





caring stc Narrative-based Learning Digital Platform



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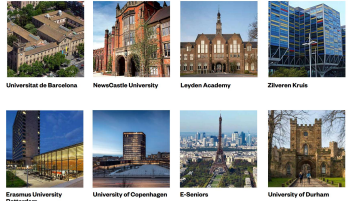


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Project Partners

The project "Towards active aging and citizen-oriented well-being" has set its main objective to bring the accumulated knowledge and the advances made in educational and research projects in the University into the specific area of elderly care in Barcelona these recent years. All of this from a knowledge-based evidence, interdisciplinary, progressive and pedagogical innovation that allows reaching all the agents involved in the care of the elderly.


<http://caringstories.eu>

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Caring stories interrelates strongly with the 17 SDG's
UN sustainable development goals building on the principle of 'leaving no one behind'





The 17 sustainable development goals (SDGs) to transform our world:

- GOAL 1: No Poverty
- GOAL 2: Zero Hunger
- GOAL 3: Good Health and Well-being
- GOAL 4: Quality Education
- GOAL 5: Gender Equality
- GOAL 6: Clean Water and Sanitation
- GOAL 7: Affordable and Clean Energy
- GOAL 8: Decent Work and Economic Growth
- GOAL 9: Industry, Innovation and Infrastructure
- GOAL 10: Reduced Inequalities
- GOAL 11: Sustainable Cities and Communities
- GOAL 12: Responsible Consumption and Production
- GOAL 13: Climate Action
- GOAL 14: Life Below Water
- GOAL 15: Life on Land
- GOAL 16: Peace, Justice and Strong Institutions
- GOAL 17: Partnerships to achieve the Goal

Caring Stories significantly contributes to multiple SDG's and with thereof interrelates between them. This is an important focal point of the Erasmus University research agenda. Not only following SDG's but serving and combining different SDG's.

Caring Stories increases health & well being of elderly people. It contributes to quality health care education and at the same time increases the work satisfaction for health care professionals, we need so badly as a society. It creates more inclusion of elderly people and therefore reduces inequality.

Source: www.un.org/development/desa/destabilities/envision2030

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Stories in healthcare

- To foster sense-making and sense-gathering for patients
- To support the exchange of tacit learning and knowledge translation
- To educate clinicians/healthcare professionals/patients/families

'Storytelling is most prevalent within healthcare education to train and teach new generations of healthcare providers, including physicians to promote professional development and learning.'

- To promote attributes in listeners e.g. empathy, compassion and behavioural change (e.g. in public health discourses but less visible here than in business)
- Storytelling as a means of voice and agency (Rose et al., 2015)





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Narrative medicine (Rita Charon)



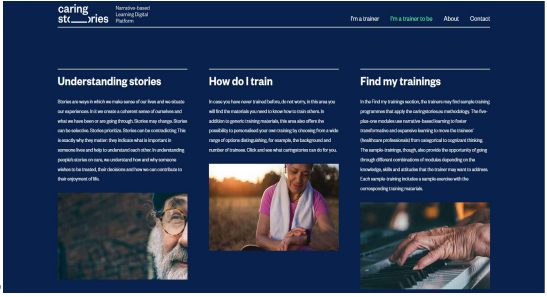
'Narrative Medicine refers to a clinical assistance methodology based on a specific communicative competency. Narrative is the fundamental tool to acquire, understand and integrate the different points of view of those involved in an illness and in the treatment process.'

'Narrative knowledge provides one person with a rich, resonant grasp of another person's situation as it unfolds in time...Unlike scientific knowledge or epidemiological knowledge, which tries to discover things about the natural world that are universally true or at least appear true to any observer, narrative knowledge enables one individual to understand particular events befalling another individual not as an instance of something that is universally true but as a singular and meaningful situation'






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The screenshot shows the website layout with sections for 'Understanding stories', 'How do I train', and 'Find my trainings'. It includes navigation links like 'This website', 'The training tools', 'About', and 'Contact'.


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Navigation: Home, About, Contact, Training, Research, Consultancy, Blogs, About, Contact

Understanding



The importance of stories in healthcare

Stories are a valuable tool of professional communication. The Health Foundation believes that stories can be used to create a shared understanding, build trust and support that leads to better care and outcomes. The Health Foundation is committed to exploring the value of stories in healthcare and supporting those who can demonstrate how they can be used to improve patient care.

