Research Article

Communicative strategies applied by nursing students to induce participatory behavior of community clientele for related learning experience

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ABSTRACT

The value of practical experience in nursing education cannot be emphasized. In order for nursing students to advance their knowledge and abilities, they must interact with actual clients. But getting community clients to participate can be a difficult endeavor. This study will investigate the communication techniques used by nursing students in Jolo, Sulu to persuade members of the community to take part in educational activities. Establishing rapport and trust with clients is one important tactic. Students may make the learning environment secure and comfortable by building healthy relationships. Good communication is also essential since students need to answer any worries or inquiries that clients may have as well as properly explain the goal of their interactions. Client participation and investment in the learning process might rise when they are included in decision-making procedures. The study's respondents consisted of twenty (20) nursing students who were involved in community engagement or Community Organizing Participatory Action Research (COPAR). Through feedback solicitation and client input incorporation, nursing students can customize their approach to better serve their patients' needs.

Keywords: hands-on experience; nursing; community; trust; challenging task; strategies; learning experiences

1. Introduction

Nursing students play an important part in the field of healthcare education that goes beyond the classroom. It is therefore a crucial part of the educational process for professional nursing practice in the present and the future[1]. Nursing students have a dual responsibility as future members of the healthcare community. In addition to gaining clinical knowledge and skills, they also have to actively engage and educate community clients on healthcare-related themes. The communication techniques that nursing students use to encourage community participation and create a cooperative learning environment are essential to this project. Nursing students can encourage community members to actively participate in their healthcare journey by bridging the theory-practice divide via the use of a wide range of communication tools.

Nursing students frequently use a variety of communication techniques to involve members of the community in healthcare-related learning activities. Kurkimbayeva[2] states that a major focus of current

linguistics is the study of communicative strategies and techniques. Students must interact with the community in order to build their talents and obtain real-world experience. Using communicative skills is one way nursing students can successfully encourage community clients to participate routine application of each communication strategy and a number of indicator variables, such as the practice region's geographic location, the degree of oral health literacy in the population, training in communication skills, and demographic indicators[3]. By using a variety of communication strategies, including empathy, active listening, and succinct language, students may build rapport with their clients and motivate them to take an active role in their education.

Developing a relationship and earning the community's trust is one useful tactic. In order to address issues that may arise during spoken encounters in the classroom, communicative methods might be employed[4]. Nursing students can provide a secure and friendly environment for candid conversation by demonstrating empathy, active listening, and respect. Using precise, succinct language to communicate effectively is another crucial tactic. Students studying nursing should refrain from utilizing medical jargon and terms that the public may not be familiar with. Rather, they ought to speak in plain, approachable language to guarantee comprehension and engaged engagement.

These communication techniques not only assist students in developing positive relationships and trust with their customers, but they also improve their capacity to get pertinent data, administer appropriate care, and advance community health education. The communicative approach was developed with the addressee in mind[5]. Nursing students can establish a collaborative and mutually understanding environment with their customers by implementing these ideas into their practice. Its value and efficacy in fostering connections between students and their instructors, peers, and course materials[6]. In the end, both sides benefit from a more fulfilling educational experience as a result. Effective information transmission can also be aided by the use of visual aids like interactive presentations, pamphlets, and posters. Stewart[7] during the colostomy consent process, using a visual teaching tool helps patients remember the dangers, feels less anxious, and comprehends the procedure better. Visual aids can improve participation and increase community members' understanding of difficult healthcare ideas. Furthermore, it's critical to promote a two-way communication strategy. In order to stimulate active engagement and shared learning, nursing students should welcome inquiries, criticism, and conversations. Through the recognition and appreciation of community members' contributions, students can establish a cooperative and welcoming learning atmosphere.

In healthcare encounters, communication is fundamental as it facilitates connection development, information sharing, and wellness promotion. As future healthcare professionals, nursing students understand how important it is to communicate well in order to engage community members and give worthwhile learning opportunities.[8] Engaging students in dynamic instructional activities is a key component of meaningful learning, as it can support 21st-century learning and promote the development of holistic human qualities. According to González-Ceballos[9], significant learning experiences include both formal and particularly informal, day-to-day activities. Nursing students want to spread healthcare knowledge, but they also want to foster a collaborative, inclusive, and empowered culture in the community by using customized communication techniques.

