Learning Through Drama in the Field of Global Nursing

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Background

Lifeworld - the lived world in a way that develops our understanding of human beings and the human experience.

Language becomes an essential tool, both verbal and non-verbal. Language provides access to others’ lifeworld and helps us engage meaningfully and share experiences.

Despite our uniqueness and varied histories, culture, and lifeworld, we nonetheless share a common world.
Background

One way to share each other’s lifeworld is to communicate, language, both verbal and non-verbal is an essential tool.

Drama means an approach to learning that integrates feelings, thoughts and actions.

In this study, drama is used as the main language to communicate and share each other’s lifeworld.
Background

Learning through drama – a way to get an intercultural dialogue in the field of nursing education

Drama activities – three phases

Initiation
Experiences
Reflection

Learning from the experience itself
Aim

The aim of this study was to explore how nurses nurse (educators, and doctoral and masters students) from three countries experience learning through drama in the field of nursing education.
Method

A qualitative study
Involving participants from three countries
Drama workshop
Role-playing in three situations
Reflective journals
Content analyses
Situation 1
Conflict between a physician and a nurse about a patient in pain. The question for the nurses was how to convince the physician to give more pain relief to a patient in deep pain.

Situation 2
A teacher and a nursing student had a negative encounter. The student was disrespectful to the teacher during the class in front of other students.
Situation 3
A teacher and a student were complaining about the negative workplace environment at the director’s office.
# Results

Experiences from the drama workshop

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Creating a Learning Environment

The Role of the Drama Teacher

‘It’s important to have an experienced leader, which we had; if not, things could end up totally wrong, and the connection to theory can be lost.’

(P1)
A Universal Caring Language in Action

Nearly at once, we forgot that we were people from three different countries. It is all about [being] human and a human being. In addition, it is only when we look at things such as the organisation of education and health care, that we can see the differences. Otherwise, nationality is not important. (P11)
‘The drama event gave guidance in how to use the method in other contexts and situations. (P1)
Opening Doors

Group Level

‘Under other, more conventional conditions I don’t think it would have been possible to learn so much about each other and also that the active participation could have been so well distributed among all.’ (P9)
Opening Doors

Personal Level

….or if it is this confirmation that even enhances our desire to meet people from other cultures. Or is it maybe that the resistance in form of being frightened and insecure that disappears? (P11)
Discussion

According to the participants, many benefits may be gained by using drama in the field of nursing education.

Some limitations of the study might be that it is a small-scale study and the participants did not speak, write or perform in their mother tongues.

Although some cultural barriers could be presumed, none were reported.
Discussion

This untraditional yet productive environment facilitated learning in a way that made the participants felt safe, content and dynamic.

The drama gave the participants opportunities to talk about their problems in the clinical setting in a safe space.

Although participants came from three different countries and cultures, this did not prevent them from interacting and sharing experiences as if they were from one country with a unified language.
Discussion

Shared experiences from real life, yet they felt safe sharing and talking about feelings of anger and resentment that arose while they were discussing effects of the situation on patients, nurses, teachers and students.

In drama teaching the learner may forget their own social and cultural background and that of others, and focus on the joy of sharing experiences and burdens.
Conclusion

The use of drama in this study seems to help participants overcome different barriers among professions, cultures, language, experiences, social status and academic status.

Drama makes the experience-based knowledge visible, the participants expressed ‘caring elements’ as ‘universal connections’
Conclusion

This study has implications for nursing education and curriculum activities and development.

The meaning of drama in education across cultures is a research area that needs further investigation.