knowledge, skills and attitudes before they encounter patients and clinical experience (Sayar & Çapık, 2021).

Helps to reduce students' anxiety and increase their sense of confidence. (Buxton, 2011). The use of the drama method in nursing education may help students to implement theoretical knowledge in practice (Halabi et al., 2012; Morrison et al., 2013; Lepp et al., 2011). Drama in nursing education has been studied in different specialties. There is no evidence examining its effect in Child Health and Disease Nursing education. The aim of this study was to evaluate its effect on both professional training and communication skills of students in Child Health and Disease Nursing education.

Method

Research design

This study was carried out using a phenomenological method, a qualitative research design. Phenomenology is an appropriate method for examining the learning experiences of nursing students through the drama method. There are a number of theoretical frameworks that can guide qualitative research in analysing data in line with the researcher's aims and objectives. One of these is phenomenology. The aim of this study is to explore students' experiences. Therefore, the study was conducted in a phenomenological pattern. This study is based on the Consolidated Criteria for Reporting Qualitative Research, (COREQ) guidelines.

Participants

The study was conducted between February and May 2019, with sixth semester nursing students who attend the Child Health and Diseases Nursing courses at the nursing faculty of a university in the east of Turkey. Data were collected through the focus-group interview technique.

Nursing education process in Turkey is designed to be at least four years with students completing total 4600 h of theoretical and practical experience. Nursing students take the pediatric nursing course in the third year, in the sixth semester. The researchers obtained the names and e-mail addresses of the students taking the pediatric nursing course from the school administration. An announcement about the study was made to the students who were taking this course through e-mail. The students were informed of the purpose and scope of the study. They were asked whether they wanted to take part in the study or not. The study sample consisted of 32 students who responded to the announcement. The researchers wrote the names of the voluntary students on a piece of paper and put them in an envelope. Then, the students were divided into 5 focus groups by drawing lots (three focus groups consisted of 6 students and two focus groups consisted of 7 students). During the study, four students withdrew from the study for personal reasons. As a result, a total of 28 students participated in the study, four in one focus group and six students each in the other focus groups. Data saturation was reached with 28 students.

In qualitative research, data collection continues until satisfactory data are obtained. In determining the sample size in this study, a sampling approach was used that required researchers to continue collecting data until sufficient sizes were reached to answer the research question through repetitive processes (Corbin & Strauss, 1990; Boddy, 2016).

The inclusion criteria;

- Speaking Turkish,
- Taking the course of Child Health and Disease Nursing nursing.

Drama Practice

For the drama performance, the subjects in the Child Health and Diseases Nursing curriculum were determined by the researchers. These subjects were: children with Type 1 diabetes and their families, children with chronic renal failure and their families, children with cancer and their families, child abuse, children living and working on the streets, and nursing approaches. Each of these subjects was written on a paper and placed in an opaque envelope. One student from each focus group drew out a paper from the envelope and determined the subject of his/her group.

The students were asked to write a scenario that would reflect the subject and nursing care. After determining the subjects to be presented by the students, they had four weeks' preparation time. Each group was given an average of six hours of counseling by the researchers. Students were also allowed to call the researchers at any time for counseling. The focus groups worked for, on average, 30 hours on preparation and play rehearsals. The researchers evaluated the students' scenarios by reading and watching the rehearsals before the performance and made suggestions. Drama practices were held during extracurricular hours and students were not paid for their performances. At each stage in the drama preparation, the first researcher (UG) advised three of the focus groups, and the second researcher (SD) advised two of the groups. Researchers have been trained in qualitative research and have experience in this field. The researchers ensured that every student played an active role in the drama performance of their group.

The students played their roles amateurishly, and they did not receive help from any professional (e.g., an actor). The roles played by the students were generally a patient, nurse, student nurse, child, mother, father, sibling, neighbor, teacher, doctor, or nurse trainer. The audience consisted of the students in the other focus groups. The focus-group interviews were held after the performances in the classroom where the performances were presented. The flowchart of the study is shown in Table 1.