In overall, establishing rapport, speaking clearly, utilizing visual aids, and encouraging two-way communication are all components of good communication techniques. These techniques not only improve nursing students' educational experience but also provide community people the confidence to actively participate in and engage with their healthcare education. We set out to investigate the many communicative methods that nursing students employ to improve community involvement and encourage active

participation in healthcare-related learning experiences in this study. We explore the complexities of communication strategies that are the cornerstone of effective community outreach programs run by nursing students, from the subtleties of culturally sensitive communication to the skill of active listening and empathy. Come along as we examine the various communication tactics that influence healthcare education and enable community people to take an informed and proactive role in their own health and welfare.

2. Research questions

The purpose of the study is to determine the communicative strategies employed by nursing students to induce participation of community clientele for Related Learning Experience.

Specially, it sought to answer the following queries upon its very completion:

1. Is communication important in dealing with the community clientele for any health teaching of your Related Learning Experience (RLE)? Elaborate why.

2. Are there instances where the clientele does not engage in any health teaching of your Related Learning Experience (RLE)? Provide instances and situations.

3. What communicative strategies do you use to induce the participation of your community clientele for any health teaching of your Related Learning Experience (RLE)? Provide your specific strategies.

4. Which of these communicative strategies are your own creativity and not taught in the classroom? Elaborate the strategy you used.

5. What are the manifestations that these communicative strategies were effective in inducing your participation in any health teaching of your Related Learning Experience (RLE) you are implementing?

3. Literature

In the field of healthcare education, nursing students are essential in including community clients in healthcare-related learning activities.[10] In clinical nursing, nursing professionalism is crucial. But there isn't a solid conceptual grasp of nursing professionalism.[11] approach was employed to examine the notion of professionalism in nursing. Nursing students must use efficient communication techniques in order to encourage involvement and create a cooperative learning atmosphere in the community. The present literature analysis explores the diverse communication tactics employed by nursing students to augment community engagement and foster active participation in learning experiences connected to healthcare.

Using communication that is sensitive to cultural differences is a common communicative technique used by nursing students. Building rapport and trust requires an understanding of the cultural background, values, and beliefs of the community's clientele.[12] In order to manage chronic care in a more partnership-oriented and culturally sensitive manner, primary care physicians found the "Greet-Invite-Discuss" approach to be helpful. Nursing students can successfully communicate healthcare information and make sure the audience understands it by modifying their communication techniques to fit the cultural norms of the community.

Students' comprehension of the various requirements and issues in healthcare can be improved by involving community people in the learning process.[13] In order to facilitate a collaborative approach to care, it is important for clinicians to communicate with patients and their families in a polite and supportive manner. In addition to helping the children, this cooperative approach gives community members the

confidence to actively participate in their own health and wellbeing. Additionally, two essential elements of successful communication techniques are empathy and active listening. Nursing students should provide a safe, nonjudgmental environment for conversation by really showing interest in the issues and viewpoints of the local population. Nursing students can address specific challenges and encourage meaningful engagement by tailoring their communication to the needs and experiences of the community through active listening.

Interactive resources and visual aids are also useful tools for improving communication with community clients. Posters, movies, and infographics are examples of visual materials that nursing students can use to help make difficult healthcare concepts easier to understand and more easily accessible.[14] The best visual aids were pictograms and films. Interactive exercises like role-playing games or group talks can promote community involvement even more and help people grasp healthcare issues on a deeper level.

Furthermore, encouraging a cooperative style of communication is crucial to getting community clients interested in educational opportunities. Community people should be valued as active participants in the learning process by nursing students, who should also respect their opinions and contributions.[15] the significance of anticipating and the variations in tactics while engaging with an active partner in contrast to insert things. Nursing students can enable people to take responsibility for their healthcare knowledge and practices by including community members in decision-making processes and co-creating educational programs. Furthermore, fostering enduring relationships with the community requires open, sincere communication in order to develop credibility and trust. An alternate explanation for partially honest communication that doesn't necessitate large signal costs is given by[16]. In order to ensure mutual understanding and clarity, nursing students should be transparent in their communication regarding the aims, objectives, and outcomes of educational programs. Nursing students may foster a climate of trust and respect in the community by communicating with honesty and integrity.

