

# STORYAID.EU

# SYNERGIES REPORT

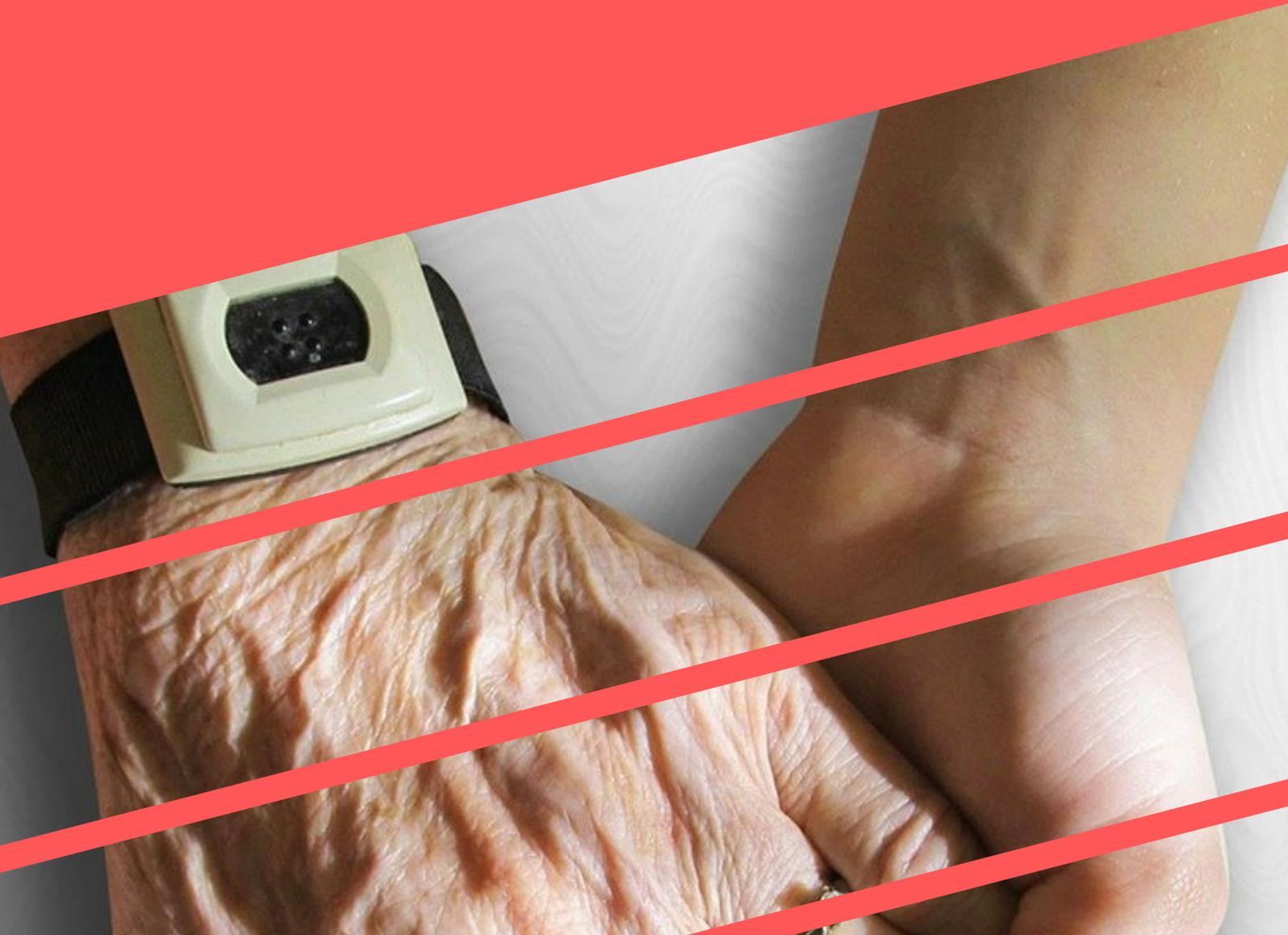
**ERASMUS+ PROGRAMME**

2014-2020

KEY ACTION 2: STRATEGIC PARTNERSHIP

**HUMANIZING HEALTHCARE EDUCATION THROUGH THE USE OF  
STORYTELLING**

AGREEMENT N°2019-1-ES01-KA203-065728



**StoryAidEU**  
Humanizing Healthcare Education through  
the use of Storytelling



International Network for  
Health Workforce Education



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STORYAID - HUMANIZING HEALTHCARE EDUCATION THROUGH THE USE OF STORYTELLING