Table 1. Flow Chart of the Research

<p>1- Focus group meeting with the advisor</p> <ul style="list-style-type: none"> • Giving counselling on access to resources (library, web bases, nongovernmental organizations, and hospitals etc.) on the identified topics. • The advisor's reporting the size of the topic and his/her expectations about it. • Answering the questions of the focus group. <p>2- Focus group 1st meeting</p> <ul style="list-style-type: none"> • The election of the group leader by the students and division of labor. • Conducting the first studies on the scenario about the topic. <p>3- Focus group meeting with the advisor</p> <ul style="list-style-type: none"> • Analyzing the written scenarios. • Giving the necessary suggestions and corrections. <p>4- Focus group 2nd meeting</p> <ul style="list-style-type: none"> • Provision of equipment and costumes to be used in the drama performance. • Performing rehearsals for the drama performance. • Students' sharing feedback and suggestions for drama among themselves. <p>5- Advisor and focus group meeting</p> <ul style="list-style-type: none"> • Preview of the drama performance by the advisor. • Advisor's submission of his/her opinions and suggestions about the preview. • Criticizing the performance with the group. <p>6- Drama Performance</p> <ul style="list-style-type: none"> • Focus group's performing the drama. <p>7- Receiving feedback from the audience after the performance</p> <p>8- Focus group interviews with the group who performed the drama</p>
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Data collection

The data were collected through the focus-group interview method and audio recordings. During the interviews, the nursing students were asked two basic questions "Can you explain your through drama-method learning experiences?, Can you explain how drama has affected your personal development?." to learn about their experiences in learning through drama and how they felt drama had helped them. Follow-up questions (such as "could you explain this a little more?" or "what exactly do you mean?") were asked to expand on the answers. The interviews lasted for at least 50, and at most 75, minutes. The interviews were conducted after each play by the researcher responsible for the group's preparation. The other researcher participated in the interviews as an auditor and observer. Researchers avoided using guiding, judgmental attitudes and statements during the interviews.

Drama rehearsals, drama presentations and focus group interviews were conducted in the laboratory environment of the faculty of nursing. The laboratory environment has a capacity of approximately 30 students and there are tables and chairs in a U shape

where students can see each other easily. Again in this environment, there are many materials such as patient beds, models, screens, medical supplies, and blackboards. The laboratory is located in a bright, sunny and quiet part of the faculty.

Data analysis

The data were evaluated using the qualitative content analysis method in four stages. Content analysis is a research technique used to obtain reproducible and valid results related to the content of the data (Graneheim & Lundman, 2004). In the first stage, the researchers transcribed the audio recordings independently, then transcribed and read them repeatedly. In the second stage, the researchers independently coded the same, similar and different statements. In the third stage, the researchers made a session and compared the statements they had coded. This comparison found the coding study of both researchers to be the same. In the last stage, the coded data were combined, and the main themes and subthemes of the research were determined (Corbin & Strauss, 1990; Graneheim & Lundman, 2004). After all the focus interviews were completed, the transcripts of the interviews were read to the participants and their consents were obtained.

Reliability

The criteria of verifiability, reliability, transferability and credibility of the research findings were met (Polit & Beck, 2010). The interviews were conducted by the first author. To ensure reliability, the interviews were audio-recorded and transcribed verbatim. All authors contributed to data analysis to ensure internal validity. To ensure verifiability, data analysis was carried out separately by two researchers and findings were discussed in regular meetings. In addition, extracts from the participants' speeches were included in the findings. In order to ensure transferability, the socio-demographic characteristics of the participants were defined and an attempt was made to explain the method and the findings in detail.

Ethical considerations

Ethical approval (2019/4–33) from X University, Health Sciences Non-Invasive Clinical Research Ethics Committee and the permission of the Faculty of Nursing were obtained before starting the study. The participants were informed about the structure, purpose, and procedures of the study. In addition, they were told that voice recordings would be made, and the information collected during the interviews would be used only for scientific purposes. Verbal and written permission were obtained from the students who wanted to participate in the study.

Findings

The average age of the students was 21.2 years old, all were third-year undergraduate nursing students, and 20 of them were female. As a result of the content analysis conducted in this study, four main themes and nine subthemes were determined: (1) Learning: Effective learning, Having fun while learning; (2) Confidence: Improvement in self-confidence, Improvement in creativity; (3) Sufficiency: Taking responsibility and Collaborating; (4) Communication: Empathy, Awareness and Socialization (Table 2).