In conclusion, the proficient utilization of communicative methods by nursing students plays a crucial role in stimulating involvement and fostering community involvement in healthcare-related educational endeavors. Nursing students may establish inclusive and empowered learning environments that resonate with community clients by embracing culturally sensitive communication, active listening, visual aids, interactive activities, collaborative approaches, and transparent discourse. Nursing students can encourage engagement, create deep connections, and promote improvements in healthcare practice and education by utilizing these communication techniques.

4. Methods

This chapter deals with the research methods that were employed in the conduct of this study. It focuses on research design, Participants of the study, data gathering procedure, the research instrument and data Analysis.

4.1. Research design

Using a qualitative approach, this study will collect information on the communication techniques used by nursing students through observations and interviews. Researchers can learn more about how students interact with members of the community and promote their participation in educational events by examining these tactics. The primary data gathered for this study is used as supporting evidence for additional theoretical and developmental assessments that take research into reference.

4.2. Participant

The study employed purposive sampling, and Twenty (20) participants of second year college Nursing students Taking Community Organizing Participatory Action Research (COPAR) or community participation Subject were the respondents of this study. These people were chosen so that participants in tailored interviews may assess the data from multiple perspectives.

4.3. Instrument

The study participants were interviewed in order to gather the narratives for the Communicative Strategies Applied by Nursing Students to Induce Participation of Community Clientele for Related Learning Experience. This instrument has been approved by experts to collect data in an appropriate and efficient manner. The interview guide questions are as follows (see **Table 1**).

Table 1. Instrument of the study.

Objectives	Interview Questions	N
1. Determine the communicative strategies employed by nursing students to induce participation of community clientele for health intervention.	A. Is communication important in dealing with the community clientele for any health teaching of your Related Learning Experience (RLE)? Elaborate why.	20
	B. Are there instances where the clientele does not engage in any health teaching of your Related Learning Experience (RLE)? Provide instances and situations.	
	C. What communicative strategies do you use to induce the participation of your community clientele for any health teaching of your Related Learning Experience (RLE)? Provide your specific strategies.	
	D. Which of these communicative strategies are your own creativity and not taught in the classroom? Elaborate the strategy you used.	
	E. What are the manifestations that these communicative strategies were effective in inducing your participation in any health teaching of your Related Learning Experience (RLE) you are implementing?	

5. Research procedure

The purpose of the data collection process is to determine the communication strategies used by nursing students to persuade community members to participate in health interventions. The characteristics that contribute to the communicative strategies used by nursing students to encourage community clients to participate in related learning experiences will be examined in the interviews. The study's chosen participants are the twenty (20) nursing students who are implementing Community Organizing Participatory Action Research (COPAR), or community participation. The study will utilize thematic analysis to detect recurrent themes and patterns in the data, facilitating a thorough comprehension of the communication tactics utilized by nursing students to encourage community members to participate in health interventions.

6. Data analysis

The narratives collected through interviews with the student chosen to participate in the Communicative Strategies Applied by Twenty (20) participants of second year college Nursing students Taking Community Organizing Participatory Action Research (COPAR) or community participation Subject were the respondents of this study. to Induce Participation of Community Clientele for Related Learning Experience were the main source of data for this study. In order to identify important themes regarding the

Communicative Strategies Used by Nursing Students to Induce Participation of Community Clientele for Related Learning Experience, the transcribed interview data will be coded and categorized. A thematic analysis was performed on a selection of the chat stories. A dataset's themes are found, evaluated, and analyzed before being compiled, categorized, and presented[17]. Through data analysis, our goal is to obtain a thorough grasp of the fundamental elements influencing the communication tactics used by nursing students to persuade community members to participate in health interventions.

7. Results

Question 1. Is Communication important dealing with the community clientele for any health teaching of your Related Learning Experience (RLE)? Elaborate why.

7.1. Critical role of communication

Twenty (20) respondents state a unanimous consensus emerged on the paramount importance of communication in health teaching during their Related Learning Experience (RLE) with community clientele. Participants stressed that communication is the linchpin for accurate information dissemination, enhancing understanding, building trust, and facilitating adherence to health recommendations.

> "Yes, communication is important most especially because we are dealing with a clientele's life. Health teaching would be pointless without giving accurate information regarding to their needs."

> "Yes, it is important because communication is the primary tool that a nurse uses to obtain proper health data or information from the client, and having effective communication makes the client more comfortable during nurse-patient interaction."

