



CARING FOR STORIES, CARING FOR EACH OTHER.

TEACHING & LEARNING GUIDE[©]

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BACKGROUND

Digital storytelling is based on the overarching concept that stories matter. While creating digital stories in nursing education and among nursing professionals is the goal of Nurstory there is a deep sense that in the sharing of our stories we also share in our humanity and core values of the profession of nursing. The process and practice of storytelling offers us the opportunity to hear one another, be heard by one another and develop a deeper appreciation and awareness of nursing. The earliest forms of sharing in storytelling were an oral tradition and with digital media our current storytelling can share these stories much more rapidly and expand the narrative voice to incorporate music, graphic, color and images. In nursing education, sharing clinical anecdotes and experiences through storytelling is one of the most effective modes of sharing information in teaching. Nurstory can be integrated broadly into nursing curriculum as an effective and engaging learning process.

Examples of digital stories created by nurses can be found at the Nurstory project. The Nurstory project is available to share and foster these possibilities for including digital stories and storytelling practices into our teaching and learning. Nurstory was founded by Sue Hagedorn, PhD, nurse, researcher and filmmaker and StoryCenter in 2008, "to examine how the stories created by nurses can contribute to nursing education" (StoryCenter, n.d.). Through the projects' directors, Nurstories have been created on different topics (forensic nursing, social justice, medical safety, and aging in the nursing workforce) and express the complex themes and identities of nursing, roles and professional experiences. Currently the collection of digital stories exceeds over 100 to date and several stories are open access through the Nurstory website (<http://www.nurstory.org/stories/>).

Stories may be told for many different reasons. Common reasons for a Nurstory may be to offer a perspective, raise awareness, describe an experience or phenomena central to nursing and caring, advocacy and enhancing affective learning processes. Digital storytelling is creative and enhances technical skills and aesthetic knowing in communication through the digital medium. There are some guidelines in the telling and listening to stories. First, is to tell stories that people want to tell and that matter to them. Second, is listening. The skill of deep listening aims for connection and is a fundamental caring practice. This workbook is intended to be used to guide educators in implementing the Nurstory project into their curriculum.

“Listening gives birth to that which is completely new, which struggles, allowing life to win and a new future to dawn.” -Camilla Koskinen, PhD, RN & Unni Lindström, PhD, RN (2015)

Digital Stories for integration into your teaching/learning: <http://www.nurstory.org/stories/>

Ideas for the Use of Digital Stories in your Teaching and Learning Nursing:

- **Reflective Practice:** Prompt students to reflect on a story, promote dialogue, counter narrative, personal exchange and inquiry.
- **Student Centered Teaching & Learning:** Increases student visibility and voice through reflective practice and foster sensitivity to diverse perspectives.
- **Foster Collaboration:** Create student digital stories (across education levels, with other health professional students and share).
- **Ethics:** Reflect on themes of nursing ethics, social justice and professional practice in viewing several Nurstories.
- **Teach & Learn Dialogue versus Discussion:** Practice listening, presence, synthesis of perspectives and tell more stories.
- **Influence Policy:** Select a story that might be used to influence policy makers. Example, Cathy Jaynes’ story on Flight Nursing works to improve flight safety practices for nurses and the people they transport in the Digital Story What Does Safety Look Like - <http://www.nurstory.org/story-gallery/#itemId=56002869e4b06379536f71bb>.
- **Activism:** Communicating an important message to activate an issue.
- **Writing:** Use a Nurstory as prompt for writing.
- **Research:** Create a narrative research project from a sample of Nurstories.
- **Portfolios:** Creating Nurstory across student’s education (semester & year) as part of developmental process in growth and discovery over time.

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LISTENING TO STORIES

Nurstory - Digital Storytelling in Nursing Education

Developing communities of learners that care: Engagement in understanding, dialogue, and reflection in the context of a changing health environment through Listening to Nurstories.

Narrative pedagogy in nursing, developed by Diekelmann in 1995, highlights the lived and shared experiences of students and teachers (Diekelmann, 2001). Narrative Pedagogy centers on creating a community of learners and converging multiple paradigm approaches within conversations (Santo, 2011). Through community there is dialogic exchange informed by multiple perspectives and experiences. In focusing on different interpretations of Nurstory, digital stories, meaning is explored, critically examined, and creates new perspectives in understanding to inform nursing actions.