Table 2. The main and sub-themes of the study

Main Themes	Sub-Themes
•Learning	Effective learning Having fun while learning
•Confidence	Improvement in self-confidence Improvement in creativity
•Sufficiency	Taking responsibility Collaborating
•Communication	Empathy Awareness Socialization

Theme 1: Learning

The students stated that the drama method made a positive contribution to the learning process. They said that, compared to the classical learning method, it allowed them to be active, learn during the process, and have fun while learning. They also said that their learning improved and what they learned was more permanent. The subthemes of this chapter were determined to be effective learning and having fun while learning.

Subtheme 1: Effective learning

The students stated that they conducted more research in order to convey every aspect of the subject to the audience. They said they reached the related cases and conducted interviews to learn about the process of the disease and the problems patients experienced. The students said it was more effective to define the subject through drama.

As one student explained:

“The drama method enabled us to learn in multiple dimensions. We prepared all the aspects of the subject we presented. We learned extensively about the disease and

nursing care. We played the role of a sick child or their parents. This method attracts visual attention and is very permanent.” (Drama group 2, student 4)

Another student said:

“I used to read only the lecture notes before. I used to forget most of what I read after the exam. While preparing for the drama presentation, we researched a lot of resources and interviewed the patients. The information became much more permanent and comprehensive since we got the knowledge through research.” (Drama group 3, student 1)

A third student said:

“As well as learning the subject that I prepared through drama very well, I learned the subjects that my friends presented very well. I wish all the courses were taught this way.” (Drama group 2, student 5)

Subtheme 2: Having fun while learning

All the students who participated in the study stated that they had never had such a fun learning experience. The following are some of the students’ comments:

“We had so much fun during the rehearsals. We laughed a lot about ourselves and our friends. It was a lot of fun.” (Drama group 3, student 3)

“I never thought I could have so much fun during the stage of preparation. It is both surprising and fun to see a quiet friend acting.” (Drama group 2, student 4)

Theme 2: Confidence

Subtheme 1: Improvement in self-confidence

Students stated that they improved their assertiveness with the drama method, and it helped them approach patients in the clinic with more confidence. Their discovery of their talents and success improved their self-confidence. The following are some of the students’ comments on this subtheme:

“I couldn’t believe myself. I never thought I would play the role of a man in front of so many people. But I realized I could act.” (Drama group 3, student 5)

“I can’t talk much in a crowded environment. I’m ashamed. I saw that now I can talk. Thanks to drama, I have improved my self-confidence.” (Drama group 4, student 3)

“Before the show we were concerned about whether we would succeed or not. But we saw that we could. Our self-confidence has improved.” (Drama group 2, student 4)

Subtheme 2: Improvement in creativity

The students put a lot of effort into making effective presentations. They prepared various costumes, wrote scripts, and thought about how to make the best presentation. This contributed to the development of their creativity. One student commented:

“We thought about how to describe leukemia in the best way with our group. Then we decided to become blood cells. We prepared costumes representing various blood cells.” (Drama group 1, student 1)

Another student said:

“We thought about how to demonstrate child abuse in relation to each other. We decided to perform a play in the play.” (Drama group 5, student 1)

Theme 3: Sufficiency

Nursing students stated that participation in this learning process increased responsibility, cooperation and productivity.

Subtheme 1: Taking responsibility

Students stated that they took responsibility for learning and teaching through drama. They stated that they tried various scenarios and games in order to convey the subject in the best way. One student commented:

“The sense of responsibility also develops a lot. To our friends, to ourselves, and to you Mr./Mrs. Everyone tried to fulfill their responsibilities. For example, everyone gathered at the time we set for rehearsals.” (Drama group 4, student 1)

Subtheme 2: Collaborating

The students collaborated to present the play in the best way. Some of the students commented:

“First we got rid of ‘I’ in the group and became ‘we.’ We collaborated. One fulfilled the lack of the other.” (Drama group 1, student 5)

“We all tried to do our best; everyone did their best for it. While preparing our game, we tried to reach new resources. We rehearsed during the day, and at night we prepared educational material for the play.” (Drama group 2, student 7)

Theme 4: Communication

They expressed that the drama method helped them to better understand the feelings of a sick child and his/her family. In addition, the students stated that their interaction and communication with each other increased during the drama preparation process.

Subtheme 1: Empathy

The students were of the opinion that the drama method had a positive contribution to the development of empathy. In order to better convey the subject, they interviewed and observed related cases. They tried to understand the feelings of a patient and their family and the difficulties they encounter. The students played sick children and their families during the plays. They put themselves into their shoes and understood how they feel.