> "Effective communication enhances understanding, builds trust, and facilitates the exchange of information needed during health teaching. It ensures that individuals can comprehend and apply health teachings, leading to the desired outcomes and promoting supportive relationship between us and the community."

Question 2. Are there instances where the clientele does not engage in any health teaching of your Related Learning Experience (RLE)? Provide instances and situations.

7.2. Communication barriers

Ten (10) respondents state that drawing from their nursing experience, it is evident that various clients exhibit reluctance to engage in interviews and health teaching sessions. The reasons behind this reluctance were multifaceted, encompassing communication barriers, cultural differences, and time constraints.

> "Yes, from my experience as a Nurse. Some client's does not want to engage to interviews. Reason's are; communication barriers, cultural barriers (they have their own beliefs with respect to their health and simply they don't have the time."

> "There are some instances where clients do not engage in health teaching due to factors such as cultural differences, language barriers, resistance to change, or lack of awareness about the importance of health education we are providing."

7.3. Lack of active engagement

Ten (10) respondents also highlighted instances where clients exhibited a lack of active engagement in health teaching within the Related Learning Experience (RLE). One cited example involved a patient displaying resistance to receiving information due to cultural beliefs or language barriers. Despite healthcare

providers' earnest efforts to educate, the client's choice not to participate or fully comprehend the information was noted as a significant hindrance to the effectiveness of health teaching in the RLE. Additionally, another participant noted trust issues among clients from middle-class families, particularly regarding student nurses providing care or health advice. This underscores the importance of addressing not only cultural and language barriers but also the establishment of trust to enhance the overall efficacy of health teaching interventions.

> "One example could be our patient who is resistant to receiving information due to cultural beliefs or language barriers. In such cases, despite the healthcare provider's efforts to educate, the client may choose not to participate or may not fully comprehend the information provided. This can hinder the effectiveness of the health teaching component in the RLE."

Question 3. What communicative strategies do you use to induce the participation of your community clientele for any health teaching of your Related Learning Experience (RLE)? Provide your specific strategies.

7.4. Prepared languages

Twenty (20) respondents state that the diverse communicative strategies employed by healthcare providers to capture clients' attention during health teaching sessions within the Related Learning Experience (RLE). One prominent strategy mentioned was the inquiry about the client's preferred language, aiming to establish a common ground for effective communication. Respondents identified specific tactics such as utilizing familiar dialects, incorporating visual materials in the client's main dialect, and fostering active participation through therapeutic communication techniques.

> "Communicative strategies I used to grab the client's attention is by asking them what language they speak. In order for us to understand each other."

> "Some of these strategies, hindi namin natutunan sa classroom. Like, 'yung paggamit ng humor sa explanations namin. I find na it helps lighten the mood and makes learning more fun. It's all about making the learning experience enjoyable and engaging. "

> "The strategy that I usually use in communicating with my clients is nominating, where I establish a topic first and elaborate on it so that the client will understand what I discuss. However, during health teaching, if the client feels bored, I control the topic and do topic shifting, where I carry out a question and answer activity and change the topic later on but related to the first topic. "

Question 4. Which of these communicative strategies are your own creativity and not taught in the classroom? Elaborate the strategy you used.

7.5. Interactive activities

Twenty (20) respondents said that the nuanced approaches healthcare providers adopt to enhance communication, going beyond conventional classroom teachings. Respondents emphasized the use of respectful verbal and nonverbal cues, acknowledging the importance of considering aspects not explicitly covered in classroom discussions. Specifically, participants highlighted the creation and use of visual materials in the community's main dialect, addressing the prevalent language barrier issue within the community.

"Providing visual materials using their main dialect is something we thought of since one of the problems usually found in the community is the language barrier."

"I used it all but pero magbibigay ako ng isa, use of social media and digital platforms, kasi social media often involves sharing personal information sa classroom kasi privacy concerns may arise, as educational environments typically adhere to strict privacy standards. Using social media could potentially compromise student privacy. "

"The communicative strategy that is based on my own creativity and not taught in the classroom is this type of activity in the middle of the discussion where I conduct games to reduce the boredom of the client and ask about their opinion on the topic that I discussed."

Question 5. What are the manifestations that these communicative strategies were effective in inducing your participation in any health teaching of your Related Learning Experience (RLE) you are implementing?

