Using Digital Storytelling in Palliative Care Education

Palliative Care Collaborative: 7th Annual Regional Conference
Dearborn, Michigan
October 11, 2013

Digital Storytelling: What Is It?

Short, first-person narratives of people’s lives that can be shared in a variety of traditional and social media formats.

Movies that combine photographs, video, animation, sound, music, text and narrative voice.

1 Center for Digital Story Telling: [http://www.storycenter.org/](http://www.storycenter.org/)

Why Digital Storytelling?

“power of the narrative, is actually creating a framework that our mind seems to understand”

– John Seely Brown

History: Arrival of New Media in 1990’s

- Digital short storytelling comes from workshop by the late Dana Atchley (media producer and interdisciplinary artist) at the 1993 American Film Institute. Joe Lambert (theater production producer) connected with Dana.
- 1994 Dana, Joe and Nina Mullen founded the San Francisco Digital Media Center. Over next several years they refined their community workshops to teach digital storytelling skills.
- 1998 the San Francisco Center moved to Berkeley (University of California) and became the Center for Digital Storytelling.


Silencespeaks.org

Program by Amy Hill (founder and director) developed “Silence Speaks” (out of work with Center for Digital Storytelling)

A way to bring out the silence in people’s stories around issues of Social Justice.

This group since 1999 has coordinated more than 40 projects around the world.
<table>
<thead>
<tr>
<th>History at School of Nursing with Digital Storytelling</th>
<th>Why N459 and Palliative Care Content?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2011 Linda Strodtman – 3-day workshop with Daniel Weinshenker, Center for Digital Storytelling &amp; produced story <a href="http://www.personal.umich.edu/~strodtma/Linda%20Strodtman%20digital%20storymall.mov">http://www.personal.umich.edu/~strodtma/Linda%20Strodtman%20digital%20storymall.mov</a></td>
<td>• Strodtman charged by the Dean of SON to evaluate advanced illness care curriculum content and come up with curriculum revision</td>
</tr>
<tr>
<td>• 2011 connected with Steve Lonn and Airong Luo and collaborated on two grant proposals using digital story telling as the focus</td>
<td>• Strodtman has taught this content to seniors &amp; interested in refinement with course faculty</td>
</tr>
<tr>
<td>• This led to collaboration with Deb Price and Libby Brough for education of senior nursing students</td>
<td>• Most important reason for change was to turn session into active learning</td>
</tr>
<tr>
<td></td>
<td>• The storytelling method lends well to addressing the non-cognitive, affective domain</td>
</tr>
</tbody>
</table>

### Previous Palliative Care Educational Products

[http://www.med.umich.edu/nursing/EndOfLife](http://www.med.umich.edu/nursing/EndOfLife)

### Palliative Care Education

- Addresses four dimensions of quality of life—physical, psychological, social and spiritual.
- Case studies are typically abstract and lack connection to the students’ lives.
- The process of creating, sharing, and discussing digital stories can be a bridge linking abstract concepts to personal experiences that, enhances the overall learning experience.

### Digital Storytelling in Health Care

- **The Patient Voices digital stories**
- **University of Colorado School of Nursing Forensic Nursing stories**
  [http://milehighstories.com/?page_id=138](http://milehighstories.com/?page_id=138)
- **Other Nurse stories**
  [http://milehighstories.com/?page_id=21](http://milehighstories.com/?page_id=21)

### Research Questions

- How can educators facilitate the process of digital storytelling in order to enhance learning?
- How does sharing and peer feedback impact students’ learning?
- Long term goal, how does storytelling help transfer classroom knowledge to professional practice?
Learning Theories

- Double-loop learning (Argyris and Schön’s, 1974, 1978)
- Reflective Learning (Schön, 1983, 1987)
- Learning by design (LBD) (Kolodner et al., 2003)
- Communities of practice (Wenger, 1999)

Research Design

- Producing digital stories
- Evaluation
- Double Loop Learning

Pilot Study 1 – Fall 2012

N= 66 Students

Reaction paper

Digital stories

Pre and post survey

Comparing Reaction Paper and Reaction Video

Qualitative responses to Video Assignment

“It gave me a chance to use creativity and write my own story.”

“I liked that I was allowed to integrate a personal story and apply it to concepts that we learned. I also enjoy making visual presentations.”

“It was different, more creative, and I feel much more personal.”