A student from the group that presented a child with chronic renal failure (CRF) and their family commented:

"I played the child with CRF through the drama method. I understood what he or she was feeling, what he or she was going through. From now on, I can communicate more comfortably with these children. I can take care of them." (Drama group 2, student 5)

Subtheme 2: Awareness

The students had little knowledge about nongovernmental organizations providing support for children with chronic illnesses and their families. The students conducted miscellaneous research on the subjects they were going to present, and their awareness of nongovernmental organizations and their activities increased.

The opinion of one student:

"I really didn't know about the Foundation for Children with Leukemia; I didn't even know that it helps poor families who have children with cancer. However, now I know." (Drama group 1, Student 4)

The statement of a student who interviewed children working on the street:

"Now I see a child selling handkerchiefs on the street from a different aspect. He or she is an abused child." (Drama group 5, Student 4)

Subtheme 3: Socialization

While preparing for the plays, the students improved their friendships by communicating and collaborating in groups for all parts of the process. Two students said:

"I know my friends better now. I wasn't this close with my friends before drama. We got closer and closer day by day." (Drama group 2, student 1)

"We had long phone calls, texted each other, communicated constantly to achieve the best." (Drama group 1, student 2)

Results and Discussion

The results of this study show that education through drama contributes to on nursing students' professional education and communication skills. The findings of previous studies on drama's effect on learning support the findings of this study (Arveklev et al., 2018; Sayar & Çapık, 2021).

Nursing education through drama provides holistic and experiential learning in contrast to the classical method (Morrison et al., 2013; Rankin & Brown, 2016). The literature reports that nursing students often have difficulty in criticizing and applying theoretical knowledge (Benner et al., 2010; Crookes et al., 2013; Günay & Kılıncı, 2018; Riksaasen Hatlevik, 2012). In learning through drama, students can develop critical-thinking and problem-solving skills by linking the information they obtain from many different resources. At the same time, they have the opportunity to implement theoretical knowledge through role playing, observation, and experience (Aydiner, 2014). In a study, nursing students stated that drama helped to concretize the theoretical course content, facilitated learning, and forced students to be active and participate in the learning process (Arveklev et al., 2015). In a similar study, in a study using enriched learning methods with active participation, it was found that the self-confidence of nursing students who took pediatric courses increased and their anxiety decreased (Acar et al., 2022). The synergic effects of the role of peers and teamwork are another factor in the development of a positive learning environment through drama. Research has shown that peer support and teamwork contribute to social learning, empathy, transferring information to other students, giving feedback, and improving communication skills (Ramm et al., 2015).

In this study, the nursing students stated that they had fun while learning and did not get bored during the learning process. In classical education, the instructor is active and the student is passive, which negatively affects the student's desire to learn (Karadağ et al., 2013). Students gain more experience from activities they personally participate in and enjoy. This also gives them the opportunity to express their feelings (Nakiboğlu, 2020).

Learning styles are among the factors that affect creativity (Xing et al., 2018). In this study, students said that drama improved their creativity. Nursing students wrote scripts for their drama performances and discussed how to present the topic in the most effective way. They also designed costumes and created various educational materials. All of these activities are likely to have an impact on the development of their creativity. Previous studies have also found that drama education has positive effects on critical thinking and creativity (Çulha, 2019; Xing et al., 2018).

In this study, the students stated that drama had a positive effect on their taking responsibility and cooperating with each other. Through the drama method, students have the responsibility of both actively learning and transferring what they have learned. They are also responsible to each other for presenting their performance in the best way possible. Therefore, it is thought that students develop the skills of taking responsibility

and cooperating with their group. All of these characteristics of drama can also contribute to the development of students' self-confidence and competence. In a study conducted by Buxton (2011), it was found that drama develops self-confidence in nursing students.

Empathy is a basic skill for all nurses (Mirzaei et al., 2020; Williams & Stickley, 2010). Drama provides the opportunity for nursing students to develop empathy and the ability to communicate with patients (Arveklev et al., 2018; Benner et al., 2010; Crookes et al., 2013; Morrison et al., 2013). In this study, the nursing students stated that drama helped them understand the feelings of the patients and their families and establish effective communication with them. Arveklev et al. (2015) found that the students in their study learned how to communicate with patients through the dialogue in their plays. The students in this study also said that their awareness improved by meeting with children and families with different diagnoses and visiting nongovernmental organizations. This improved both their empathy and awareness. In the literature, it has been found that education through drama increases the self-awareness of nursing students and increases their self-awareness as well as their personal and professional development (Gałązka & Trinder, 2018; Jefferies et al., 2021).

