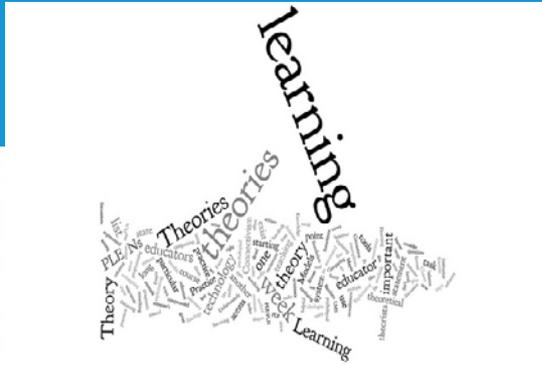


UoW Learning and Teaching conference

“Film and educational theory to enhance life-long learning in health and social care”



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Background



Film:

- Recognised as a powerful form of communication
- Can be seen as a window on human life and those situations most transcendental (such as pain, disease, death) (Alacron and Aguirre, 2007)
- It can tap into ethical issues (Beauchamp and Childress, 2009; Volandes 2007) and it is a visual process for learning (Alacron and Aguirre, 2007)



Education:

- Film has been identified as an important vehicle for health education (Donnie et al, Edmunds, 2013)
- It can stimulate vicarious learning (Herman, 2006); provoke emotional responses, and share constructive knowledge
- Film communicates to and informs the audience; and as such has become a valuable teaching tool (Ogston-Tuck, et al 2016)
- It can enhance clinical decision-making and emphasise skills of teamwork; generate discussion about the patient relationship and generate empathy at the patient's bedside (Merendez et al, 1999; Fresnadilo-Martinez et al, 2005 cited in Alacron and Aguirre, 2007; Herman, 2006)

Transformative Learning: Theory to Practice

A defining condition of being human is that we have to understand the meaning of our experience. For some, any uncritically assimilated explanation by an authority figure will suffice. But in contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Facilitating such understanding is the cardinal goal of adult education. Transformative learning develops autonomous thinking (Jack Mezirow)

Theoretical underpinning and research methodology

Approach to teaching and learning explored to inform practice and consider the current nursing workforce in terms of their commitment to and underpinning quality of care

Transformational Learning Theory (TLT) (Mezirow, 2000)

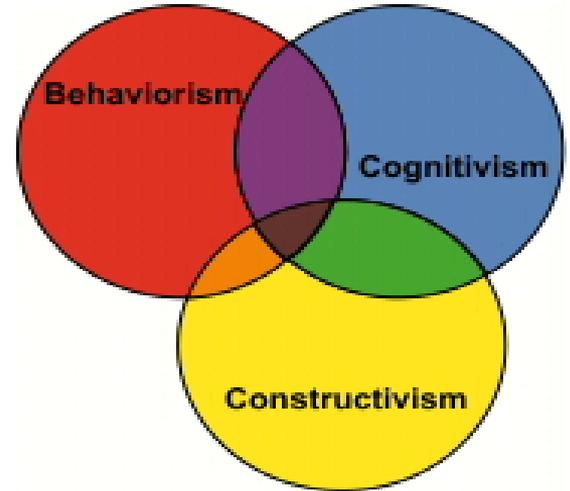
- Frames of reference (or what may be referred to as those 'structures and assumptions') through which we understand our experiences can effect change.
- Rationale: As an educator, my goal is to help learners reach their objective in such a way that they will function as more autonomous, socially responsible thinkers.
- TLT therefore codifies the social impact of and principles underpinning the lifelong learner of a nurse. Equally the role of educational theory in continuing (medical) education permeates the lifelong learning from one's frames of reference (Mezirow, 2000).

Aims and Objectives

Aim: To explore the impact of film in the undergraduate nursing curriculum to students' professional practice as a newly qualified practitioner.

Objectives:

- 1) help learners to **become aware** and critical of their own and other's assumptions;
- 2) practice in recognising '**frames of reference**' using to redefine problems; and
- 3) participate effectively in **discourse** which aims to seek further insight into the understanding and functioning of autonomous and socially responsible practitioners.



