INTERPROFESSIONAL EDUCATIONAL INNOVATION: A PALLIATIVE CARE INTERVIEW PROJECT IMPLEMENTING PHOTOVOICE AND NARRATIVE REFLECTION

Congress 2019
Sigma Theta Tau’s 30th International Nursing Congress
July 25-29, 2019
Calgary, Canada
INTERPROFESSIONAL FACULTY TEAM

Barbara Braband, RN, MA, MSN, EdD, CNE
Associate Professor of Nursing
braband@up.edu

Anissa Rogers, PhD, MSW, MA, LCSW
Professor of Social Work
rogers@up.edu

Rebecca Gaudino, MA, MDiv, PhD
Lecturer, Theology
gaudino@up.edu
TEAM COLLABORATION PROCESS

- Teaching
- Research
- Project Implementation in 2 Courses
STUDENT LEARNING ISSUES & CHALLENGES RELATED TO PALLIATIVE CARE

- Limited personal and professional encounters with grief and suffering
- Undeveloped personal and professional coping skills
- Limited direct faculty guidance in clinical settings
Interview Project

(Arman & Rehnsfeldt, 2007; Braband et al., 2015; Costa & Costa, 2016; Ferrell & Coyle, 2008; Pessagno et al., 2014)

Pedagogy of Suffering Model

(Gaudino et al., 2017; Lown, 2016; Moffett, 2013; Mudge et al., 2014; van Leeuwen et al., 2013)

Photovoice Reflection

(Gallagher & Stevens, 2015; Garner, 2014; Holm, 2014; Montgomery, 2013; Rogers et al., 2019)
TIMELINE

2002
Suffering Interview Project Inspiration
Initial project Implementation in Des Moines, IA with interdisciplinary faculty team

2011-2013
Interview Project Implementation Collaboration with Initial Evaluation in Suffering & Death Course at University of Portland (UP)

2014
Pedagogy of Suffering Model Emerges
Project Implemented in Grief & Loss Course at UP

2017
Photovoice Embedded in Project for Grief & Loss Course Evaluation #2 SAGE Award

2018-2019
Photovoice Embedded in Project in Suffering & Death Course Evaluation #3
TEACHING INNOVATION:
INTERVIEW PROJECT
NARRATIVE & PHOTOVOICE
REFLECTION
INTERVIEW PROJECT IMPLEMENTATION

- Two interview sessions based on structured interview guide
- Interviews conducted in self-selected non-clinical settings
- Written Reflections: Post-interviews
- Photovoice reflections: Pre- and post-interviews
- Small group oral presentations
PEDAGOGY OF
SUFFERING MODEL
EMERGENCE OF THE MODEL

Knowing the Self
Seeing the Suffering Other
Understanding Human Connectedness
Responding to the Suffering Other

Figure 1: Pedagogy of Suffering Model

Witnessing Others’ Suffering

Knowing the Self

Seeing the Suffering Other

Understanding Human Connectedness:
Our connected humanity reveals the universality of suffering

Reflecting on the Impact of Others’ Suffering on the Self

Responding to the Suffering Other
Practicing Compassionate and Supportive Presence
- Sharing presence with the sufferer
- Practicing active listening
- Listening for meanings
- Encouraging the voice of the sufferer
- Asking questions
- Acknowledging the impacts of suffering

Adapted from Brabant et al., 2015, p. 53, with permission from the International Journal for Human Caring.
Invites exploration of deep meanings within our selves and of the experiences that have shaped them.

***

Invites us to listen for the deep meanings of others and for the experiences that have shaped these meanings

***

Invites us to "transcendent movement" as we acknowledge our connectedness as humans, especially in the experience of vulnerability

(Arman & Rehnsfeldt, 2007, p. 379)

***

Invites our ethical response and grounds it in the daily sacred human practices of presence, listening, touch, and sharing
EVALUATION OF PHOTOVOICE IMPLEMENTATION IN 2017

3 TRAJECTORIES IN REFLECTION PROCESS

Photovoice first embedded in project for Grief & Loss course – 2017
Implemented in Dimensions of Suffering & Death course - 2018-2019
PHOTOVOICE LEARNING OUTCOMES

Trajectory One
Movement from Feelings of Uncertainty and Discomfort to Feelings of Preparedness and Confidence
PHOTOVOICE LEARNING OUTCOMES

Trajectory Two
Movement from Feelings of Aloneness and Separateness to Feelings of Human Connection
PHOTOVOICE LEARNING OUTCOMES

Trajectory Three
Movement from Feelings of Intense Pain and Grief to Feelings of Hope and Possibility
CURRENT PROJECT EVALUATION IN TWO INTERPROFESSIONAL COURSES
### Quantitative Component

**Pre-survey** – 6 questions  
**Post-survey** – 8 questions  

**5 point Likert scale:**  
- Strongly agree  
- Disagree  

**Two interprofessional courses:**  
- NRS/THE: Dimensions of Suffering & Death Course  
  (N = 240 in 2 semesters, FA 2018; SP 2019)  
- SW: Living with Grief, Dying, & Death Course (N=29, SP 2019)  