Limitation and Strengths

The study is the first drama study in our country that evaluates learning through drama in Child Health and Disease Nursing education. It is a study that examines both the professional learning and personal development of students in depth. This study also has some limitations. In the research, only the experiences of students who performed drama in focus group studies were included. Viewers' opinions are not reflected.

Conclusion and Recommendations

This study showed that education through the drama method improves the learning of nursing students. It was found that, with drama, the students' skills of responsibility, cooperation and creativity improved. Students also had the opportunity to have a positive experience before the encounter with the patient by improving empathy and communication skills owing to the roles they played. The awareness of the students improved as they interviewed real resources (patient, children living / working on the street, etc.). Thus, drama is an effective learning method that teaches learning in different ways and contributes to the preparation of nursing students for the clinic. The use of the drama method in nursing education should be expanded and supported.

In addition, it can be proposed to be carried out in different subject areas at undergraduate and postgraduate level. The experiences and ideas of the audience can also be incorporated into the studies to be carried out.

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Genişletilmiş Türkçe Özet

Hemşirelik eğitimi, öğrencilerin bilişsel, duyuşsal alan ve psikomotor öğrenme alanlarını kapsayan bir müfredat gerektirir. Hemşirelik eğitiminin amacı, bilgiye ulaşabilen ve bunu bakım verdiği bireylerin yararına kullanabilen meslek üyeleri yetiştirmektir. Ayrıca empati ve iletişim, problem çözme ve eleştirel düşünme becerilerini geliştirmeyi amaçlar.

Hemşirelik eğitiminde mesleğe uygun bilgi ve becerileri geliştirmek için çeşitli eğitim yöntemleri kullanılmaktadır. Bu yöntemlerden biri de drama yöntemidir. Drama, hemşirelik öğrencilerine gerçek hayat benzeri bir klinik ortam sağlayabilir. Öğrenciler klinik bir senaryoya bazen oyuncu bazen de izleyici olarak dahil olurlar. Hasta, bakıcı, hemşire gibi birçok rolü canlandırarak benzersiz bir deneyim ve empati kazanabilirler. Drama yöntemiyle öğrenme deneyimlerini inceleyen önceki çalışmalar, öğrencilerin hasta, hemşire, hasta yakını gibi çeşitli rolleri oynayarak empati duygusu geliştirdiklerini bildirmiştir. Dramanın hemşirelik öğrencilerinde kendi kendine öğrenmeye katkı sağladığı, bilgi eksikliklerini keşfetmelerini sağladığı, eleştirel düşünme ve iletişim becerilerini geliştirdiği ve profesyonel hemşirelik rolünü kazandırdığı gösterilmiştir.

Türkiye'deki hemşirelik okullarının birçoğunda hemşirelik eğitimi "klasik eğitim" yöntemi ile yürütülmektedir. Klasik eğitim sisteminin bilgi aktarımına dayalı olması, öğrencilerin eleştirel düşünme, karar verme ve problem çözme becerilerini yeterince geliştirmemektedir. Hemşirelik eğitimcileri, öğrencilerin teorik dersler ile klinik uygulama arasındaki bağlantıyı anlamalarını sağlayacak öğretim yöntemleri bulmakta zorlanmaktadır. Öğrencileri kliniğe yeterli ve donanımlı göndermenin yolu nitelikli teorik eğitimden geçmektedir. Hemşirelik eğitiminde drama yönteminin kullanılması, öğrencilerin teorik bilgilerini pratikte uygulamalarına yardımcı olabilir. Drama yoluyla eğitim, hemşirelik öğrencilerinin kliniklerde yaşadığı sorunları azaltabilir. Bu çalışma, dramanın hemşirelik öğrencilerinin mesleki eğitim ve iletişim becerileri üzerindeki gücünü belirlemek amacıyla yapılmıştır.

