

## Patient Voices

### Digital storytelling in healthcare education

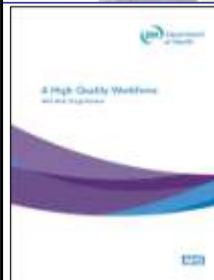
31<sup>st</sup> May 2012

HEA Health Sciences Conference  
East Midlands Conference Centre

Pip Hardy and Tony Sumner  
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



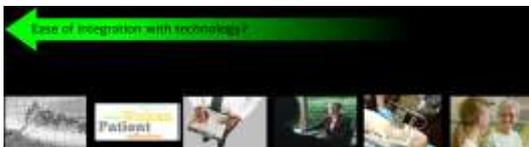
Patient

## How to get the patient experience



Patient

## Using technology



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## Why tell stories?



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

Charon, 2002



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## Why tell stories?



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



Patient

## Transforming healthcare

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

Schön, 1988



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## 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



Patient

## The stories: Patient Voices



Patient

## 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*



Patient

## Ian's story

Patients and clinicians working in partnership

'Measured innovation'

[www.patientvoices.org.uk/flv/0016pv384.htm](http://www.patientvoices.org.uk/flv/0016pv384.htm)



Patient

## 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 document titled "First Steps for Health Care Assistants" with a sub-section for "Continence". It lists several key points for care, such as "Ensure dignity, privacy and respect" and "Use the correct terminology". The document is presented in a clean, professional layout with a header and footer.

## 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 on the right. The main content area includes a section for "Your experience" and a diagram of the "GIBBS' REFLECTIVE CYCLE". The cycle is a circular process with six stages: 1. ACTION PLAN (What was your plan?), 2. FEELINGS (How did you feel?), 3. ANALYSIS (What were the reasons for the failure?), 4. EVALUATION (What was the outcome?), 5. CONCLUSION (What did you learn?), and 6. REVISION (How will you improve?).

## 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 symptoms 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](http://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 Patient Voices website. The main content area is titled 'First Steps to health care providers' and contains text about patient dignity and rights. A 'Patient Voices' logo is visible in the top right corner.

**Case study 2: Starting out**

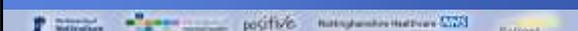
'Challenging the shock of reality through digital storytelling'




**Starting Out**

**Aim**

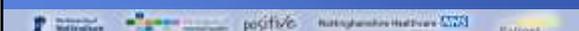
- To support students to recognise the personal strengths and organisational responsibilities necessary when responding to the complexities associated with the transition from student to qualified nurse.



**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



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## 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



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## 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.



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## 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



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## 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.



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## Deconstructing patients' stories

Part 2: Deconstructing the stories – The Seven Elements

Element	What is it?	Why is it important?
Theme	What is the main idea or message of the story and the subject of the story?	It is the main idea of the story, often the most important part, and the one that the audience will remember.
Characters	Who are the people in the story? Who are the main characters? Who are the supporting characters?	Characters are the people who are involved in the story. They are the ones who are doing the actions and who are being affected by the actions.
Setting	Where and when does the story take place? What is the background of the story?	Setting is the time and place where the story takes place. It is the background of the story and it helps to create the atmosphere.
Plot	What is the sequence of events in the story? What is the main action? What is the outcome?	Plot is the sequence of events that make up the story. It is the main action and the outcome of the story.
Style	How is the story told? What is the language used? What is the tone of the story?	Style is the way in which the story is told. It is the language used and the tone of the story.
Structure	How is the story organized? What is the order of the events? What is the beginning, middle and end?	Structure is the way in which the story is organized. It is the order of the events and the beginning, middle and end.



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## 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



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## 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



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## Matthew's story

'Yeah, I'll go'

[www.patientvoices.org.uk/flv/0257pv384.htm](http://www.patientvoices.org.uk/flv/0257pv384.htm)



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## A model for reflection: EAR

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## 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



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## 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](http://www.patientvoices.org.uk)

Follow us on Twitter @patientvoicesuk  
Distribution of the Patient Voices digital stories  
is funded by

[www.pilgrimprojects.co.uk](http://www.pilgrimprojects.co.uk)



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