

# Role Play and field Trips in Public Health Learning



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## ROLE PLAY



## Overview

"Public health," like philosophy, is not easy to define. A recent definition states that "public health is the prevention of disease and premature death through organized community effort" (Beauchamp, 1995). This is a good but narrow definition, omitting prevention activities that have been historically important at the individual level, say between physician and patient. It also ignores injuries and other preventable conditions not traditionally considered diseases. However it is defined, public health is a complex force in society. Interestingly, only the active players and not spectators or those watching the game play out— reported significantly higher priorities after playing the game in health-related policies and practices. This means that players learned the value of things like environmental factors related to health, such as air quality, or access to healthy groceries. Players, and again, not game spectators, noted that environmental health risks and systemic health system failures caused more health challenges as well. Field trips are recognized as important moments in learning; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting

## Aims and objectives

1. To develop personal creativity and the learner or participants can act out the assigned roles in order to explore the scenario apply skills experience the scenario from another view point
2. To different and to create an experiential learning environment as a way for students to gain insight into the core public health functions

## Activity

Simulation exercise where persons take on assumed roles in order to act out a scenario in a contrived setting. There are two types of role-plays: Controlled role-play (for lower classes in which the dialogues, roles and situation is Free role-play Simulation exercise where persons take on assumed roles in order to act out a scenario in a contrived setting. There are two types of role-plays: Controlled role-play (for lower classes in which the dialogues, roles and situation is Free role-play Observation: learning through observation and reflection

## Activity

happens when a group of learners watch a specifically constructed role-play using actors, simulators or even played by the tutors. Modeling: Helps to learn a concept or an idea through participation. The participant can practice and develop skills. If an assessment then the participant should be able to describe what went well and what didn't go well. The groups will then give positive and constructive feedback. It can encourage students to empathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed. Individuals are required to use appropriate concepts and arguments as defined by their role.

## Impact

It can encourage students to empathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed. Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning.

## Future development of project

Role play and fields are useful for learners but it should be change in each group study and not often in the same group because the can guess the role and it not reach the scenario.

## References

1. Beauchamp, D. E. (1995). "Philosophy of Public Health." In *Encyclopedia of Bioethics*, ed. W. T. Reich. New York: Simon & Schuster.
2. *Journal of Public Health*, Volume 32, Issue 1, 1 March 2010, Pages 141, <https://doi.org/10.1093/pubmed/fdp106>
3. Aston, DE (1995) Management Game for Building, Vol. 1 Case studies and Role Playing, Chartered Institute of Building, Ascot