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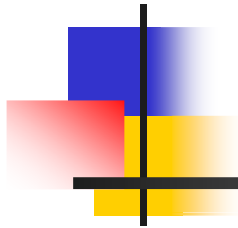
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Using Narrative for Inter-Disciplinary Learning

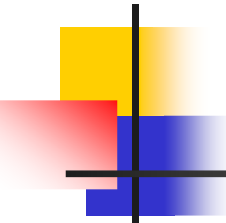


Rachel Balen, Christine Rhodes & Lisa Ward



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CAIPE definition:



'Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care'

CAIPE 2002 (<http://www.caipe.org.uk>)

HUDDERSFIELD addition:

the quality of student experience and positive engagement with the public'



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An additional concern -

The lack of critical thinking skills
amongst undergraduates (and
graduates)



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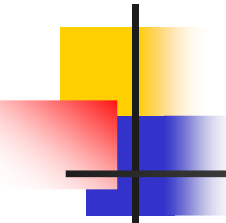


WHY NARRATIVE ?

Stories involve

- Inquiring into experience
- Exploring meaning
- Interpreting human experience
- Looking for `truth`
- Giving a voice to those who might be silenced, neglected or marginalised





Increasing body of evidence to show
that lived experience is a meaningful
learning experience for students

- It is `memorable`
- They can relate to it as individuals
- It emphasises the humanity of the health and social care professions





Types of narrative:

Romance:

- Initial challenge is overcome

Comedy:

- Ongoing challenge and counter-challenge

Tragedy:



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Ongoing struggle against adversity, but
ultimately fails

(Murray M, 2008: Telling stories and making
sense of cancer)

Inter-Disciplinary Learning Day



*"Mental health : It's
everybody's business"*



Range of narrative workshop activities:

Target groups:

Social Work (25)

Mental Health Nursing (25)

Adult Nursing (25)

Midwives}

Occupational Therapists } (25 in total)

Outcomes to be achieved during the workshops:

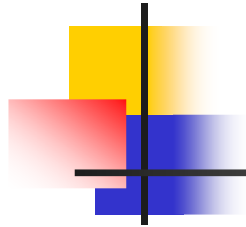
- relevant to the curriculum that students are currently engaged in.
- allow students to interact in inter professional groups.
- enjoyable and 'add value'.



Session aims:

- understand the lived experience of mental health difficulties
- explore the perspectives of different professional groups
- consider implications for practice





An introductory exercise followed by 3 different narrative workshops.
Students attended all 3 on a rotating basis.
Completion of evaluation form



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Introductory exercise:

(producing their own mini-narrative)

Interprofessional groups produced a poster, collage or haiku that reflected what `mental health` means to them.

Materials provided were flip-chart paper, felt tip pens, magazines and newspapers.



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Mental health is me

It dictates who I will be

Changes like the sea

* * * * *

Happy, sad, feel confused

Voices make me hide away

This affects us all



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Narrative through Film

(Tragedy : Ongoing struggle against adversity, but ultimately fails)

An excerpt from a TV dramatisation of the biography of an alcoholic, homeless man with mental health difficulties - *Stuart: A Life Backwards*. This was followed by a facilitated discussion.

Alexander Masters (2006) *Stuart: A Life Backwards* HarperPerennial
ISBN-10: 0007200374

Narrative through drama



(Comedy : Ongoing challenge and counter-challenge)

A theatre group of mental health service users used their personal experiences to act out a scenario concerning a woman with depression, featuring responses from family, friends and employer. This was followed by an interactive discussion.





Personal Narrative

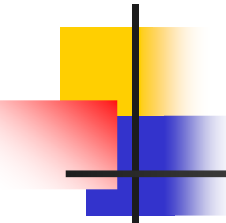
(Romance: Initial challenge is overcome)

A service user presented a monologue based on her experience of mania following childbirth. Students explored questions and issues raised during a facilitated discussion.



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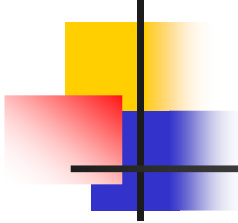
Evaluation exercise:



Students compiled a feedback sheet answering the following questions:

- What have you learned about the lived experience of mental health difficulties?
- What have you learned from spending the day with students from other professional groups?
- What will you take away from today that you will use in practice?





