



# NARRATIVE STORY TELLING AS A TEACHING & LEARNING STRATEGY

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# BACKGROUND & CONTEXT

## Personal

- ❖ PhD journey
  - Scoping & Networking
- ❖ RP Gathering, Greece Jul'11
  - Mindfulness & Reflection
  - Experimenting & Exploration
  - 'Shift' in comfort zone

## Professional

- ❖ Hunt report (2011) Mission & core objectives
  - T&L, Research & Engagement
- ❖ Pre registration nursing education
  - Revised nursing curriculum
  - Teaching & learning, EBP
  - Contd. professional development



## REFLECTIVE PRACTICE

❖ *“The process of internally examining & exploring an issue of concern, triggered by an experience which creates & clarifies meaning in terms of self, & results in a changed conceptual perspective.” Boyd & Fales (1983 p. 103)*





# MINDFULNESS

❖ Mindfulness is moment to moment awareness, being present ... there are many times when we operate on auto pilot, only partially conscious, often not in the moment...being partially conscious, we run the risk of missing the importance of making eye contact, of touching, and of being in our own body, being present & fully aware, these are essential skills for nurses and all health care clinicians.... (Kabat-Zinn, 1990).

# CARING ROLES





# NARRATIVE STORY TELLING

- ❖ Ability to cross individual, cultural & educational differences...more powerful than other types of information (Emden 1998)
- ❖ Alternative way of learning: presenting ideas, facts, whilst sharpening focus & enabling listener to picture a situation through narrative story (Geanello, 1996; Steffen, 1997)
- ❖ Education context: fast paced, technologically driven sophisticated complex society with little or no time to listen. Fuimane (1990) refers to this as 'Be-numbment'
  - stresses importance of creating sufficient time & space to hear ourselves and others
- ❖ 'Installation' (Johns, 2009)
  - this involved tipping contents of items relevant to the story for the audience to examine & explore prior to engaging in dialogue





# SCHEDULE & POST NARRATIVE DISCUSSION

- ❖ 'My story'
  - a story written following a personal encounter as a mother accessing HSE services for my 12 yr. old daughter
- ❖ Role play 'my story'
  - Enacted by three colleagues, 3 different voices/roles within the story
  - One role play supported by Power point presentation Focus advocacy & Ways of knowing (Carper, 1972)
  - Bag of belongings emptied on the stage at end of play ('Installation' Johns 2009)
  - Students asked to view the collection of items e.g. crutches, scalpel, belongings bag, OT gown, Dancing pumps, converse runner
- ❖ Small group discussions (different rooms)
  - Small groups of 4-5 (mixed disciplines)
  - Making sense of story; brainstorm, reflections & dialogue
  - Feedback and facilitated by 3 lecturers
- ❖ Re-grouped for feedback
  - Clarifications
  - Application & Link to theory
  - Discussion
  - Summary of main points evaluations by groups



# REFLECTION'S

**“Picture tells a thousand words”**



- ❖ Real story
  - Vulnerability
  - Exposure
  - Being Human!
- ❖ Ownership
  - Learning & sharing from own experiences
  - Life long journey of learning
- ❖ Application to theory
  - Supported & unsupported by theory PP
- ❖ Engagement & dialogue
  - Communication & interpersonal skills
  - Reflective thinking
  - Feedback, Evaluation & Peer review

# CHALLENGES

- ❖ Non traditional approach
- ❖ Real vs. Fiction story
- ❖ Confidentiality & Anonymity
- ❖ Theory supported vs Open discussion
- ❖ Dialogue, feedback & peer review





THE END...



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