7.6. Active participations

Twenty (20) respondents state that they illuminate the various indicators that underscore the effectiveness of communication strategies employed during health teaching within the Related Learning Experience (RLE). Participants universally identified the client's comfort and detailed communication as a simple yet crucial sign of effective communication strategies. Additionally, manifestations of effectiveness were articulated, including active participation from clients, genuine questions about the health teaching topic, and expressions of gratitude at the conclusion of the teaching session.

"One simple sign that our/my communication strategies was effective is to simply observe the scenario especially when the client is communicating with you comfortably and in details."

"For me, Increased engagement participants actively engage in discussions, ask questions, and contribute to the learning process. A higher level of interaction indicates that the strategies employed have successfully captured their attention and interest. Knowledge retention, assessing participants' understanding of the health information over time, time can reveal the effectiveness of the strategies kasi. Its also improved knowledge retention and application of concepts in real-life situations are positive indicators. "

"Manifestation may include active participation from the clients, genuine questions about the topic of the health teaching, and the gratitude that the clients express at the end of the teaching."

8. Discussion

Question 1. Is Communication important dealing with the community clientele for any health teaching of your Related Learning Experience (RLE)? Elaborate why.

8.1. Critical role of communication

The results emphasized how important it is to communicate intelligibly and succinctly in order to build a positive rapport between medical personnel and the population.This theory is consistent with the research of Milton[18]. Policies, settings, and opportunities for physical activity must support communication efforts to increase public awareness of and knowledge of the standards for physical exercise. This theory is consistent

with the findings of Oliveira[19], who found that informality, precision, authenticity, cost, and information orientation were all significant factors in adoption. Good communication was seen as the key to successful nurse-patient relationships, guaranteeing patients' comfort and promoting general well-being. This theory is consistent with the findings of Ceneciro[20]. Language fluency enabled the pupils to communicate ideas succinctly and clearly. These observations highlight the necessity for healthcare education to place a high priority on and incorporate effective communication techniques in order to improve health education's effectiveness and fortify the bond between healthcare professionals and the community.

Question 2. Are there instances where the clientele does not engage in any health teaching of your Related Learning Experience (RLE)? Provide instances and situations.

8.2. Communication barriers

The respondent emphasized that some clients choose not to participate because of their personal health beliefs, obstacles to communication in other languages, reluctance to change, or ignorance of the importance of the health education being provided. This theory is consistent with Delos Reyes[21] There are several challenges associated with learning a new language, particularly for individuals. This theory is consistent with Van Vuuren[22] Even though there are many different communication techniques, each person should investigate which mix works best for them. This theory is consistent with the results of Lychuk[23] regarding the methods used in the translation of the English communicative strategy of sympathy. This nuanced viewpoint clarifies the variety of obstacles encountered during healthcare encounters, highlighting the necessity for medical personnel to negotiate and tactfully remove these obstacles in order to guarantee inclusive and successful health education for all patients.

8.3. Lack of active engagement

Respondents emphasize that clients frequently find it difficult to actively participate in health education during the Related Learning Experience (RLE). A patient who refuses to receive information because of linguistic or cultural difficulties is one example. This theory is consistent with the findings of O'Cathain[24], who found that primary care did not actively participate. The client's incapacity to engage or completely understand the material is a major barrier to the efficacy of health education, even in the face of healthcare providers' best efforts. This theory is consistent with Suleman[25]. The primary reasons for the lack of more active engagement are attributed to variances in corporate aims and culture. This concept is consistent with the results of Murro[26] which suggests using remote instructional help to increase program intensity and close learning gaps. Middle-class consumers also have trust concerns, especially when it comes to student nurses giving medical advice or providing care. Building trust and overcoming linguistic and cultural obstacles are essential to improving the effectiveness of health education programs. For example, a patient who is unable to completely understand the information offered because of language or cultural problems may decide not to participate.

Question 3. What communicative strategies do you use to induce the participation of your community clientele for any health teaching of your Related Learning Experience (RLE)? Provide your specific strategies.