Data Collection

Collate how these experiences have shaped their approach to life-long learning, the impact on self and commitment to their role as a nurse and their future career.

Three data sets:

Stage 1

1. Augmenting student evaluation/feedback
2. Thematic analysis of contemplative exercises and reflective work

Stage 2

3. One to one semi structured interview at 6 months and 12 months post qualification

Analysis

- Braun and Clarke's framework (2006) and subjected to thematic analysis
- Data sets compared and contrasted to:
 - identify unique and common experiences
 - categories of themes

- evaluation forms (n=134)
- sample of contemplative exercises (CE) (n=12)
- sample of reflective (R) pieces of work (n=8)

Findings

Categories and Themes: use of film unexpected as a teaching medium for students but highly valued in their learning

- *improved my way of thinking*
- *nursing education through the use of film in an interesting concept- I strongly believe films can raise awareness of a variety of conditions and provide views with a different perspective*
- *A great way to learn; a different forum for learning- really useful*
- *Makes you aware of deeper meanings in film*
- *Excellent teaching tool and raising awareness*
- *I never thought of this film in a critical analytical way before- it was eye opening*
- *different way of learning-raising awareness from a good story - nice change to speakers and lectures*

Findings

Categories and Themes: wider meaning from the film and characters relating to clinical practice and societal issues

- *improved awareness of physical and mental disabilities and gave an insight into how an individual may overcome these*
- *the film informed myself of how to interpret people's reactions and how these can presentmade me think about other people's views about learning and physical disabilities*
- *good to understand hidden messages; greater understanding of disabilities and the effects of this; opened my eyes*
- *it was good in the sense that it made me look at things that I would normally miss and therefore seeing that in everyday life*
- *it raised awareness of learning disabilities, physical and mental health disabilities and provided an opportunity for reflection*

(CE9) “The dentist believes he has rescued Nemo as he was struggling to swim-this can be compared to putting patient into hospital as we may believe it is easier for them if we provide care however just like Nemo who wants to be back in the sea- patients my prefer to be at home in their own surroundings”

(CE12) “people are unique and no two individuals are the same. Regardless of having a LD/MHD/PD everyone has a human right to be treated equal”

(CE3) “HCP treat individuals with disabilities somewhat different- putting their best interests at heart and helping them- treating them as passive recipients of their care and treatment”

Findings

Commonalties

- **Attitudes toward LD/MHD/PD and treatment**
 - over-support someone when actually it is just taking away their autonomy; respect patient preferences; choice
 - lack of education around these health problems that prevent HCP from engaging effectively or wanting to engage
 - should be supportive, encourage and promote independence and dignity
 - having a disability does not define someone and their abilities
 - it is important to empower patients
 - working in partnership with patients
 - misunderstanding of may lead to barriers- can overcome barriers with support and engagement

Findings: Reflections

- **Change in attitude through film; life-long learning**
 - (CE9R) *“the message to the viewer is that you cannot always be protected.. being assured the nothing will happen to you is false but being able to help people take risks and finding alternatives to things people say are impossible makes it possible for yourself- and your survival is the imperative message FN sends”*
 - (CE10R) *“ I didn’t realise how many characters had a disabilities until I watched the film in this way-which is good as it portrays just how many people have a disabilities but it is subtle- the disability does not define the character. I would like to think that a film we class as a ‘classic’ could potentially have the power to change attitudes”*
 - (R8) *“this teaching method isn’t common in a students’ normal day-to-day learning and so when we were told we were going to spend the morning watching FN I really didn’t know what to expect... I was able to see how other people had felt similar to me- we had all picked up on different disabilities in the characters. To me this suggests that disabilities aren’t always visible and because of this we can’t always know whether someone has a disability based on their appearance”*
 - (R10) *“All of the characters are different but every character is valued for who they are. I feel watching FN in a classroom setting and concentrating on its content in a different way has allowed me to see disability in a different way so I do think it could change other nursing professionals views”*

**Any
Questions?**



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