Bu çalışma nitel bir araştırma deseni olan fenomenolojik yöntem kullanılarak gerçekleştirilmiştir. Çalışma, Şubat-Mayıs 2019 tarihleri arasında, Türkiye'nin doğusunda yer alan bir üniversitenin hemşirelik fakültesinde Çocuk Sağlığı ve Hastalıkları Hemşireliği dersini alan altıncı dönem hemşirelik öğrencileri ile yürütülmüştür. Veriler odak grup görüşmesi tekniği ile toplanmıştır. Öğrencilere çalışmanın amacı ve kapsamı hakkında bilgi verilerek çalışmaya katılmak isteyip istemedikleri sorulmuştur. çalışmaya bir odak grupta dört, diğer odak gruplarda altışar öğrenci olmak üzere toplam 28 öğrenci katılmıştır.

Drama Uygulaması için Çocuk Sağlığı ve Hastalıkları Hemşireliği müfredatında yer alan konular araştırmacılar tarafından belirlenmiştir. Bu konuların her biri bir kağıda yazılmış ve opak bir zarfın içine yerleştirilmiştir. Her odak gruptan bir öğrenci zarftan bir kâğıt çekerek kendi grubunun konusunu belirlemiştir. Öğrencilerden konuyu ve hemşirelik bakımını yansıtacak bir senaryo yazmaları istenmiştir.

Veriler odak grup görüşmesi yöntemi ve ses kayıtları yoluyla toplanmıştır. Görüşmeler sırasında hemşirelik öğrencilerine drama yoluyla öğrenme deneyimlerini ve dramının kendilerine nasıl yardımcı olduğunu hissettiklerini öğrenmek için “Drama yöntemiyle öğrenme deneyimlerinizi açıklayabilir misiniz?, Dramanın kişisel gelişiminizi nasıl etkilediğini açıklayabilir misiniz?” şeklinde iki temel soru sorulmuştur. Takip soruları (“bunu biraz daha açıklayabilir misiniz?” veya “tam olarak ne demek istiyorsunuz?” gibi) cevapları genişletmek için sorulmuştur.

Veriler nitel içerik analizi yöntemi kullanılarak dört aşamada değerlendirilmiştir. İlk aşamada, araştırmacılar ses kayıtlarını bağımsız olarak kopyalamış ve tekrar tekrar okumuşlardır. İkinci aşamada aynı, benzer ve farklı ifadeleri kodlamışlardır. Üçüncü aşamada araştırmacılar bir oturum yaparak kodladıkları ifadeleri karşılaştırmışlardır. Bu karşılaştırmada her iki araştırmacının kodlama çalışmasının aynı olduğu görülmüştür. Son aşamada ise kodlanan veriler birleştirilerek araştırmanın ana temaları ve alt temaları belirlenmiştir. Tüm odak görüşmeler tamamlandıktan sonra, görüşmelerin transkriptleri katılımcılara okunmuş ve onayları alınmıştır.

Bu çalışmada (1)Öğrenme: Etkili öğrenme, Öğrenirken eğlenme; (2) Özgüven: Özgüvende gelişme, Yaratıcılıkta gelişme; (3) Yeterlilik: Sorumluluk alma ve İşbirliği yapma; (4) İletişim: Empati, Farkındalık ve Sosyalleşme olmak üzere dört ana tema ve dokuz alt tema belirlenmiştir. Bu çalışmanın sonuçları, drama yoluyla eğitimin hemşirelik öğrencilerinin mesleki eğitimlerine ve iletişim becerilerine katkıda bulunduğunu göstermektedir. Dramanın öğrenme üzerindeki etkisine ilişkin önceki çalışmaların bulguları bu çalışmanın bulgularını desteklemektedir.

Drama yoluyla hemşirelik eğitimi, klasik yöntemin aksine bütüncül ve deneysel öğrenme sağlar. Drama yoluyla öğrenmede öğrenciler birçok farklı kaynaktan edindikleri bilgileri ilişkilendirerek eleştirel düşünme ve problem çözme becerilerini geliştirebilirler. Yapılan bir çalışmada hemşirelik öğrencileri dramının teorik ders içeriğinin somutlaştırılmasına yardımcı olduğunu, öğrenmeyi kolaylaştırdığını ve öğrencileri aktif olmaya ve öğrenme sürecine katılmaya zorladığını belirtmişlerdir. Benzer bir çalışmada, aktif katılımlı zenginleştirilmiş öğrenme yöntemlerinin kullanıldığı bir çalışmada, pediatri dersi alan hemşirelik öğrencilerinin özgüvenlerinin arttığı ve kaygılarının azaldığı tespit edilmiştir. Drama ile akranların rolü ve ekip çalışmasının sinerjik etkileri de bir diğer faktördür. Araştırmalar, akran desteği ve ekip çalışmasının sosyal öğrenmeye, empati kurmaya, diğer öğrencilere bilgi aktarmaya, geri bildirim vermeye ve iletişim becerilerini geliştirmeye katkıda bulunduğunu göstermiştir.

