

Patient Voices

Digital storytelling in healthcare education

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Pilgrim Projects/Patient Voices



Tomorrow's clinicians



- focused on quality
- patient centred
- clinically driven
- flexible
- valuing people
- promoting life-long learning



The way ahead: MEE



The way ahead: MEE

- Involving patients in healthcare education
- Using technology to support teaching and learning
- Addressing the mismatch between expectation and reality
- Clinicians as partners in healthcare



And....

respect
empathy
reflection
communication
dignity
compassion
patient-centred
inter-professional
safety



A balancing act



Not to mention...

1. University fees
2. Immigration policy
3. No money for education in the NHS
4. No funding for non-clinical courses such as research skills
5. The dominance of business over intellectual pursuits



Patient

... or an insurmountable task?



Patient

The evidence of experience

'Statistics tell us the system's experience of the individual, whereas stories tell us the individual's experience of the system...'

Tony Sumner, 2009



Patient

How to get the patient experience



Patient

Using technology



Patient

Why tell stories?



'Stories promote empathy, which in turn prompts reflection and serves as the motivation for learning and acquiring new knowledge.'

Charon, 2002



Patient

Why tell stories?



'We tell stories to entertain and to teach...'

Transforming healthcare

'Storytelling is the mode of description best suited to transformation in new situations of action.'

Schön, 1988



In the beginning....



'Digital stories offer an opportunity to understand the patient's experience and to focus particularly on issues of respect, dignity, trust and equity - the values of clinical governance.'

Hardy, 2007 and Stanton, 2003

The stories: Patient Voices



Patient Voices

patience, *noun*. calm endurance of pain or any provocation; perseverance

patient, *adj*. having or showing patience

voice, *verb*. give utterance to, express

Concise Oxford Dictionary, 1964

Ian's story

Patients and clinicians working in partnership

'Measured innovation'

www.patientvoices.org.uk/flv/0016pv384.htm

UKHEP e-learning

The screenshot displays a webpage with a header image of healthcare workers. Below the header, there is a text block followed by a video player. The text discusses the importance of patient safety and the role of healthcare professionals. The video player shows a person speaking, likely a healthcare professional.

Dignity and the essence of medicine

The A, B, C, D of care

- Attitude
- Behaviour
- Compassion
- Dialogue

Chochinov, 2007

Case study 1: improving continence care in care homes

The screenshot shows a presentation slide titled "First Steps for Health Care Assistants". It includes a section on "Equality, diversity and rights" and a video player titled "Interr Voices". The slide contains text about the importance of equality and diversity in healthcare.

Continence care in care homes: the problem

A 2005 RCN audit of continence care in care homes highlighted several areas of concern:

- record keeping
- care planning
- availability and access to educational resources.

The solution

A collection of digital stories would form the central core of an online resource accessible via the RCN learning zone.

Having viewed a story, viewers are able to self-assess their knowledge regarding a specific clinical condition and then apply this knowledge to bladder and bowel care.

RCN LEARNING ZONE

The screenshot shows the RCN Learning Zone website. It features a navigation menu on the left and a main content area. The main content area includes a diagram of the Gibbs Reflective Cycle, which is a circular process with six stages: 1. Describe what happened, 2. What were you thinking and feeling?, 3. What else could you have done?, 4. What have you learned from this?, 5. How can you improve your practice?, and 6. How are you going to put this into practice?

Storytellers

Storytellers were recruited from within a number of voluntary patient organisations:

- Rheumatoid arthritis
- Stroke
- Parkinson's Disease
- Dementia

The learning resource

Viewers complete a reflective exercise relating to a story.

This exercise encourages the viewer to link theory to the care they deliver in practice.

The screenshot shows the RCN Learning Zone interface. The main content area is titled 'Stroke' and contains text about stroke awareness and prevention. A 'Play more clips' button is visible at the bottom of the page.

Sue's story

Valuing people

'She always liked to feel useful'

www.patientvoices.org.uk/flv/0104pv384.htm

A model for reflection: EAR

Good stories are

Effective

Affective

Reflective

Tony Sumner, 2008



Five years on: still preserving dignity

The screenshot shows the 'First Steps for Health Care Professionals' website. The main content area is titled 'Equality, diversity and rights' and contains text about the importance of equality and diversity in the workplace. A 'Patient Voices' logo is visible in the bottom right corner.