## **Synergies Report**

December 2020

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## **Introduction**

This report seeks to clarify the key synergies which exist between the StoryAidEU project's three key themes: Interprofessional Education (IPE), humanism, and storytelling. The overall aim of the project is to promote humanist approaches in the delivery of healthcare and it proposes for this to take place in contexts of interprofessional collaboration through the tool of storytelling. It has been necessary for the project to examine the three themes separately when developing its concept analysis, literature scoping review, policy analysis, and Delphi study and while the reports have consistently linked to the wider aims of the project it is useful to specifically identify the major issues linking the three themes. The report draws on the insights developed in the project's existing IOs as well as a questionnaire completed by project partners which asked them to identify key synergies based on analysis they have thus far conducted for the project.

## **Interprofessional Education & Storytelling**

The first major synergy between IPE and storytelling relates to how they both serve to deepen understanding and communication between different healthcare professionals. Working across professional disciplines and communicating through storytelling both have the effect of decreasing traditional hierarchies, overturning misperceptions, and overcoming miscommunication issues which often arise between different healthcare professionals. Thus, when storytelling is used in an IPE learning setting this creates the optimum conditions for creating a more integrated and collaborative healthcare setting.

The second major synergy between IPE and storytelling relates to how IPE can help enhance students' ability to effectively use storytelling in their professional activities. When students are engaged in shared learning experiences which include students across multiple healthcare professions this leads to improved teamwork and communication skills, which includes the ability to become actively involved in storytelling.

Finally, a further key synergy between the themes of IPE and storytelling is that when used together they work to enhance patient-centred care. This is due to patient stories being more likely to be brought to the forefront of care settings using IPE techniques. The enhanced collaboration and communication resulting from interprofessional learning processes fosters conditions whereby patients are given greater opportunity to communicate their stories and for these stories to be listened to by the multiple professionals who are caring for them.

## **Interprofessional Education & Humanism**

The core synergy identified between IPE and humanism is that the two approaches mutually support each other in the education and practice of healthcare. On the one hand, humanistic care helps to foster IPE in the way that humanism involves respectful and compassionate relationships between all members of the healthcare team, their patients, and patients' families. In this manner, humanism deepens communication and collaboration among individuals from diverse teams, disciplines, roles, and perspectives which is a core pillar of interprofessional education and practice. On the other hand, IPE helps to support the practice of humanism in healthcare due to IPE including professionals from multiple disciplines and backgrounds. Indeed, a central aim of IPE is to teach students the value of each profession in the care of patients and their families. As a result, IPE promotes a culture and mindset that allows for the voices of patients and their families to be involved in the process of delivering care which is essential to the practice of humanistic care.

## **Common Challenges in Policy Implementation and Design**

The project reports have exposed a number of common challenges relating to the implementation and design of policies which promote IPE, humanism, and the use of storytelling in healthcare settings. The first major overarching challenge is the need for system-wide change in order for healthcare to be delivered in a more collaborative manner that enables patients to be cared for respectfully and compassionately. A key element of this system-wide change needs to involve the agency of the patient being interwoven into the care system rather than simply understanding the delivery of care as being entirely in the hands of a select group of personnel. In some contexts, the challenge of achieving system-wide change is interlinked with the need to convince policymakers of the benefits of interprofessional collaboration and humanistic approaches or tools, with the issue of communicating the evidence base for these issues being particularly important.

A second challenge for creating healthcare systems which reflect the principles of IPE and humanism and that utilise storytelling tools relates to the traditional pedagogical models used by higher education institutes. The teaching of healthcare needs to be radically re-thought in order for students to be given the opportunity to develop advanced skills of self-reflection, communication, and collaboration required for working in interprofessional settings and according to humanistic principles. The traditional pedagogical methods which currently dominate most higher education institutions across Europe, such as standard lecture formats, are not appropriate for developing these essential skills.