A reminder: The evidence base for using Narrative

*Increasing body of evidence to show
that lived experience is a meaningful
learning experience for students*

- *It is 'memorable'*
- *They can relate to it as individuals*
- *It emphasises the humanity of the
health and social care professions*





Session aims:

- *understand the lived experience of mental health difficulties*
- *explore the perspectives of different professional groups*
- *consider implications for practice*

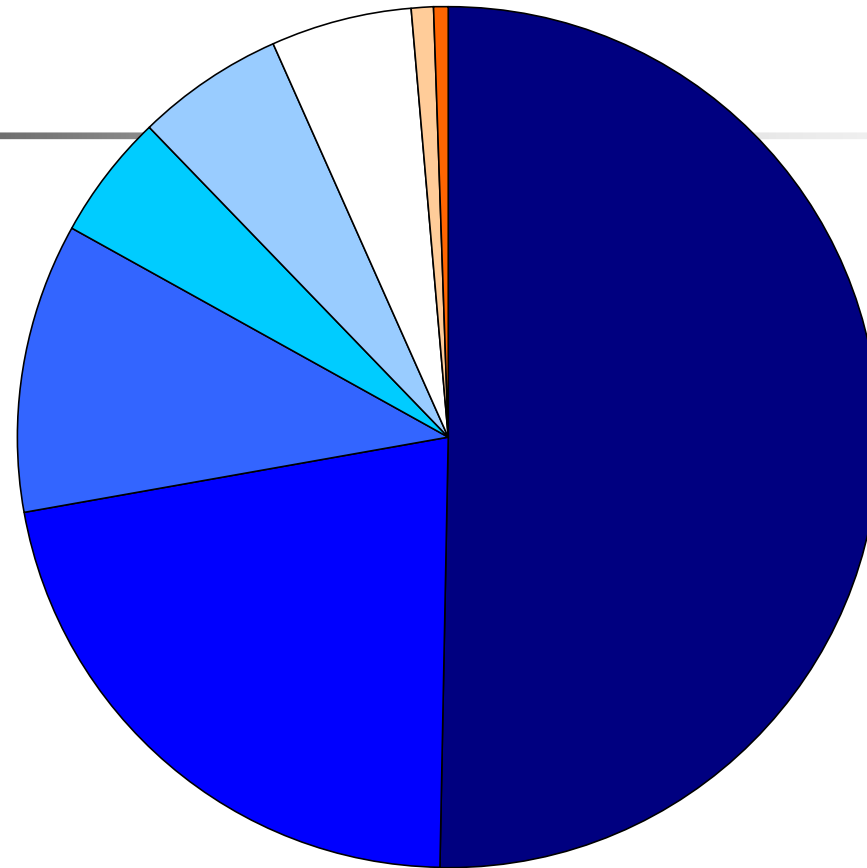




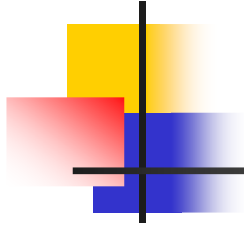
Student responses:

The day managed to combine an excellent balance between group discussion, lecture, presentation and story telling which I found kept the day exciting and challenging. I really believe the University should continue to develop this multi disciplinary approach as the benefits to students are immense.

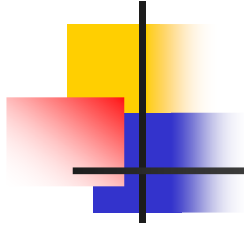
Scores Given By Students on IPL Day



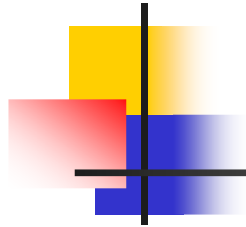
■ Score 10 ■ Score 9 ■ Score 8 ■ Score 7 ■ Score 7 □ Score 5 ■ Score 3 ■ Score 1



- *I didn't realise what I could learn from the OTs*
- *This will help me as I have greater awareness of mental health issues, how different professions can work together to provide effective care*

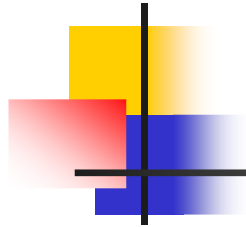


I have never before gained such a detailed insight into mental health problems from a sufferer's perspective. It has helped me to understand the stigma and effects of such illness from an alternative viewpoint



Hearing or seeing first -hand experiences increases a feeling of empathy

I have a better understanding of how mental health affects people's lives, this can be used in my practice to empathise with people



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