WATCHING AND LISTENING TO DIGITAL STORYTELLING IN THE CLASSROOM CAN:

- Introduce a topic at the beginning of class to ground the experience within the context of an experience or perspective.
- Provide effective educational experiences to address empirical, aesthetic, personal, ethical and affective (listening, responding, valuing) ways of knowing in nursing education.
- Balance domains of learning and elicit responses to individual lived experiences as told through stories.
- Offer experiences that engage learners as a community connected to one another in developing understanding and knowledge.

Frameworks: Reflective Practice, Narrative Pedagogy, Dialogic Pedagogy, Nursing

Nursing Processes: Listening, relationship-based care, communication, collaboration & dialogue, culturally responsive care, ethical reasoning and action.

Facilitating the Experience of Listening to Digital Stories, Nurstory, in the Classroom

1. Include Nurstory within course content as related to the concepts being taught.
2. In facilitating the learning experience consider basing the process on Dieckelmann & Dieckelmann (2009) “The Concernful Practices” as a Process for Teaching and Learning* and apply the suggested guidance that was created based on these practices in the table below.

CONCERNFUL PRACTICE*	GUIDANCE/FACILITATION
Presencing	Ask students to focus on the present situation, take a moment to offer quiet/pause and the intention to gather attention to the story that will be shown.
Assembling	Offer brief rationale for including the story in the lesson – it may relate to a concept being taught or offer a personal experience in which to connect different ways of knowing.
Gathering	Watch the digital <i>Nurstory</i> together. Ask students to reflect on the story individually through written response, journaling, contemplation.
Caring	Engage the community of learners together to reflect through sharing responses, dialogue, conversations, etc. with attention to group dynamics that value all voices. Use silence on the part of the faculty person to encourage student voices.
Listening	Offer brief rationale for including the story in the lesson – it may relate to a concept being taught or offer a personal experience in which to connect different ways of knowing.
Interpreting	Examine thoughts and biases, shared meanings, new understanding, themes.
Inviting	Allow sufficient time for thought processing amount different learners and ways of knowing (prompt based on ethics, aesthetics, personal, empirical).
Questioning Perspective Taking	Question and encourage complex thinking. Contest oversimplification. Question assumptions, values, norms. Develop counter-narratives (opposing stories). Consider the narrator and who they intended to listen to their story and why that matters. Consider those voices mentioned in the story other than the narrator and ask what their perspective might be of the situation. Draw attention to pauses in the story, visual images and music and how these shape the meaning of the story.
Visible Retrieving Places/Agency	Invite re-engagement with the digital story, returning to viewing the story and discovering different responses, ideas, understandings as related to the student’s ongoing examination of nursing and connecting different stories through visiting the <i>Nurstory</i> collection. Consider prompts that address nursing outcomes in how the story related or not to social justice, quality care, health, and how the nurse acted or not to influence the outcomes. Connect the stories together – ask how the current digital story relates to other stories shown in the course and other courses. Invite returning to the same story at different times to investigate different understandings over time and personal development.
Preserving	Include other actions associated with the process of dialogue, discourse, written reflection, and additional readings, etc. related to expanding the narrative and understanding. Be aware not all students engage in dominantly verbal expression – offer opportunities to engage as a community with different forms of expression. Prompt students as to how, through viewing the story, they may act differently or not. Return to the process of engaging in digital stories at intervals to preserve the skills of the community learning process. Consider adjunct online learning in the forms of discussion forums to expand the conversation in addition to the classroom learning. Reconnect the chosen <i>Nurstory</i> stories throughout the class in different ways as applicable.

WRITING PROMPTS

Student Nurse Storytelling can engage students in telling stories they want to tell. These can be short stories limited to 50 words, 150 words or 300 words. Beginning with a prompt offers direction and an inspiration in which to craft their own narratives. These stories can be read aloud, shared in groups, or in pairs. Reading out loud and editing the story on paper can be a first step in creating a digital story OR, can be a stand-alone experience in sharing voice and the student's individual and collective standpoint. Writing prompt assignments work well in online and face to face courses as well as stand alone assignments pre/post clinical.