Bu çalışmada hemşirelik öğrencileri öğrenirken eğlendiklerini ve öğrenme sürecinde sıkılmadıklarını belirtmişlerdir. Klasik eğitimde öğretmen aktif, öğrenci pasiftir ve bu durum öğrencinin öğrenme isteğini olumsuz etkiler. Öğrenciler kişisel olarak katıldıkları ve keyif aldıkları etkinliklerden daha fazla deneyim kazanır.

Öğrenme stilleri de yaratıcılığı etkileyen faktörler arasındadır. Bu çalışmada da dramının öğrencilerin yaratıcılıklarını geliştirdiği belirlenmiştir. Hemşirelik öğrencileri

drama performansları için senaryolar yazmış ve konuyu en etkili şekilde nasıl sunacaklarını tartışmışlardır. Ayrıca kostümler tasarlamış ve çeşitli eğitim materyalleri oluşturmuşlardır. Tüm bu etkinlikler yaratıcılıklarını geliştirmiştir.

Çalışmada öğrenciler, dramanın sorumluluk alma ve işbirliği yapma becerileri üzerinde olumlu bir etkisi olduğunu belirtmişlerdir. Drama yöntemi sayesinde öğrenciler hem aktif olarak öğrenme hem de öğrendiklerini aktarma sorumluluğuna sahip olabilir. Ayrıca performanslarını en iyi şekilde sunma konusunda da birbirlerine karşı sorumludurlar. Dolayısıyla öğrencilerin sorumluluk alma ve gruplarıyla işbirliği yapma becerilerini geliştirdikleri düşünülmektedir. Dramanın tüm bu özellikleri öğrencilerin özgüven ve yeterliliklerinin gelişmesine de katkı sağlayabilir.

Empati, tüm hemşireler için temel bir beceridir. Drama, hemşirelik öğrencilerine empati ve hastalarla iletişim kurma becerisi geliştirme fırsatı sunar. Bu çalışmada hemşirelik öğrencileri, dramanın hasta ve ailelerinin duygularını anlamalarına ve onlarla etkili iletişim kurmalarına yardımcı olduğunu belirtmişlerdir. Bu çalışmadaki öğrenciler ayrıca farklı tanımlara sahip çocuklar ve ailelerle tanışarak ve sivil toplum kuruluşlarını ziyaret ederek farkındalıklarının arttığını belirtmişlerdir. Bu da hem empatilerini hem de farkındalıklarını geliştirmiştir. Literatürde drama yoluyla eğitimin hemşirelik öğrencilerinin öz farkındalıklarını artırdığı, kişisel ve mesleki gelişmelerinin yanı sıra öz farkındalıklarını da artırdığı tespit edilmiştir.

Çalışmamızda sadece odak gruplarda drama yapan öğrencilerin deneyimlerine yer verilmiştir. Seyircilerin görüşleri yansıtılmamıştır. Bu da çalışmamızın sınırlılığını oluşturmaktadır.

Bu çalışma, drama yöntemi ile eğitimin hemşirelik öğrencilerinin öğrenmelerini geliştirdiğini göstermiştir. Drama ile öğrencilerin sorumluluk, işbirliği ve yaratıcılık becerilerinin geliştiği tespit edilmiştir. Öğrenciler ayrıca oynadıkları roller sayesinde empati ve iletişim becerilerini geliştirerek hasta ile karşılaşmadan önce olumlu bir deneyim yaşama fırsatı bulmuşlardır. Gerçek kaynaklarla (hasta, sokakta yaşayan/çalışan çocuklar vb.) görüştükleri için öğrencilerin farkındalıkları gelişmiştir. Dolayısıyla drama, öğrenmeyi farklı yollarla öğreten ve hemşirelik öğrencilerinin kliniğe hazırlanmasına katkı sağlayan etkili bir öğrenme yöntemidir. Hemşirelik eğitiminde drama yönteminin kullanımı yaygınlaştırılmalı ve desteklenmelidir.

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