Background: The increased quality of care requirements and emphasis on rights of the subject make it difficult for the nurses to perform directly in clinical practice, thereby operating an observational practice (Waldner & Olson, 2007; Song et al., 2012). Therefore, to increase the effectiveness and efficiency of clinical practice, educational institutions are conducting practical training using simulation in various subjects (Brown et al., 2012; Lim, 2011). A role-play is one of the common methods of simulated nursing practice education in the educational field. Role-plays that learners perform themselves, together with team members, can help with critical thinking and increase autonomy (Chan, 2012).

Purpose: This study is to identify the current status of nursing practice education using role-plays performed in Korea and to identify the effectiveness of education.

Methods: This study was based on the systematic literature review reporting guidelines presented by the PRISMA Group (Liberati et al., 2009). Twenty-seven experimental studies were finally analyzed out of the reported domestic academic and academic papers by April 2018. The quality assessment of the literature was confirmed using RoBANS 8 questions developed by the NECA (National Evidence-based Healthcare Collaborating Agency).

Results: There were 14 single-group pre-post design and 13 non-equivalent control pre-post design. The subjects of the study were two cases for nurses only, one for nurses and doctors together, and 24 for nursing college students. The sample size was 2029 (mean: 20.5) for the experimental group, 588 for the control group (mean: 45.2), and 15 papers suggested the equation for the sample size. The homogeneity test was conducted before the experiment was conducted by 12 papers. In the case of nursing students, role-plays were used in a variety of subjects including adult health nursing, women’s health nursing, health assessment, communication, and integrated nursing theory and practice. The practical training program using role-play was provided for 1~15 weeks/1~15 times/40~240 minutes, and the team unit consisted of 2~21 people, and 1~12 scenarios were applied for the role-play. Most studies have identified significant improvements in the subject's interpersonal skills, self-efficacy, satisfaction, communication skills, learning skills, and problem-solving skills.

Conclusion: In order for nurses and nurses to have more flexible nursing skills in changing clinical nursing, a simulation exercise is essential. This study identified the effects of nursing practice education using role-play as one of the more popular methods of simulated practical education. This could be used as a basis for the evidence necessary to optimize the effectiveness of nursing practice education.
The Effects of Korean Nursing Practical Education Using Role-Play: A Systematic Review

**Keywords:**

education, nursing and practical nursing

**References:**


**Abstract Summary:**

A role-play is one of the common methods of simulated nursing practice education in the educational field. Role-plays that learners perform themselves, together with team members, can help with critical thinking and increase autonomy.

**Content Outline:**

- Background
- Purpose
- Method
- Result
- Conclusions

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