TITLE	PROMPT
The Gift	Write about a gift you have received. The gift may be material, or may take other forms.
Growing Up	When did you know you weren't a child any more?
Thank You	Write a thank you letter to someone you can't/don't speak to anymore.
The Name Tag	Tell a story about your name (the name you have, first or last, the name you were called, a nickname, the name you wish you had, what you want others to call you at work, at home, etc.)
Fork in the Road	Write about a decisive moment in your life – a time when your life could've gone in one or two (or many) directions.
Home is Where the _____ is	Where is home? What have you taken from your home as a child and included in your home now? What have you not taken?
Thirds	Write about your third place in your life – not your work, not your home...but the third place.
Heirlooms	Tell us a story of an object – one that you have, that you don't have, that was passed down to you.
Behind the Snapshot	Choose a picture from your life - an actual picture or a picture that you have in your head – and spend five minutes writing about what's in the picture, then spend ten minutes writing about what's not in the picture, the story behind it, what we can't see unless you tell us.
Lying	Write two lies about yourself and one truth.
Packing	Besides living things (people or animals), write about the three things you'd take from your home in a fire...and why.
The Table	Tell a story about something important that happened to you while sitting at a table.
The Bed	Tell a story about something important that happened to you while sitting at a bedside.
The Ringer	Tell a story where the first line is: The Phone Rang...
Hands	Where were your hands?
These Hands	Write about your hands, where they have been, what they have touched.
The Listener	Write about a time when listening to someone changed something for you.
Scar Stories	Tell about a scar - either one you can see or one that can't be seen.
Lost and Found	Write about something you lost. When do you think of it? Did you ever find it?
Desire	Write about a time when you wanted something. What was it? What happened?
Reincarnation	Pretend you believe that we're reincarnated to "right" some "wrong" or deficiency from our past life. If that's the case, what happened in your last life? And what are you here to do in this life?

TITLE	PROMPT
Finding Justice	Write about the first time you really understood what a bully is.
The Stand	Tell about the most important time you stood up for yourself or for someone else.
Advice	What is the best or worst piece of advice you ever gave someone?
Choosing	Write about a time you felt you chose exactly the right path in your life; or a time you wish you'd chosen a different path.
Reaching	Write about a time you reached further for a goal than you normally would.
The Viewer	Write about a time you looked at yourself through the eyes of another.
This I Believe	Write about a time when a belief you had changed.
The One That Got Away	Write about a picture you wish you, or somebody, had taken, but didn't.
The Interview	Interview one of your pictures or objects or songs. Ask it questions. Make it answer.
Not Knowing	Write about something you don't know, did not know, or want to.
Loss	Write about a time of loss. What did you lose? How did it feel?
Against the Odds	Write about an experience where despite the odds the situation ended up better than expected.
Error	Write about an error, mistake or when something goes or went wrong.
Encounter	Write about an uncomfortable or comfortable experience or clinical dilemma.
A Feeling	Write about a time when you followed your gut feeling.
The Unexpected	Write about a situation in which you did not expect the outcome to be what it was
Mistaken Identity	Write about a time somebody thought you were someone or something you were/are not.
Independence	Write about an experience that honored independence or one that did not.
Dignity	Write about a moment that emphasized dignity in yourself or others.
Intentions	Write about e a time when you followed your intentions.
Protection	Write about a time of not being able to protect or of being able to offer protection.
Misunderstanding	Write about a misunderstanding personally or professionally.
Bias	Write about a time you recognized bias in your self or others.
Justice	Write about a time when you were honoring justice.
Remembered	Write about a particular memory of a person, object, place or sensation.
Activism	Write about an issue that inspires your activism or you wish you were acting as an activist on.
Behind the Scenes	Write about something that is hidden and that matters to you.
One for the Team	Write about a time you really felt connected as a team, maybe you were willing to give up something for the success of the team.
Shoes	Write about a pair of shoes. How would others walk in your shoes?

Evaluation: This is group processing activity that is ideal for a discussion board online activity where Nurstory stories are assigned and students discuss them in threads adding their perspective. This can be evaluated as participation grade or can have other assignments linked to it, such as writing exercises. Different students can be assigned leader and summarizer roles to facilitate the online or in-class discussion and offer a summary (written or verbal) when the discussion has concluded. A rubric for discussion grading is offered that is structured based on the “Concernful Practices” framework (Diekelmann & Diekelmann, 2009) introduced earlier.

