




Using digital storytelling in the development of multi-professional learning organisations in primary care: opportunities and challenges

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Introductions

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The challenge

- How could we engage general practices in the process of re-creating themselves as multi-professional learning organisations?
- How could we encourage them to share learning, both within and between practices?
- How could we encourage people in the practices to think differently?

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Creating conditions for learning

'The quality of everything human beings do depends on the thinking we do first. Creating a Thinking Environment, therefore, is the first responsibility of leadership. Every subsequent act gains quality from there.'

Time to think website, 2012

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Narrative and storytelling (1)

'... The ability to tell, hear and share stories of experience and aspiration is a pre-requisite for the development of a learning organisation of reflective individuals.'

Sumner, 2009

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Narrative and storytelling (2)

'Stories are products of reflection, but we do not usually hold onto them long enough to make them objects of reflection in their own right.'

Schön, 1987

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Narrative and storytelling (3)

Digital stories are short, simple, multi-media presentations created by real people about real experiences - things that matter to them.

The process of scripting and creating digital stories is an auto-analytical process that results in a *distillation* that reveals the heart or *essence* of the story.

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Digital stories in healthcare

'If there is one lesson to be learnt, I suggest it is that people must always come before numbers. It is the individual experiences that lie behind statistics and benchmarks and action plans that really matter, and that is what must never be forgotten when policies are being made and implemented.'

Francis, 2010

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Making and sharing stories: opportunities

Our aims:

- to encourage the (honest and open) telling and sharing of stories within and between practices
- to document hopes, fears, challenges, risks, mistakes, successes, progress, learning and future plans
- to create a community of practice within the eastern region
- to use stories as the 'practitioner inquiry' element of the research
- to promote reflection, discussion and debate
- to share the learning from the project more widely via the Patient Voices website.

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Making and sharing stories: challenges

The challenges we faced were:

- external pressures caused by restructuring of the NHS resulted in failure of practices to engage
- Intensified feelings of vulnerability and insecurity
- delays and difficulties in recruiting – particularly clinical staff
- failure to engage in the DS process, including briefing participants
- concerns about safety and disclosure
- fears in relation to reporting back, hierarchy, power, respect, trust
- upheaval caused by (more) organisational restructuring of NHS

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Making and sharing stories: the reality

What actually happened:

- three storytellers attended one workshop
- great need for safety and confidentiality
- storytellers grappled courageously with personal and professional events
- storytellers learned from each other
- storytellers offered – and modelled - mutual support and respect
- hidden sorrows impact on personal and professional lives

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Candle in the darkness

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Making and sharing stories: the learning

What storytellers said:

'I feel like I've had a weight lifted from my shoulders. It's been really therapeutic and it's been really good to get everything down on paper and put it behind me and get some closure.'

'I didn't want the weekend to stop – I'd just like to learn more!'

'You can tell the most personal story and learn from it, and other people can learn from it as well.'

'Creating the personal story offers a different kind of understanding and frees the storyteller from the block.'

'All the time there's reflection going on.'

'The essence is that we are all human.'

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Your thoughts and reflections

How can stories be used to promote learning in the workplace?

Opportunities?

Challenges?

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Thank you.

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