Building on the previous issue, the project also identifies a third challenge which refers to the need for healthcare educators and the leaders of higher education institutes to openly accept and acknowledge the limitations of the current approaches to healthcare education, particularly the biomedical model of healthcare and the scope of profession-specific knowledge. It is only by accepting the limitations of current models of healthcare education that we can move towards more interprofessional, humanistic approaches to delivering care. For example, if the limitations of the biomedical approach are acknowledged this will be the first crucial step towards allocating teaching hours to educators which allow them to focus on issues beyond the narrow focus of scientific curricula. Furthermore, this would be essential for reframing the delivery of healthcare as a holistic, cooperative learning process involving experiential awareness and treating human beings as more than biomedical entities that can be 'fixed'.

The final key challenge which applies to the implementation of all three themes of the project is that these are issues that are impossible to simplify or design into a 'tick box' exercise. They are complex issues which require students to develop an understanding of subject matter that will require self-reflection and modes of expression which need time to cultivate and explore. This includes highly demanding competencies for dealing with cultural and social diversity when interacting with colleagues, patients, and families, which can be difficult to develop particularly if this requires individuals to rethink any existing personal prejudices or preconceptions. They are also issues which are typically embodied and require practice in order for their meaning to be fully understood; summarising the process of interprofessional cooperation or humanistic communication in a few lines of a textbook or lecture slide will never suffice.

## **Key Strategies and Educational Techniques**

The project findings have highlighted that the collaborative practices, communication skills, and self-reflection required for delivering healthcare in an interprofessional, humanistic manner which treats patients and their families as members of the care team is a learning process which takes time and requires novel pedagogical methods. While there are no quick and easy educational tools or techniques for developing this complex and advanced set of skills it is possible to identify a number of

strategies which hold important potential for achieving a more collaborative and compassionate healthcare system.

The use of patient diaries is one important tool which facilitates a greater understanding of patient experience by giving health professionals a unique insight into the world of the patient. Reflecting on patient diaries with a tutor also provides opportunity for in-depth discussion of patient perspectives and allows for different interpretations of patient stories to be identified and explored.

Seeing the world through patients' eyes needs to be a core learning outcome of educational approaches to IPE and humanism. In order to achieve this students need to develop a wider and deeper understanding of the diversity of human experience which involves being aware of how colleagues and patients are shaped by the intersecting factors of culture, gender, age, ethnicity, religion, and social background (among others). It is not enough to simply 'become' a healthcare professional but rather this professional role needs to be understood as being constantly co-produced, sustained, and reliant on relationships with others. By developing this understanding students will be able to approach their professional practices as the co-creation of a 'healing community' involving colleagues from across healthcare professions, patients, and patients' families.

At the leadership level, the project also acknowledges that role modelling is an important strategy for illustrating to students what working in an interprofessional and humanistic manner looks like in practice. The value of role modelling is that it enables students to learn from exemplary practitioners about how key issues such as compassion, dialogue, respect, and effective negotiation are achieved at the level of everyday interactions in a healthcare setting.

In addition to focusing on patient stories and encouraging students to cultivate their skills for showing compassion towards others, an essential focus of any educational programme is to encourage students to prioritise self-care and self-compassion. This involves students being given the opportunity to understand who they are prior to caring for someone. Self-compassion also needs to be promoted as this leads to students valuing their own worthiness as a human being. This might involve identifying uncomfortable or painful experiences such as suffering or feelings of personal inadequacy, however these are a central part of the shared human experience. Self-compassion is a key step for students to make before they can begin to be compassionate and humanistic in their dealing with others.

One specific example of a valuable educational program identified by the project is that of TeamSTEPPS which is based on Collaborative Care Best Practice Models (CCBPM) and The Clinical Skills Scenario (CSS). This is an evidence-based program focusing on skills and behaviours that improve teamwork and communication, which are key to preventing medical errors. It uses observation, practical training, teamwork and critical feedback practices. The key teaching process involves (1) who I am stories; (2) why I am here stories; (3) vision stories; (4) teaching stories; (5) values-in-action stories, and (6) I know what you are thinking stories. This classification of stories is an important way of teaching students about how to use stories in an appropriate, context-specific manner.

