The use of storytelling as a means to enhancing collaborative practice skills

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Presentation outline

• Background
• What we did
• Student and Service User feedback
• Lessons learned
Background: Storytelling

• A means of communicating and making sense of an experience

• Can be told literally or creatively through art forms such as poetry

• Aims to encourage active listening and to convey the reality of the story

• Can be delivered face to face; written; in video or audio form

(Haigh and Hardy 2011; CAIPE 2018; National Storytelling Network no date)
Background: Storytelling

• Benefits to students include:
  – Opportunities to review own practice from the service user and carer’s perspective
  – Understand the impact of their condition from the patient’s perspective
  – Improve their reflective thinking
  – Develop empathy skills

(Kirk et al. 2013; Tevendale & Armstrong 2015; Towle & Godolphin 2015)
Storytelling in Interprofessional Education (IPE)

• Can also support delivery of patient–centred collaborative practice;
• Has the potential to enhance students’ understanding of the impact that positive and less positive collaborative working has on the patient and carer experience;
• Encourage collaborative working that challenges power differentials
What we did

• Developed 3–hour service user/carer–led IPE session involving 687 students from 11 professions, lay persons, British Transport Police and probation services

• Session ran 4 times (twice in 1 day Dec 2018 and twice in 1 day April 2019)
What we did

• 1 hour Introductory session:
  – Service users talking about their experiences

• 2 hour workshop:
  – Range of digital (audio) recordings of service user telling their story – range of case scenarios
  – A set of prompts to help students to discuss the scenarios in interprofessional groups with service users as lay persons
  – Groups facilitated by lecturers, students, alumni and external colleagues
  – Group pledges
Service user and carer involvement: Face to face storytelling

- Identifying people with relevant stories
- Identifying people with the confidence to speak in front of a large room of people
- Ensuring there was a balance between positive and less positive stories
- Ensuring they could logistically access the lecture theatre
‘It’s like a game of snakes and ladders’
Despite being tired, talking to you helps me, and I go home happy tired.
Service user and carer involvement: Audio clips

- Identifying relevant stories to use
- Marrying relevant stories to different mixed-professional groups – but ensuring they weren’t used in the same room where that person was acting as a lay-person
- Writing the relevant stories
- Audio recording the relevant stories
- Training the facilitators
Service User and Carer involvement in the workshops

Challenges on the day included:

• Getting from A to B

• Ensuring the room layout was accessible

• Ensuring the technology worked

• Ensuring all students engaged
The Pledge

Decide as a team which one thing you are going to do in your future practice to enhance the way you work with others to make a difference to patients?
Decide as a team what one thing you are going to do in your future practice to enhance the way you work with others to make a difference to patients?

Communicate clearly and honestly from the start.

[Signature]

Decide as a team what one thing you are going to do in your future practice to enhance the way you work with others to make a difference to patients?

People patient control care and having communication between all those involved in the patient’s care.

Personal responsibility and accountability as a step to know about the patient’s background before providing care for them.

[Signature]
Student feedback

December: link to feedback form given to students

April: addition of a short video clip at the end of the workshop of a service–user asking for their feedback

Student feedback response rates (as a % of those who attended)

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<tr>
<th>December cohort</th>
<th>April cohort</th>
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<td>12.6%</td>
<td>26.3%</td>
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It was nice to meet students from other professions... shone some light on the variance of our roles. Please pass on my gratitude to the amazing service users who challenged us; I am very grateful for them sharing their personal stories with us.

Hearing service users speak about their experiences gave me an insight into what issues are occurring.... allowing us to discuss with other health professions how to combat them.

Having the service users tell their own experiences and having them a part of the smaller groups.

Extremely valuable to hear service users own stories and experiences, in order for us, as students to implement better care in future.

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Service-user and carer feedback

Most of the students participated and seemed to learn more about the other professions and the training they go through. The students definitely have the right attitude about patient-centred care and how professionals should work together to achieve positive outcomes for patients. I felt really valued as a service user by the academics and the students. I felt that the academics didn't just include me but actually gave me an important role in the groups.

Engaging with students and allowing them to realise the benefits of MDT; getting students to realise the diverse skills of others

It was really powerful listening to the service user stories during the introductory lecture theatre; I think it is beneficial to know a little bit about other service user / carer stories so we can hopefully connect / support each other. The exercise with the students .. worked very well when the room facilitator kept bringing me into the conversation saying 'as a service user what do you think?' / ' what has worked for you?'
Service User feedback - could be developed from excellent to brilliant:

- Some … students were very quiet; I would suggest they need to have interaction with us early in their course.
- Have more professionals from external services eg. police, probation, prison services, courts, social services, young peoples community projects, Samaritans, drug rehab, homeless support, MIND etc. I think the students would have a better idea of how health is supported by these professionals as we are often dealing with the same individual.
Lessons learned

• Storytelling is a helpful learning tool in IPE but need to consider:
  • Fatigue
  • Logistics
  • Accessibility
  • Student engagement
  • Ultimately rewarding
References


National Storytelling Network (no date) https://storynet.org/ Accessed 19/06/19


THANK YOU FOR LISTENING

ANY QUESTIONS?