Lessons Learned from the Pilot Study

- Improve scaffolding
  - “good” presentations
  - assignment directions
  - more explanation - digital storytelling
  - elements of a story
- Need to improve technical support
Next Step: Pilot Study 2 – Winter 2013

- 68 senior-level undergraduate students enrolled in “Nursing Care of Patients with Complex Needs and Transition to Practice”
- One digital storytelling assignment
- Peer review, commenting, ranking
- Pre, mid, and post surveys
- Focus groups

Elements of Digital Storytelling

- Point of View
- A Dramatic Question
- Emotional Content
- The Gift of Your Voice
- The Power of the Soundtrack
- Economy
- Pacing

http://digitalstorytelling.coe.uh.edu/7elements.html

VoiceThread

Jenna’s Story

Lesson learned

- Stories were very personal – affective domain
- Students gained many skills
  - Presentation and deportment
  - Communication
  - Peer feedback
  - Knowledge sharing with technology

Project Strengths

- “Stories help us understand things more... helps learning”
- “Stories are more personal and taught me more than a lecture could”
- “Story provides you a connection”
- “The class paid the most attention than any other time during the semester when we were sharing our stories”

From Focus Group Data
**Project Strengths**

- “Hearing of someone else’s experience makes it personal and you can improve how you act and take care of patients.”
- “I liked that each video was different and that was really interesting to me.”
- “I liked the stories because each of us got 10 – 15 different experiences of death and dying that we can draw from in our practice.”
- “I learned from other stories that I listened to there are certain things I’ll never say or do.”

From Focus Group Data

**Project Concerns**

- “I would be personally offended if I shared a personal story and got a B on it”
- “Story telling idea is really good... but I don’t think it was the right subject”
- “I didn’t like having to rank everybody else’s story because choosing one over the other was so frustrating.”

From Focus Group Data

**Pre/Post Survey for Cognitive Knowledge**

- Pre Survey Average: 6.27 out of 10
- Post Survey Average: 6.75 out of 10

**Ease of Story Assignment Requirements**

<table>
<thead>
<tr>
<th>Task</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to others’ comments</td>
<td>4.0</td>
</tr>
<tr>
<td>Rating my group members’ stories</td>
<td>4.0</td>
</tr>
<tr>
<td>Deciding on a representative story from...</td>
<td>3.9</td>
</tr>
<tr>
<td>Commenting on my group members’ stories</td>
<td>3.9</td>
</tr>
<tr>
<td>Uploading my story to VoiceThread</td>
<td>3.8</td>
</tr>
<tr>
<td>Sharing my story with my group in...</td>
<td>3.6</td>
</tr>
<tr>
<td>Narrating my story in VoiceThread</td>
<td>3.5</td>
</tr>
<tr>
<td>Collecting media (images, music, etc.)</td>
<td>3.4</td>
</tr>
<tr>
<td>Putting my story elements together into...</td>
<td>3.3</td>
</tr>
</tbody>
</table>

**Story Assignment Perceptions**

<table>
<thead>
<tr>
<th>Percept</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoted new insights</td>
<td>3.1</td>
</tr>
<tr>
<td>Will help me apply this content to my practice</td>
<td>3.1</td>
</tr>
<tr>
<td>Helped me think more critically</td>
<td>2.8</td>
</tr>
<tr>
<td>Changed my perceptions</td>
<td>2.7</td>
</tr>
<tr>
<td>Was a good assignment for this content and course</td>
<td>2.7</td>
</tr>
<tr>
<td>Fostered deep learning</td>
<td>2.6</td>
</tr>
</tbody>
</table>

**What did you LIKE about creating digital stories?**

- different
- care
- personal
- experience
- project
- made
- done
- creative
- something
- reflect
What did you DISLIKE about creating digital stories?

- Non-cognitive, affective domain


What did you LIKE about commenting / rating?

- Lessons Learned...

Reflection on Education

- Cognitively driven
- Quantitative
- Case study focus on disease and physiological components
- Lack of emphasis on patient/family and the four spheres of functioning

Quality of Life

- Physical
  - Functional Ability
  - Strength/Fatigue
  - Sleep & Rest
  - Nausea
  - Appetite
  - Constipation
  - Pain
- Psychological
  - Anxiety
  - Depression
  - Enjoyment/Leisure
  - Pain Distress
  - Happiness
  - Fear
  - Cognition/Attention
- Social
  - Financial Burden
  - Caregiver Burden
  - Roles and Relationships
  - Affection/Sexual Function
  - Appearance
- Spiritual
  - Hope
  - Suffering
  - Meaning of Pain
  - Religiosity
  - Transcendence

Adapted from Betty Ferrell and Marcia Grant, City of Hope, 2007