

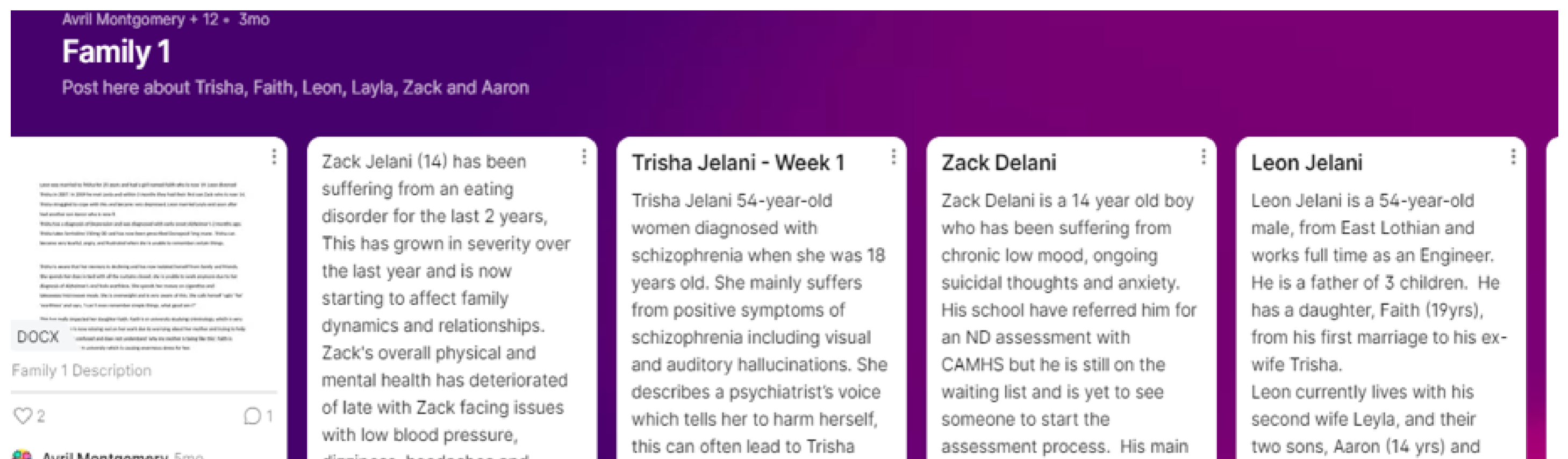
Authentic Assessment through Storytelling: Managing Complex Care in Mental Health Nursing (level 9)

Avril Montgomery (School of Health & Social Care)

Building a story through the module.

Through the duration of the module students **build a story** of caring for the mental health of **patients within a family** of characters who they can develop. These **stories are central to their assessment** in the module.

Each week's teaching presents **different topics to be applied** to their family. Students share developments in this story week-by-week on a Padlet site, so that they can see how the cases are developing for others, showcasing **examples students are drawing from clinical practice**.



Avril Montgomery + 12 • 3mo

Family 1

Post here about Trisha, Faith, Leon, Layla, Zack and Aaron

DOCX

Family 1 Description

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Avril Montgomery 5mo

Zack Jelani (14) has been suffering from an eating disorder for the last 2 years, This has grown in severity over the last year and is now starting to affect family dynamics and relationships. Zack's overall physical and mental health has deteriorated of late with Zack facing issues with low blood pressure, dizziness, headaches and

Trisha Jelani - Week 1

Trisha Jelani 54-year-old women diagnosed with schizophrenia when she was 18 years old. She mainly suffers from positive symptoms of schizophrenia including visual and auditory hallucinations. She describes a psychiatrist's voice which tells her to harm herself, this can often lead to Trisha

Zack Delani

Zack Delani is a 14 year old boy who has been suffering from chronic low mood, ongoing suicidal thoughts and anxiety. His school have referred him for an ND assessment with CAMHS but he is still on the waiting list and is yet to see someone to start the assessment process. His main

Leon Jelani

Leon Jelani is a 54-year-old male, from East Lothian and works full time as an Engineer. He is a father of 3 children. He has a daughter, Faith (19yrs), from his first marriage to his ex-wife Trisha. Leon currently lives with his second wife Leyla, and their two sons, Aaron (14 yrs) and

Through this, they **peer teach** from their experiences, **adding depth** to the learning of the class with a **broad range of examples**, and they can be quite **excited** about seeing what direction others are taking their families.



The layers of the story build up with consistency through the module e.g. issues presented in one week must still remain in later weeks. Through the **layering of the case** they are building, students realise that it takes **more effort** to get useable outputs **from Generative AI tools** than it does to create the story for themselves, **encouraging engagement** in the activity. The layers of complexity are **representative of patients** they encounter in practice.

“This class has allowed me to use my imagination and draw on person experiences from practice to create my own family scenario, which has been brilliant and a really imaginative way to structure this class. It has really allowed me to take my assessment in my own direction and focus on the things in mental health that really interest me.” Student feedback quotation

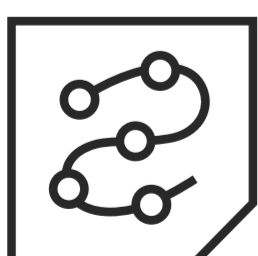
Authentic Assessment



Students submit a SBAR (Situation, Background, Assessment & Recommendations) **handover as used in practice**, with choice whether this is a **written** (1500 words) **or a recorded verbal** handover (10 mins). This asks students to **summarise** what is known about the patient, **priorities** of care and **suggest** how best to meet their care needs to help them. Some students would like to write more but this **concise** communication is key to practice.



Students' have choice of various scenarios they can explore through assessment, involving their character, allowing co-construction of the their summative assessment.



Scenario 1: emergency assessment following an incident.

Scenario 3: deterioration of mental health relating to a **special interest mental health topic** e.g. forensic, psychosexual, perinatal or hoarding.

Scenario 2: disclosure of trauma during a routine appointment.

Scenario 4: self harm or suicide attempt. Relates to **national healthcare priorities**, tackling suicide rates.

Those who engage through the module tend to do extremely well. Students used to essays and reports can find the gradual approach more challenging. Marking is interesting, enjoyable and informative.

[View Avril's in-depth video about the module](#). Find out more about this module on the [Curriculum Management Environment \(CME\)](#). If you need support with your LTA practice, please contact your school's Associate Dean Learning & Teaching (ADLT) or DLTE@napier.ac.uk.