By stories, we mean our ways of communicating events and experiences that reflect how we make sense of our lives.

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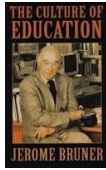
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Narrative knowledge (narrative cognition, narrative rationality)

- Narrative cognition (Jerome Bruner)
- Narrative rationality – the narrative paradigm (Walter Fisher)
- Narrative knowledge (Rita Charon)
- The stories mind (Rose et al.)



'Narrative knowledge provides one person with a rich, resonant grasp of another person's situation as it unfolds in time... Unlike scientific knowledge or epidemiological knowledge, which tries to discover things about the natural world that are universally true or at least appear true to any observer, narrative knowledge enables one individual to understand particular events befalling another individual not as an instance of something that is universally true but as a singular and meaningful situation.' (Charon 2006)

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Narrative imagination (Martha Nussbaum)

'The ability to be an intelligent reader of another person's story and to understand the emotions and wishes and desires that someone so placed might have' (Cultivating Humanity)

- Depends upon an essentially pluralistic conception of human beings
- Combining the use of imagination with knowledge and actual experience in order to over-come the limitation inherent in any one particular world-views
- Links with reflective thinking and learning where critical reflection upon experience should be closer to our lives, allowing confrontation of our habits so new concepts can be formed which can subsequently be tested out in practice

'Reflective thought always has a social situation as its precondition' (Von Wright)



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Narrative pedagogy (Ivor Goodson)

- Narratives translate abstract or conceptual knowledge as a concrete experience - constructivist learning/pragmatism
- Exposure to narratives is not enough - narrative interpretation depends on critical reflection and can support the development of listening skills and empathy through emotional engagement and mindset reflection
- Hearing/reading narratives in a dialogic context aims to draw on the affective, cognitive and experiential domains i.e.
 - eliciting an emotional connection to the narrative
 - an intellectual interpretation of the narrative
 - an experiential engagement with the narrative



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Reflective, dialogic exercises

MODULE 3.

Exercise 3.1 The key metaphors in a narrative First, watch Pat's story "Learning to navigate" at: <https://www.patientvoices.org.uk/fly/0854pv384.htm>

What are the metaphors that she uses in her narrative to try to convey the changes in her life? What genre is her narrative?

Few narratives exist on their own. In health and social care there are always many entwined stories. Now watch the story made by Pat's husband Tom in the same workshop "I do the best I can" at: <https://www.patientvoices.org.uk/fly/0855pv384.htm>

How do common metaphors link the two narratives? How does the genre of Tom's narrative differ from Pat's? Role play a conversation between Tom and Pat on the change in their relationship brought about by his dementia.

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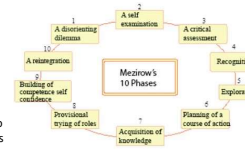
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Transformative learning (Jack Mezirow)

- Communicative learning: not about accuracy or truth in an empirical sense, but intent, credibility, authenticity, which depend on understanding the frame of reference of the other
- Transformative learning results from revising meaning structures/mindsets/internal schema
- The prior knowledge of the adult learner is the starting point for new learning, as we continuously build on existing networks. Takes into account professionals' expectations, bodies of knowledge and mindsets
- Transformative learning is a metacognitive process of reassessing reasons



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Pragmatism and pluralism in healthcare education

- Epistemological:** in using narrative as a means of addressing epistemic divides that may underpin attitudes to learning a pragmatist orientation to truth as a means of **over-coming epistemic dualisms**
- a pragmatist mode is aimed at understanding of knowledge-in-action and the commensurability,** rather than the conflict, between epistemologies
- for Dewey education should then promote critical inquiry and active experimentation and imagination as key to changed behaviours and action
- a pluralist position** both with respect to narrative knowing and also more broadly, in terms of knowledge per se
- disparate interpretive frames can come together in the healthcare education (Mazzoli Smith, 2021)



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Module descriptions and learning outcomes

The spiral learning framework is designed to take trainees from categorical to optimised thinking. Move through the series of modules starting with modules 1 and 2 in the foundation module and then an additional number of modules as chosen from the available training combination.



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