Digital storytelling in healthcare education

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Tomorrow’s clinicians

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

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….

A balancing act….
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

Not to mention...

... or an insurmountable task?

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

How to get the patient experience

Using technology

Why tell stories?

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

Charon, 2002
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

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
Case study 1: improving continence care in care homes

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.
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.

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
Case study 2: Starting out

‘Challenging the shock of reality through digital storytelling’

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.

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.

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.

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

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

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.

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

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.

Deconstructing patients’ stories
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

Department of Health says clinicians must be:

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

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

Matthew’s story

‘Yeah, I’ll go’
www.patientvoices.org.uk/flu/0257pv384.htm

A model for reflection: EAR

Good stories are
Effective
Affective
Reflective
Tony Sumner, 2008

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
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

References


www.patientvoices.org.uk

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www.pilgrimprojects.co.uk