Digital Story Telling as a Self-Reflection Tool

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Learning Outcomes

- At the end of this presentation the audience should be able to:
  
  - 1) Understand the benefits of using digital story telling in an PMHNP distance program
  
  - 2) Discuss the challenges and various ways to incorporate a digital story telling assignment into PMHNP programs

ABSTRACT

- PURPOSE The purpose of this presentation is to explore and evaluate the use of digital story telling in psychiatric mental health (PMH) DNP program. PROBLEM LED TO PROJECT? How do teachers insure that self-reflection, compassion and empathy are instilled in students involved in an on-line PMH DNP course? Creating a learning environment that endorses self-reflection is difficult when there is little face to face interaction between students and teacher. The search for teaching strategies that would promote PMH DNP values such as empathy, compassion and self-reflection led to the use of digital story telling as a teaching tool. SUMMARY OF EVIDENCE. For many years storytelling has been used in general education and as a tool to understand the human experience (Abma, 2003; Christiansen 2010; Haigh & Hardy, 2010; Hardy, 2007). However, little is known about the value of using digital stories with PMH DNP students and how it impacts their learning experience. DESCRIPTION A digital story is a short multimedia presentation that combines images with personal narration. Students were asked tell their story of what led them to choose a DNP program. METHOD OF EVALUATION. Students provided written feedback about the assignment. MEASURE EFFECTIVENESS Answers were reviewed using content analysis. Common themes emerged from the data. RESULTS/DIFFERENCE MADE Overall the digital story telling promoted deep self-reflection for the students. Students found that the creation of their meaningful story was crucial to their future role as a PMH DNP. FUTURE IMPLICATIONS Digital story telling is a teaching strategy that can enhance the on-line learning experience for the students and the teacher and a useful tool to create mindful, empathetic, compassionate practitioners.
**What is Digital Story Telling (DST)**

- “The Center for Digital Story telling emerged in the 1970’s and 80’s……
- Educators across disciplines challenged that art is not reserved for the gifted or professional…
- They pioneering artist wanted to make art accessible to all
- The work of these collaborators gave voice to powerful stories of harm, healing and hope in the midst of social and political conflict”

- Helpful hints on preparing a digital story for educators can be found at: www.techlearning.com/printablearticle/8030

- Another great link for a reference is: http://www.storycenter.org/

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**Why use DST in graduate programs? The importance of self-reflection**

- The increase of distance education Psych DNP programs has impacted the way in which content is delivered.

- The process of self-reflection helps move from an awareness of “I am” to a deeper awareness of “I have been…I am becoming…I am…and I will be..”

- How do educators ensure that students are self-reflecting?
Psychiatric Nurse Practitioner Programs and Digital Story Telling

- Used as a tool to teach
  - self-reflection
  - empathy
  - new technology
  - bridge the gap in online or hybrid courses

Digital Storytelling Assignment; Data Collection and Content Analysis

- Digital Story Introduction:
  The overall purpose of this exercise is to start thinking about ourselves and the future impact that others have had in our lives. *Reflect on your life.* Explore your identity(s) and your personality and the impact your background has defined you as a person. Sharing “who you are” is an important piece of this assignment.
- Students were asked to answer 3 open ended questions about their experience with the digital story. The questions were received in written format.
- Content analysis revealed three overall main themes.
Themes

- 12 students

- Themes:
  - Permission to self-reflect
  - Shaping my future practice
  - Disclosing and witnessing

Exemplar PMHDNP Student Experience of the Digital Story Assignment.

“The digital story was a moving experience that had a strong impact on me as it helped me to look back on my life and take account for the things that have made me into the person I am today. It was emotionally moving to consider all the things that I wish were different but empowering to see how the hardships have made me stronger. As I witnessed the digital stories of my classmates I was able to see the beauty in each story and it subsequently helped me to consider the beauty in my own story.”
Strengths of Digital Story Telling for Psychiatric Mental Health Nurse Practitioner

- Simulates empathy
- Positive influence in the learning environment
- Makes difficult content more understandable
- Provides students with a reflective experience

Challenges

- Emotionally triggering
- Students may need direction related about "how much" to share
- Students may feel uncomfortable with the assignment and resist
- Technological problems were the biggest challenge cited in our findings
1. The benefits of Digital Storytelling for PMHNP graduate students include:
   A. Better understanding of technology
   B. Encourages self-knowledge
   C. A reflective exercise
   D. All the Above

2. Challenges of incorporating a digital storytelling assignment include:
   A. Technology problems
   B. Potential for students experiencing strong emotional reactions
   C. Student confidentiality
   D. All the above

References

  Doi:10.3928/01484834-20100115-07
References continued


References/Resources for Digital Storytelling

- How to Create Simple Digital Stories: http://electronicportfolios.com/digistory/howto.html
- YouTube Digital Story Telling Tools: http://www.youtube.com/watch?v=dKZiXR5qULQ&feature=related