8.4. Prepared languages

The importance of doing a community needs assessment was emphasized by the participants, as it guarantees that health education takes into account the distinct problems and preferences of the community. This theory is consistent with Beykont[27]. Using the experience of seasoned instructors and promoting professional exchanges are two practical ways to improve language-specific professional development. This

theory is consistent with Sabdani-Asiri[28]. The study looks at both conventional public speaking tools and non-conventional ways to get better. Another successful tactic that encourages a two-way communication flow where people actively participate, ask questions, and share their experiences is to provide interactive workshops and forums. Maintaining client interest and attention during health education sessions also required the use of dynamic communication tactics, such as topic shifting, nominating, and including engaging activities like games. The idea is consistent with the research results of Junková [29]. Traditionally associated with formal, planned language, spoken language is characterized by spontaneity and non-standard level. These results highlight how crucial it is to modify communication tactics in light of the various requirements and preferences of the community in order to provide more efficient and interesting health education.

Question 4. Which of these communicative strategies are your own creativity and not taught in the classroom? Elaborate the strategy you used.

8.5. Interactive activities

It was accepted that social media and digital platforms should be included into communication methods, however there are privacy concerns and educational policies that limit its use in the classroom. This theory is consistent with research by Ullah[30], which found that effective teaching and learning depend on students' active participation in the process. Additionally, a novel and inventive communication technique emerged, which involved using interactive exercises like games to keep clients engaged during talks and get their feedback on subjects covered. This theory is in line with the findings of Omar[31], which showed that interactive language learning activities can solve communicative difficulties in language classrooms and that learners' motivation, self-confidence, and learning environment all affect their ability to speak English.The implications for the utilization of interactive activities are explored. This concept is consistent with the findings of McDonough[32]. These results highlight the flexibility and inventiveness healthcare professionals use to customize communication tactics to the particular requirements of the community, highlighting the significance of a thorough and adaptable strategy for efficient health education within the Related Learning Experience (RLE).

Question 5. What are the manifestations that these communicative strategies were effective in inducing your participation in any health teaching of your Related Learning Experience (RLE) you are implementing?

8.6. Active participations

Respondents emphasized higher levels of involvement, which were demonstrated by participants actively engaging in conversations, posing queries, and making contributions to the process of learning. A crucial indication that highlighted the significance of evaluating participants' comprehension and application of health information was knowledge retention over time. This theory is consistent with the findings of Chavez[33] which showed that teachers primarily used skill evaluation and practical assessment as their methodologies. Lastly, it was determined that visible behavioral shifts toward better habits or heightened interest in preventative care were indicative of successful health education. In addition, participants stressed the significance of clients contributing their expertise, responding to inquiries, and demonstrating a willingness to seek clarifications during or following talks as extra markers of successful communication techniques. Parental active participation lowers children's preoperative anxiety and enhances their compliance with induction of anesthesia, which is in line with the findings of Ismail[34]. This theory is consistent with research by Chavez[35] which states that language learning begins in the comfort of one's own home.These thorough indicators offer insightful information to healthcare professionals, highlighting the

necessity of conducting complete evaluations to determine the efficacy of health education initiatives implemented in the RLE.

9. Conclusion

In Conclusion, Nursing students must employ effective communication techniques to engage community clients in educational activities, fostering an inclusive atmosphere that promotes participation and improves the overall educational process. Establishing rapport with clients requires sincere concern, empathy, and active listening. Efficient communication is ensured by using simple, direct language, steering clear of medical jargon, and customizing communication methods to meet the demands of a broad clientele. Interactive teaching techniques such as role-playing, practical demonstrations, and group debates encourage critical thinking, problem-solving, and knowledge application. Cultural conventions must be considered when modifying methods. Collaboration and teamwork are crucial for encouraging involvement, giving clients a sense of empowerment and ownership. These techniques improve the educational process and aid in the creation of skilled and sympathetic nurses. Communicative strategies applied by nursing students to induce participatory behavior of community clientele for related learning experiences play a crucial role in promoting effective engagement and learning outcomes. Clear and concise communication is essential for establishing a positive rapport with the community clientele. Active listening skills help build trust and facilitate open dialogue. Effective verbal and non-verbal communication techniques convey information, provide guidance, and encourage active participation. Participatory strategies like group discussions, role-playing, and hands-on activities promote engagement, critical thinking, and problem-solving skills among the clientele. Technology and multimedia tools enhance communication and facilitate interactive learning experiences. The communicative strategies applied by nursing students to induce participatory behavior of community clientele are vital in creating a conducive learning environment, promoting active engagement, and improving the overall quality of care.

Conflict of interests

The authors declare no conflict of interest.

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