Learning Objectives

- Develop an overall understanding of and learn how DST can be therapeutic
- Identify benefits of using technology to tell recovery stories
- Learn how using one’s own spoken voice, artwork, photographic images and video can be combined to tell a compelling story (that may be incorporated as part of a recovery plan)
- Identify three resources that can be used for digital storytelling
- Appreciate the potential of DST to help share experiences, raise awareness, and as a healthy form of self-expression

Storytelling

“Storytelling is a means for sharing and interpreting experiences. Stories are universal in that they can bridge cultural, linguistic, and age-related divides. Storytelling can be adaptive for all ages, leaving out the notion of age segregation. Storytelling can be used as a method to teach ethics, values, and cultural norms and differences. Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. Stories function as a tool to pass on knowledge in a social context.”

There are several psychological reasons why stories are so powerful:

- Stories have always been a primal form of communication. They are timeless links to ancient traditions, legends, archetypes, myths, and symbols. They connect us to a larger self and universal truths.
- Stories are about collaboration and connection. They transcend generations, they engage us through emotions, and they connect us to others. Through stories we share passions, sadness, hardships and joys. We share meaning and purpose. Stories are the common ground that allows people to communicate, overcoming our defenses and our differences. Stories allow us to understand ourselves better and to find our commonality with others.

(Rutledge, 2011)

What is Digital Storytelling?

- Digital Storytelling is the modern expression of the ancient art of storytelling. Throughout history, storytelling has been used to share knowledge, wisdom, and values. Stories have taken many different forms. Stories have been adapted to each successive medium that has emerged, from the circle of the campfire to the silver screen, and now the computer screen. - The Digital Storytelling Association

Why use digital storytelling?

- Used by Center for Digital storytelling for public health education
- Educational uses (classroom)
- Mode to tell MH Recovery Story
- Women Veterans with TBI used it to tell their Recovery story
Our DST group

- Staffing (Social worker, peer support tech, recreational therapist, two art therapists, and a volunteer artist)
- Group size (6-8)
- Donated Dell laptops (2005) - (you don’t need new equipment)
- Software (researched several, decided on Microsoft Movie Maker)
- Classes (8-10 weeks) 2 hours long
- Veterans with PTSD
- Measures (BDI, ISMI, PCL-M)

General Process

- Orientation & expectations (including a list of how to manage distress)
- Brainstorming: Participants share their ideas with others in the group. Peers and facilitators ask questions and help refine ideas
- Scripting: Participants author a 200-300 word script that will become the audio for their stories. Peers and facilitators can ask questions and provide feedback on the script.

General Process (cont.)

- Orientation & expectations (including a list of how to manage distress)
- Brainstorming: Participants share their ideas with others in the group. Peers and facilitators ask questions and help refine ideas
- Scripting: Participants author a 200-300 word script that will become the audio for their stories. Peers and facilitators can ask questions and provide feedback on the script.
General Process (cont.)

• Recording and Editing: this is where the piece comes together
• Fine Tuning and Titling: Participants add transitions, titles, and credits. It’s important for this to come last, as transitions can change the timing of a piece
• Burning: Participants export their projects and burn them to CD or DVD
• Presentation: what kind of presentation, who will the audience be
• Process- Participants focus on processing the experience of sharing the projects as well as the process of participating in the group as a whole

Group wrap up (end of each session)

• Wrap up/take away
• What did you take away from today’s group that you did not know before?
• How was this group helpful or unhelpful?
• What last minute questions or concern do you have?

Microsoft Movie Maker

• Example
Resources

• Movie Maker free download and tutorial:
• iMovie Tutorial:
  • http://www.apple.com/ilife/imovie/
• KQED Digital Storytelling Tutorial:
  • http://www.youtube.com/user/KQEDucation
  • Joe Lambert on Digital Storytelling
  • http://vimeo.com/13297474

What worked

• Using one’s own voice to tell the story
• Artwork, photography, music
• Homework
• Practicing telling the story to other group members
• Having a team of facilitators
Lessons Learned

• Power sessions (needed some longer sessions to complete the project)
• Longer weekly sessions (2 hours needed)
• Staff learn all aspects of technology
• Ethical considerations
  – Who is going to see the video
  – Where will be? (FB, YouTube, etc.)

Surprises

• Participants could learn and participate even if they were not “tech savvy”
• No art experience necessary (could use collage)
• The bonding of the group of participants (so much support for one another)
ISMI graph

PCL-M graph

DST examples from class
Quotes from the class

DST examples (YouTube)

• http://www.youtube.com/watch?v=8foZsoJTESE&list=PLFqzdIDf7N8r_pWBB6UXm7fCqMrszI&feature=player_detailpage
• http://www.youtube.com/watch?feature=player_detailpage&v=Cy9GlLdgf-8
• http://www.youtube.com/watch?v=dITIfvzMEb8&feature=player_detailpage
• http://www.youtube.com/watch?v=vsuHabO2TYA&feature=player_detailpage
• http://www.youtube.com/watch?v=a1fFXkJZM
• http://www.youtube.com/watch?v=mrjAXXXGIsG&feature=player_detailpage
• http://www.youtube.com/watch?v=zzPLttUwxlo&feature=player_embedded

Make the Connection

• Video exampl
Listener-Storyteller

- The Listener-Storyteller Relationship
- Is not static
- Maintains equality and shared power
- Is what both people are doing

From "What’s Wrong with You?" to "What Happened to You?"

From People with many symptoms — to people with many stories

- (Adapted from slides by Beth Filson, CPS, M.F.A.)

“Not being able to tell anyone about your trauma is a lonely place. You feel disconnected from the world. You want to die.” - Lisa, MH advocate (explaining her trauma and bipolar disorder)

Asking ourselves:
“How comfortable am I with acknowledging trauma?”

“I will never forget anyone who went on this journey with me”

(Vet from Creative Writing Class at VA Palo Alto Healthcare system)
The trauma story: Is the heart of the personal and clinical narrative of those who have experienced trauma. Is key to medical and psychological diagnosis. Teaches all of us about survival and healing. Promotes healing. Establishes trust. Builds a strong therapeutic alliance. Facilitates physical, emotional, and spiritual recovery. Links personal healing to social healing and social justice.

Dr. Mollica (Harvard University)

There is no greater agony than bearing an untold story inside you.

Maya Angelou

Internalized Stigma of Mental Illness (ISMII) Scale: A multinational review

Cited in Scopus: 1

Jennifer E. Boyd, Emerald P. Adler, Poorni G. Otilingam, Townley Peters

Comprehensive Psychiatry, Vol. 55, Issue 1, p221–231

Published online: September 23, 2013
References

- http://www.youtube.com/watch?v=Cq4czpDQ6h4 (digital storytelling on PP)
- Boyd Adler et al 2014 Comprehensive Psychiatry
- Giddings, Stephanie