

# **Dramatic Effect: enhancing nurse education through performance**

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## **Authentic Learning**

- ✓ An activity that involves **real-world problems** and that **mimics the work of professionals**; the activity involves presentation to audiences beyond the classroom
- ✓ Use of **open-ended inquiry**, thinking skills and **metacognition**
- ✓ Students engage in **discourse** and **social learning** in a community of learners
- ✓ Students **direct their own learning** in project work

Rule, 2006

## Real World Problems

- One component of authentic learning is that it targets a **real problem** and that students' engagement holds the possibility of having an **impact outside the classroom**;

*"This audience beyond the classroom changes the problem from an 'exercise' to something more important, allowing students to become emotional stakeholders in the problem..."*

(Rule, 2006; Educational Research 2007)

- Finding creative ways to enable students to **'step into someone else's shoes'** as a learning and teaching approach is central to the process of fostering feelings of **empathy** and **compassion** within healthcare students...

(Kyle and Atherton, 2016)

## The School of Health and Social Care Players



## Our Student Actors:



Edinburgh Napier  
UNIVERSITY



# Mad, Bad, Invisible

One woman's story of dis-integrated care



POPULATION  
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## **Mad, Bad, Invisible – The Trailer!**



## **The Venue, Audience & Discussion**





# The Cartoonist



## Evaluation – Audience Feedback

*'Very powerful, so interesting. Great event'*

*'Excellent evening...thoughtful...stimulating'*

*'Medium of drama very effective'*

*'Excellent work by the students...acting was excellent...very informative'*

*'Real...raw...decision makers should be made aware of these issues'*

*'Amazing event!...very true to real life mental health issues'*

*'Play led to very interesting discussions'*

# Evaluation - Student Actor Feedback

- personal and professional **privilege** at being able to *'step into another person's shoes'*
- *'explore a different perspective'* from that of the professional
- *'getting a glimpse'* into the world of the people they care for, and the **significance** of doing this in an **authentic public setting**
- Being able to relate to **emotions** that people, their families and other care workers have experienced was seen as a *'highly meaningful'* learning experience.

# Undergraduate Nursing Module



- [Effective Interagency Working in Healthcare - 4B](#)

## Future Developments

- The Actors are currently working with another external agency '**NHS-Where It Hurts**' to perform the play again in collaboration with **Comas**
- Invited performance in the **Scottish Parliament** in the Springtime
- Evaluate success of approach within an undergraduate module
- Further collaboration with Comas and other charities
- Generalisability of this educational approach

## References:

- Educational Research (2007) The four characteristics of authentic learning. <https://www.ernweb.com/educational-research-articles/the-four-characteristics-of-authentic-learning/>
- Kyle, R and Atherton, I (2016) Biogeography as critical nursing pedagogy: Breathing life into nurse education. *Nurse Education in Practice*. 20 pp76-79
- Rule, A. (2006) Editorial: The Components of Authentic Learning, *Journal of Authentic Learning* Volume 3, Number 1, Pp. 1-10.