GRADING RUBRIC:

PRACTICE	ACTION	
Caring	Shares at least 3 responses to stories.	5
	Engages in respectful dialogue.	5
Listening	Listens to the story.	5
	Listens to one another.	5
	Makes connections between their responses and experiences.	5
Interpreting	Examines thoughts and biases.	5
	Identifies themes.	5
Preserving	Identifies how, through viewing the story, they may act differently or not. Identifies the values in the story in relation to their actions (as nurses).	5
		Total ___/45

STUDENT QUOTE:

“These stories require us to be a little vulnerable, which rarely happens in a classroom ... but I think that we learn the most about ourselves and others when we embrace vulnerability. So, I think that these stories are an original class project that will result in better learning for me, because watching them allows me to come to my own conclusions and learn from what others have said or experienced”.

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CREATING NURSTORY



Students and groups of professionals can create their own Nurstory. This includes learning the technical aspects of digital storytelling and using tools such as WeVideo or iMovie. The process of having students create stories combines a tutorial on the technical skills with the storytelling process and how digital storytelling is created.

- Start by presenting the background of digital storytelling.
- Create a prompt or theme.
- Emphasize the story they tell is one they want to tell.

See: The 7 Elements of Digital Storytelling: https://www.storycenter.org/s/cookbook_sample.pdf

Lambert, J., Hill, A., Mullen, N., Paull, C., Paulos, E., Soundararajan, T., & Weinshenker, D. (2003). Digital storytelling cookbook and travelling companion. Center for Digital Storytelling at the University of CA Berkeley. Digital Diner Press. Digital Storytelling Cookbook

Consider – Course Objectives for the Focus (Purpose) of the Stories

Class 1: Introduce the technical components of using digital storytelling software after students have created their story. Homework: Develop the story first – 350 words - Writing Draft 1.

Class 2: Talking first about their ideas, getting a clearer version of the story how they will capture the attention of their viewer. Then, re-writing the story as needed. Homework: Select Single Image(s).

Class 3: Share images. Read stories out loud or parts of it, using small group think, pair, share activities for feedback.

Class 4: Technical Learning. Show them experiment with using the technical software such as WeVideo. Homework: Keep working on the story (There are built in tutorials and resources). <http://www.wevideo.com>

Then, build over time (Homework) their story and consider a sharing viewing schedule. At showing reflection, responses (not judgements) to the process (1 appreciation, 1 question). Offer a self-review summary.

This rubric can be used for guiding the key elements of digital storytelling. This rubric may be used as a guide or as a formative or summative evaluation assesment.

PURPOSE 4 3 2 1 0	IMAGE SELECTION 4 3 2 1 0
VIEW POINT/STORYLINE 4 3 2 1 0	TECHNICAL QUALITY 4 3 2 1 0
CONTENT ENGAGEMENT 4 3 2 1 0	NARRATION 4 3 2 1 0
TIME 4 3 2 1 0	PROJECT SUMMARY 4 3 2 1 0
COPYRIGHT 4 3 2 1 0	FINAL DIGITAL STORY & PRESENTATION ___/36

	4	3	2	1	0
PURPOSE: Focused purpose of the project/content choice reflects course objectives.	Establishes a purpose early on and maintains a clear focused story throughout.	Establishes a purpose early on and maintains a clear focus for most but not all the story.	Establishes a purpose but there are lapses in focus throughout the story.	It is difficult to understand the purpose of the project.	No purpose is established, or the story was not submitted.
VIEW POINT: View Point & Storyline are clear and have consistent elements of a story including a beginning, middle, and end.	The script is extremely well-written & contains all the required elements including a meaningful point of view & a clear & focused logical conclusion.	The script is well-written & contains all the required elements including a meaningful point of view & a clear & focused logical conclusion.	The script is adequately written & contains most of the required elements including a meaningful point of view & conclusion, however could be done better.	The script is not clearly written & does not contain all the required elements including a meaningful point of view & a clear & focused logical conclusion.	The script is poorly written & does not contain all the required elements or the story was not submitted.
ENGAGEMENT: Content Engagement.	Audience is deeply engaged.	Audience is engaged.	Audience lapses in engagement.	Audience has no real engagement.	Story not presented to audience.
TIME: Digital story of 2-3 minute duration.	Between 2-3 min. with a complete story clearly the 3 questions within the total 10 min. time frame.	Between 2-3 min. but story incomplete questions within the total timeframe.	Under or over time by 1-2 minutes total 10 minute timeframe.	Under or over time by 2-3 minutes.	Story not presented.
IMAGE: Image Selection.	Single image is clear & creates meaning & tone consistent with story's perspective in enhancing the impact.	Single image is clear & creates meaning or tone and implies the story's perspective.	Single image is clear but is overly controlled or logical & does not add meaning or fails to enhance perspective.	Single image is not clear but is acceptable and does not significantly enhance meaning or perspective.	Image unclear or no story presented.