Case study 2: Starting out

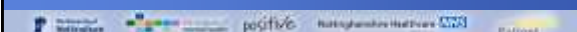
'Challenging the shock of reality through digital storytelling'




Starting Out

Aim

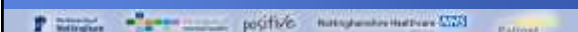
- To support students to recognise the personal strengths and organisational responsibilities necessary when responding to the complexities associated with the transition from student to qualified nurse.



Starting Out

Learning Outcomes

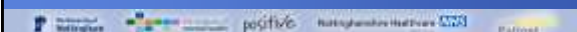
- To acknowledge the possible significant experiences that may occur during the transition from student to qualified nurse
- To discuss the concept of developing core strength in relation to maintaining the capacity to care.
- To identify and utilise existing core strengths and supportive networks when managing the emotional consequences of significant events.
- To enable students to gain an awareness of their personal development needs in relation to responding to significant experiences where values, knowledge and beliefs are challenged in practice.



Starting Out

Activity 1 - Initiating reflection

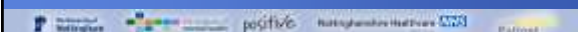
- Watch the digital story.
- Make notes on the aspects of the story that struck you.
- Discuss in groups the aspects of the story that struck you.
- Consider why these aspects stood out to you.



Starting Out

Activity 3 - Recognising and developing personal coping strategies

- Watch the story
- Identify how the character in the story copes with her challenges.
- How would you facilitate discussion with students on how they might have coped or responded to the situation?
- What next?



Vicky's story

Addressing the mismatch between expectations and reality

Locked door



Reflection: learning from experience



'We learn not from experience but from reflecting on experience.'

John Dewey, 1938



Patient

Case study 3: 'They just don't get it'

Medical students are expected to 'continually and systematically reflect on practice and whenever necessary translate that reflection into action...'

GMC 2009



Patient

A Special Study Module: the aim



... to help you appreciate the power of digital storytelling and its ability to enhance clinical practice through the use of listening and reflection.



Patient

Learning outcomes

- demonstrate an understanding of the power of personal stories
- critically evaluate the role of storytelling in health and social care practice and education
- investigate the uses of storytelling in the development of practice, and in learning about and reflecting on practice
- create a personal digital story



Patient

Learning outcomes

- reflect on the process of creating your story
- consider the uses of digital stories as a bridge between perspectives of professionals' and patients' experiences of care and care delivery
- evaluate the use of digital stories as a way of enhancing inter-professional working
- explore ways in which digital storytelling can be used to gather and illuminate specific health and social care themes or issues.



Patient

Deconstructing patients' stories

Part 2: Deconstructing the stories – The Seven Elements

Element	What is it?	Why is it important?
Theme	The main subject or topic of the story and the emotion of the story.	It is the central focus of the story and the emotion that will be the main driver of the story.
Context	The time, place, and situation in which the story takes place.	It provides the background information that helps to understand the story.
Characters	The people who are involved in the story.	They are the main actors in the story and their actions drive the plot forward.
Plot	The sequence of events that make up the story.	It is the main action of the story and the events that lead to the conclusion.
Resolution	The end of the story and the outcome of the events.	It is the final result of the story and the way in which the characters' actions have led to the end.
Message	The main point or lesson that the story is trying to convey.	It is the central theme of the story and the way in which the characters' actions have led to the end.
Style	The way in which the story is told and the language used.	It is the way in which the story is presented and the way in which the characters' actions are described.



Patient

Reflection: a valuable activity?

'We are asked to reflect all the time, and then to reflect on our reflection until we're sick of it.'

Matthew Critchfield, 2008



Patient

Department of Health says clinicians must be:

- focused on quality
- Patient-centred
- clinically driven
- flexible
- valuing people
- promoting life-long learning



Patient

MEE says educators must:

- involve patients in healthcare education
- use technology to support teaching and learning
- address the mismatch between expectation and reality
- teach students to be (respectful) partners in healthcare



Patient

Matthew's story

'Yeah, I'll go'

www.patientvoices.org.uk/flv/0257pv384.htm



Patient

A model for reflection: EAR

Good stories are

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Affective

Reflective

Tony Sumner, 2008



Patient

What Matthew learned: humanising healthcare

'One of the essential qualities of the clinician is interest in humanity, for the secret of the care of the patient is in caring for the patient.'

Peabody, 1927



Patient

Reflection in action



'But now, with the digital storytelling, I understand for the first time what it really means, and how powerful reflection can be for me, and as a way of sharing my experiences with others.'

Matthew Critchfield, 2008



Thank you

www.patientvoices.org.uk

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www.pilgrimprojects.co.uk



References

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