**Data analysis:** test for differences between & within groups

### Qualitative Component

**Post-survey** – 6 open-ended free-text questions  

**Two interprofessional courses:**  
- NRS/THE: Dimensions of Suffering & Death Course  
  (N = 240 in 2 semesters, FA 2018; SP 2019)  
- SW: Living with Grief, Dying, & Death Course (N=29, SP 2019)  

**Data analysis** – constant comparative theme analysis  

* University IRB approval
QUANTITATIVE RESULTS
### SAMPLE DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
<th>Theology/Nursing Dimensions of Suffering and Death Fall, 2018</th>
<th>Theology/Nursing Dimensions of Suffering and Death Spring, 2019</th>
<th>Social Work: Living with Grief, Dying &amp; Death Spring, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample size</strong></td>
<td>N = 100</td>
<td>N = 140</td>
<td>N = 29</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>M = 24.2&lt;br&gt;Range: 19-45</td>
<td>M = 20.3&lt;br&gt;Range: 19-23</td>
<td>M = 20</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>n = 24% (24)</td>
<td>n = 9% (12)</td>
<td>n = 14% (4)</td>
</tr>
<tr>
<td>Female</td>
<td>n = 76% (76)</td>
<td>n = 91% (128)</td>
<td>n = 86% (25)</td>
</tr>
</tbody>
</table>
QUALITATIVE RESULTS
Themes

1. Overall project learning benefits
2. Understanding spiritual needs
3. Impact of oral presentations
4. Impact of Photovoice reflection
<table>
<thead>
<tr>
<th>OVERALL PROJECT</th>
<th>LEARNING BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NON-TRADITIONAL STUDENTS</strong></td>
<td><strong>TRADITIONAL STUDENTS</strong></td>
</tr>
<tr>
<td>1. Improved communication skills – listening, presence, “dispassionate witness”</td>
<td>1. Tools &amp; skills to talk about suffering and build deeper relationships</td>
</tr>
<tr>
<td>2. Gained comfort and confidence in uncomfortable conversations r/t suffering</td>
<td>2. Gained comfort and confidence in conversations r/t suffering</td>
</tr>
<tr>
<td>3. More complete understanding of holistic suffering</td>
<td>3. Address my own suffering &amp; personal reactions to it</td>
</tr>
<tr>
<td>4. Enhanced relationships with those who suffer</td>
<td>4. Dynamic nature &amp; variance of suffering</td>
</tr>
</tbody>
</table>
PROJECT LEARNING BENEFITS

“Learned how to be there…”’comfortable within the uncomfortable”

“How not to fight suffering, but embrace it”

“How to listen actively without fixing things”
UNDERSTANDING SPIRITUAL NEEDS

**NON-TRADITIONAL STUDENTS**

1. Spiritual needs are real & diverse – “faith is a major force for coping”
2. We can’t assume what others need; talking about it doesn’t make it worse, need to be heard
3. Spiritual despair minimized hope

**TRADITIONAL STUDENTS**

1. Spiritual needs have great significance – go beyond religion
2. Spiritual connections are enhanced through support and sharing
3. Hope is critical to face despair
UNDERSTANDING SPIRITUAL NEEDS

“spiritual trauma is real – not based on faith”

“Suffering sucks – there’s a lot more than what meets the eye”

“Suffering is primarily spiritual, [it’s] difficult at first to understand its meaning...but it became more clear with time.”
## IMPACT OF PHOTOVOICE REFLECTIONS

### NON-TRADITIONAL STUDENTS

1. Formative & summative project meta-reflection through creative, critical and abstract thinking
2. Presented different way to visually convey emotions
3. Deeper understanding of meaning & vulnerability of suffering
4. Approximately 15% felt it didn’t help their learning

### TRADITIONAL STUDENTS

1. Prompted creative thinking & process through formative & summative meta-reflection
2. Metaphors prompted insights and meanings
3. Conveyed thoughts & feelings to others visually
IMPACT OF PHOTOVOICE
REFLECTIONS

“[Words fail us] ... a picture is worth many words”

“Encouraged deep thinking”

• “Saw how the photos changed over time.”
## IMPACT OF ORAL PRESENTATION

<table>
<thead>
<tr>
<th>NON-TRADITIONAL STUDENTS</th>
<th>TRADITIONAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promoted comfort talking about uncomfortable topics</td>
<td>1. Peer sharing expanded perspectives about suffering &amp; self</td>
</tr>
<tr>
<td>2. Encouraged peers’ support and insights</td>
<td>2. Promoted comfort and confidence to talk about it.</td>
</tr>
<tr>
<td>3. Listening to peers’ stories was helpful</td>
<td>3. Helped process &amp; synthesize thoughts &amp; feelings</td>
</tr>
<tr>
<td>4. Small minority felt it was not necessary or helpful</td>
<td>4. Difficult – “scary yet rewarding;” a few felt it not necessary or helpful</td>
</tr>
</tbody>
</table>
IMPACT OF ORAL PRESENTATION

“hardest part of the assignment”

“Saying the story aloud added emotional realness”

“[It] cemented how suffering impacts peoples’ lives differently”
INTERPROFESSIONAL TEAM DISCUSSION AND RECOMMENDATIONS