	4	3	2	1	0
TECHNIQUE: Image selection.	The digital story shows that the software used was appropriate and presented the content in an excellent manner.	The digital story shows that the software used was appropriate and presented the content well.	The digital story shows that the software used was appropriate and presented the content adequately.	The digital story shows that the software used was used and presented poorly.	The digital story was not presented.
NARRATION: Audio narration was of high quality and loud enough to be heard. If music was used, it was mixed at the appropriate level for the project in advancing the content and narration. Audio well-paced.	The digital story contains excellent audio narration of high quality and loud enough to be heard. Music is mixed at the appropriate level for the project in advancing the content and audio narration is well-paced.	The digital story contains good audio narration of high quality and loud enough to be heard. Music is mixed at the appropriate level for the project in advancing the content and audio narration is well-paced.	The digital story contains fair audio narration that could be improved with additional effort. Music used could be improved and/or narration is unevenly or fast-paced.	The digital story contains poor audio narration that could be improved with significant additional effort. Music used could be improved and/or narration is unevenly or fast-paced.	The digital story audio narration needs to be re-recorded or no digital story was submitted.
YOUR SUMMARY: Project Summary Report*.	The digital story is shown, and a project summary is excellent and offered succinctly answering clearly the 3 questions within the total 10 minute time frame.	The digital story is shown, and a project summary is good overall and offered succinctly answering clearly the 3 questions within the total 10 minute time frame.	The digital story is shown, and a project summary is good overall and offered succinctly answering clearly the 3 questions within the total 10 minute time frame.	The digital story is shown, and a project summary could be improved in answering the 3 questions. The presentation is not within the total 10 minute time frame.	The digital story was not presented.
COPYRIGHT	Images, audio, quoted materials are credited, permission to use is granted as needed and obvious to viewer.	Images, audio, quoted materials are credited, permission to use is granted as needed but could be clearer to viewer.	Images, audio, quoted materials are inadequately credited, permission to use is granted as needed but could be clearer to viewer.	Images, audio, quoted materials are not credited, permission to use is not granted as needed.	No digital story is presented or the one presented is not of the authors own work and not credited.

*The digital story project summary report answers these 3 questions: 1) What was the main objective of your project? 2) Why did you select this topic and who might be interested in viewing it? 3) Why did you include this image or images as your focus in this digital story?

On the days of digital story presentations, students come prepared to present their story (send it is ahead of time for it to be cued efficiently) and are prepared to share their answers to the questions on the project summary to the class. Each student has a total of 10 mins to present story, share their project summary and answer any questions (may offer more time depending on class size or do over more than one class meeting depending on class size and time allotment.).

Student Quote: *“I thought the digital story project was one of the most fitting and effective projects that I have done. It allowed me to use technology I never used before and tell a story how I wanted to tell it. I think that these perspectives and stories are eye opening and help my own learning, because they allow us to tell a story how we want to tell it, which is incredibly important if we are ever trying to support those who are going through a difficult time – we have to let people tell their story.”*

NURSTORY AS COLLECTIVE INQUIRY – Research

1. Students Use a Matrix they create or are provided one with to analyze the digital stories. These can be based on a course objective, existing framework or an open-coding narrative type analysis.
2. As students view each of the stories (from those made in the course or available through Nurstory) they analyze.
3. Then, write a paper based on this analysis.
4. Share the presentations with the class and look for shared themes and discuss.

