Play-full nursing pedagogy: adventures in authentic learning

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Play-full Nursing Pedagogy

**Full Curricula**

- Crammed with content
- Ask: **what** more do we need to **teach**
- Encourage **didactic** teaching
- Educator-first

**Fuller Curricula**

- Critical discussion
- Ask: **how** best do our students **learn**
- Facilitate **authentic** learning
- **Student-centred**

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"Foster an ethic of **care** and **respect** for each other: participate and reciprocate in our interactions."

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Act 1: Mad, Bad, Invisible

- Student-led drama
- Story of Anne – a young woman experiencing mental health crisis navigating dis-integrated health & social care services
- Performed at a public engagement event in Nov 2017
- Integrated into 2nd year nursing module on inter-agency working
Act 2: **CrACKs**

- Problems with *Mad, Bad, Invisible* identified by Trisha Jeram – a student learning on the module

- Too focussed on:
  - Mental health
  - *Dis*-integration

- Trisha wrote **CrACKs** to address limitations
Act 2: CrACKs

- Story of Bob – an older man living with dementia caring for his granddaughter with learning disabilities navigating integrated health & social care services and

- Debbie – who experiences homelessness and dis-integrated services

- Performed at a public engagement event in June 2019

- Integrated into 2nd year nursing module on inter-agency working
Act 2: CrACKs

- Cracks **filmed** by ENU Film Studies students to create an enduring educational resource

- **Evaluation** of use of resource in undergraduate nurse education