### **Ideas for Teaching Areas**

Having reflected on the synergies across the project's key themes of IPE, humanism and storytelling, the project team has suggested the following list of possible teaching areas:

- Discovering self
- Destoriation
- The importance of experiencing humanity
- Building stories for healing and support

- Introduction to storytelling
- GRT awareness
- Organisational Culture to promote humanism
- The importance of leadership in promoting humanism
- Moral component of caring
- Acting with integrity
- Advocacy
- Communication
- Assertiveness
- Resilience
- Principles of humanism
- Theory of humanism
- Benefits and limitations of humanism
- The application of humanism to practice
- Theory of storytelling
- Implementing storytelling and humanism together
- Intercultural sensitivity in health care

### Curriculum and Module Outline

Having assessed the information above and with the teaching areas in mind, the project has agreed to design and develop a curriculum based on 12 modules. The modules, their learning outcomes and the key course resources are described in further detail below:

Modules (Lectures)	Learning outcomes	Key course resources
Introduction to Humanism	<ul style="list-style-type: none"> <li>· Discuss the role of humanism development in the evolution of the discipline of professions and practice</li> <li>· Evaluate and apply humanistic theories (theories of humanism) in the delivery of outcomes for people, professionals and organisations</li> <li>· Demonstrate a knowledge base that exercises levels of humanistic care within professional practice</li> <li>· Apply principles in planning, designing, implementing and evaluating humanistic care</li> <li>· Examine the relationship between humanism and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (105)</li> </ul>

	<ul style="list-style-type: none"> <li>· Promote an environment to support humanistic care that harnesses technology</li> </ul>	
Introduction to Storytelling	<ul style="list-style-type: none"> <li>· Broad understanding of storytelling as a concept</li> <li>· Theory of storytelling</li> <li>· Examples of storytelling in practice (multi and interprofessional settings)</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Introduction to Interprofessional Education	<ul style="list-style-type: none"> <li>· Broad understanding of IPE as a concept</li> <li>· Theory of IPE</li> <li>· Examples of IPE in practice (multi and interprofessional settings)</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
The Power of Stories	<ul style="list-style-type: none"> <li>· Listening to stories and building integrity relationships</li> <li>· Creating personal and structural permissions</li> <li>· Referencing (GRT), Emotional awareness Adverse Childhood Experiences (ACE) concepts. How does this help understand stories</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Mindfulness in Healthcare	<ul style="list-style-type: none"> <li>· Trauma Informed Approaches (TIA) concepts</li> <li>· Creating healing communities (Reducing stress, and building emotional structures for creating regular emotional and value support)</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Intercultural Understanding	<ul style="list-style-type: none"> <li>· Broad understanding of Intercultural as a concept</li> <li>· Theory of Intercultural Communication</li> <li>· Examples of applied Intercultural communication in practice (multi and interprofessional settings) – include examples by project partners who are active in health care</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Creating Safe Spaces	<ul style="list-style-type: none"> <li>· Understanding the story of the institution</li> <li>· Defining and applying GRT and &amp; Q<sup>D</sup>SA</li> <li>· Developing resilience</li> <li>· Designing safe spaces</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Creating Supportive Networks	<ul style="list-style-type: none"> <li>· Developing supportive networks</li> <li>· Introducing the Tree of Life (basic)</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> </ul>

		<ul style="list-style-type: none"> <li>· Videos (IO5)</li> </ul>
Collaborative Storytelling	<ul style="list-style-type: none"> <li>· Understanding of collaborative practice</li> <li>· Collaborative storytelling</li> <li>· Understanding inclusive settings that foster storytelling</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Caring for Oneself	<ul style="list-style-type: none"> <li>· Applying mindfulness in stressful situations</li> <li>· Preventing burn-out</li> <li>· Reliance on your vulnerability to create long term support</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Storytelling, Humanism and Leadership	<ul style="list-style-type: none"> <li>· Culture of an organisation</li> <li>· Role modelling in healthcare</li> <li>· Humanistic healthcare management</li> <li>· Understanding patient stories</li> <li>· Best practice policy examples</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>
Reflections on Humanism & Storytelling	<ul style="list-style-type: none"> <li>· Theory of reflection/reflective practice</li> <li>· Reflective writing</li> <li>· Reflective journal</li> <li>· Reflective practice (incorporating key concepts of humanism and storytelling)</li> <li>· Self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint presentation slide deck</li> <li>· Seminar example and guide (group work)</li> <li>· Factsheets / case studies (best practice examples)</li> <li>· Videos (IO5)</li> </ul>