ANALYSIS MATRIX – TO CAPTURE THEMES OF THE COLLECTION OF DIGITAL STORIES:

Story ID	Title Major Theme Subthemes	Message or Perspective	Perspective of Narrator/Description of Narrative	Sound Description Overall Tone	Feelings/Emotions

GRADING RUBRIC (FOR RESEARCH PAPER)

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Title Clearly reflects what the paper is about, author's name	5	4	3	2	1
Introduction Briefly summarizes the project, objectives, analysis, and conclusions.	5	4	3	2	1
Aims Objectives/goals are clearly stated.	5	4	3	2	1
Methods Described so that a person unfamiliar with it can understand in detail how you conducted your study.	5	4	3	2	1
Analysis Describe in detail how you analyzed the data and the results.	5	4	3	2	1
Discussion Clearly evaluates and interprets the findings and conclusions based on your analysis and limitations.	5	4	3	2	1
References Accurate citations, reference list.	5	4	3	2	1
Style Guide Follows (APA, MLA, etc.) publication format of your choice	5	4	3	2	1
Ethics No evidence of plagiarism	5	4	3	2	1
Writing style Clear, logical, and organized	5	4	3	2	1

Grade:

Comment:

OPPORTUNITIES FOR ACTIVISM - NURSTORY



Nurstories can be viewed from the perspective of understanding the role of nursing activism and can also be created with this purpose in mind. Digital storytelling can advance advocacy, voice and emancipatory nursing practices. These can be powerful personal and political pieces that can be created for specific purposes of advocacy, influencing a public position and offering voice and a vision in addressing oppression and promoting social justice in nursing.

Assignment Example: As a nurse how is activism and advocacy part of your role? In this assignment you will use a select photo or set of photos of your choice and your voice to advocate for a social justice perspective based on your experience. This will be in the form of a digital story media representation. This is an issue that is important to you and may impact you directly that you are advocating to address.

- Follow the 7 steps of Digital Storytelling & review Video making technology.
- Get oriented to the public health purposes of digital storytelling. You will take a picture or pictures(s) that emphasize a situation you wish to bring attention to (in public health).
- Identify your area of concern to activate a change – your voice.
- Take a picture or pictures to emphasize your perspective.
- Create a one-page advocacy expression (using image, text) that is meant to influence a change.
- Be creative. You are sharing a picture and telling a story - your story on an issue you want to make others aware of!
- These are posted in a Gallery Format for all of us to share.

Peer Review Directions: In this assignment a peer-review process is used to give students feedback. What works, what works well, could be improved. Does it activate your interest in social change why not? Is this an issue nurses should address politically? This is a short paragraph summary from a critical perspective meant to improve the quality of work and add perspective to the delivery of presentations on public health topics; it is important to be honest in the peer review process in promoting supportive feedback.

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Digital Story Release Form

University or College Name

Project Facilitator:

1. Name of Digital Storyteller: _____
2. Title of Digital Story Title of Project: _____

Project Purpose:

- To generate knowledge about _____
 - To provide students an opportunity to express their thoughts and ideas about communicating about _____ through digital storytelling.
 - To meet the educational objectives of the _____
- I knowingly and voluntarily agree and consent to distributing my digital story, or displaying images from my digital story in the following ways (initial either yes or no for each use):

3. In a summary report for project reporting purposes.	Yes	No
4. On any educational website, television broadcast or radio station.	Yes	No
5. At any public presentation and knowledge-exchange event.	Yes	No
6. In any newsletter, news report, journal article and other visual audio or written publication.	Yes	No
7. For any educational and teaching purpose.	Yes	No
8. I want my name to appear in relation to any publication of my digital story.	Yes	No

I've received a copy of this release form.	Yes	No
--	-----	----

Student/Digital Storyteller Signature

Date

Project Facilitator Signature

Date

_____ / _____



Instruction Creation Worksheets and Examples

These are worksheets faculty can use in preparing assignments and for peer-review.

3 ways to integrate into classroom (Listening, Storytelling, Digital Storytelling)

Define your: Course Objectives, Class Objectives, Learning Outcomes

1. Listening Practices

Show a Nurstory

Students reflect (shared or individual)

Students then write a response that is their story sharing in story circles. *This can be divided across classes:*

- Class 1: Show a story, homework: Write a reflection
- Class 2: Show story again, share reflections (groups of three)

2. Storytelling

Homework: Students write their story (50, 150-300 words)

- Class 3: Story circles (sharing)

STOP HERE/REPEAT PRACTICE THROUGHOUT COURSE

Or add ...

3. Digital Storytelling

Students create digital stories

- Class 4: Introduce digital storytelling
- Class 5: Introduce Prompt
- Class 6: Story Circles
- Class 7: Technical Aspects of Storytelling/Introduce Software and elements of storytelling in the digital medium. Next, students work on stories on own/peer review
- Class 8: End of course: Show stories & peer evaluation

Let's Do This Assignment Together

Course Focus: Nursing Role

Course Objective: Understand the role of the nurse through professional frameworks of social justice

Class Objectives:

1. Describe the ANA statement on Social Justice and Nursing
2. Identify Social Justice principles in a Social Justice Nurstory
3. Analyze how story may be used to promote social justice in nursing

Methods: Readings, Storytelling, Listening Practices, Discussion

Lesson Plan:

1. Research Nursing Social Justice Statements
2. Show Rachel's Social Justice Story: <https://www.youtube.com/watch?v=fSB2X7qVAzk>
3. Identify Social Justice Principles in Nurstory, Shared Discussion
4. Write reflection – personal response to this role expectation

This assignment could be done across other themes or focuses in the Nurstory Collection

Another Example...

Course Focus: Chronic Illness

Course Objective: Address person-centered care and patient decision making across the trajectory of chronic disease including end of life care.

Class Objectives:

1. Review Principles of Advanced Care Planning
2. Role Play Advanced Care Planning Conversations in Completing Advanced Directives
3. Create a story to identify personal end of life care wishes

Methods: Readings, Role Playing, video-taping, De-briefing, storytelling, digital storytelling

Lesson Plan:

1. Begin with providing an example of Advanced Directives form and invite students to consider it as a narrative, what is this narrative telling (about our healthcare system, about peoples' choices, what is missing, any critique, how would you tell this in a story?).
2. Next, role play (triads) with videos of completing Advanced Directives form – share videos and critique/debrief as a class.
3. Write a story on one's own End of Life care wishes (150-300 words).
4. Share circles or individually. Next step could be to create a digital story.



Use this template to plan your lesson.

Course Number: _____ **Semester:** _____

Course Focus:

Course Objectives:

Class Objectives:

Learning Outcomes:

Methods:

Lesson Plan:

Area of Evaluation	Criteria	Points

Peer Review: Review your lesson plan with a peer and summarize feedback that is most useful:

Modifications:

Notes:

References:

CLINICAL FOCUS

1. Listening Practice & Reflection
2. Storytelling
3. Digital Storytelling

Clinical Practice/Affective Responses and Learning; Preventing Vicarious Trauma; Agency in one's experience, Responsibility in owning responses to clinical experience.

- Uncertainty
- Contradictions in learning and practice
- Mitigating Error
- Identifying caring moments in practice
- Creating Portfolios of Clinical Reflections (50-word stories)

Objective: Identify how uncertainty is part of clinical practice

Lesson Plan:

1. Assignment example: Dealing with Uncertainty
2. Show: Anna's Story (APRN Prescribing Focus) – https://www.youtube.com/watch?v=NDuT_KonoX4w&t=3s
3. Create your story of uncertainty

Process (over a few weeks of clinical post-conference)

OR,

- Flip it! Spoken story – students tell their story as a story circle in post conference
- Students Write story for homework and submit as part of post-clinical assignment
- Instructor or peer comment
- Students Read stories again based on edits at next post conference
- Students create 50 word/single image digital stories

Creating Portfolios – 3-minute story that reflects their learning across each semester.

Clinical Course Planning Worksheet

Clinical Course Number: _____ Semester: _____

Clinical Focus Area: _____

Clinical Course Objectives:

Learning Outcomes:

Methods:

Lesson Plan:

Grading/Evaluation Process/Rubric(s):

Area of Evaluation	Criteria	Points

Share with a Peer for review.

Summary of Peer-review Feedback most useful:

Modifications:

Notes:

References:

