

Joint Universities Social Work Association Conference 2024

Storytelling and Technology - Antidote to Boring Social Work Theory Lessons

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PURPOSE

- A reflective consolidation of my teaching practice with technology and narrative practice.
- To explore how technology and narrative practice can facilitate social work students learn theory-drive practice through O2O technology and experiential learning with experts with lived experiences



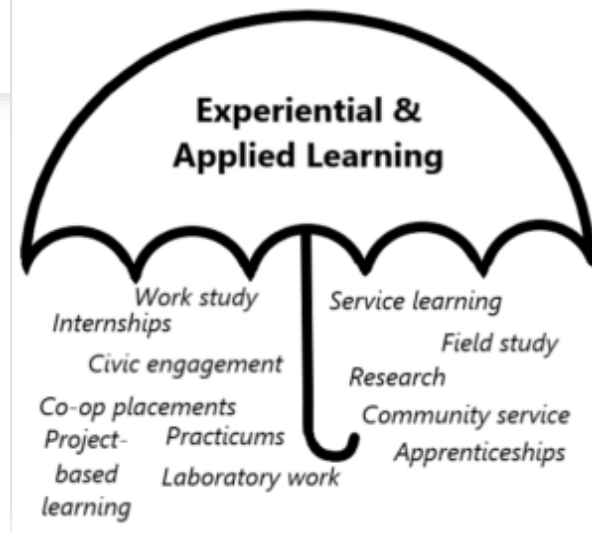
Three outstanding needs of social work education in Digital Pandemic era

(Afrouz, 2021)



Theory-driven Practice

To extend knowledge of a range of theories and approaches to lead and inform social work practice



Experimental Learning in Real-life Scenarios

To gain understanding and experiences by working with collaborators with lived experiences

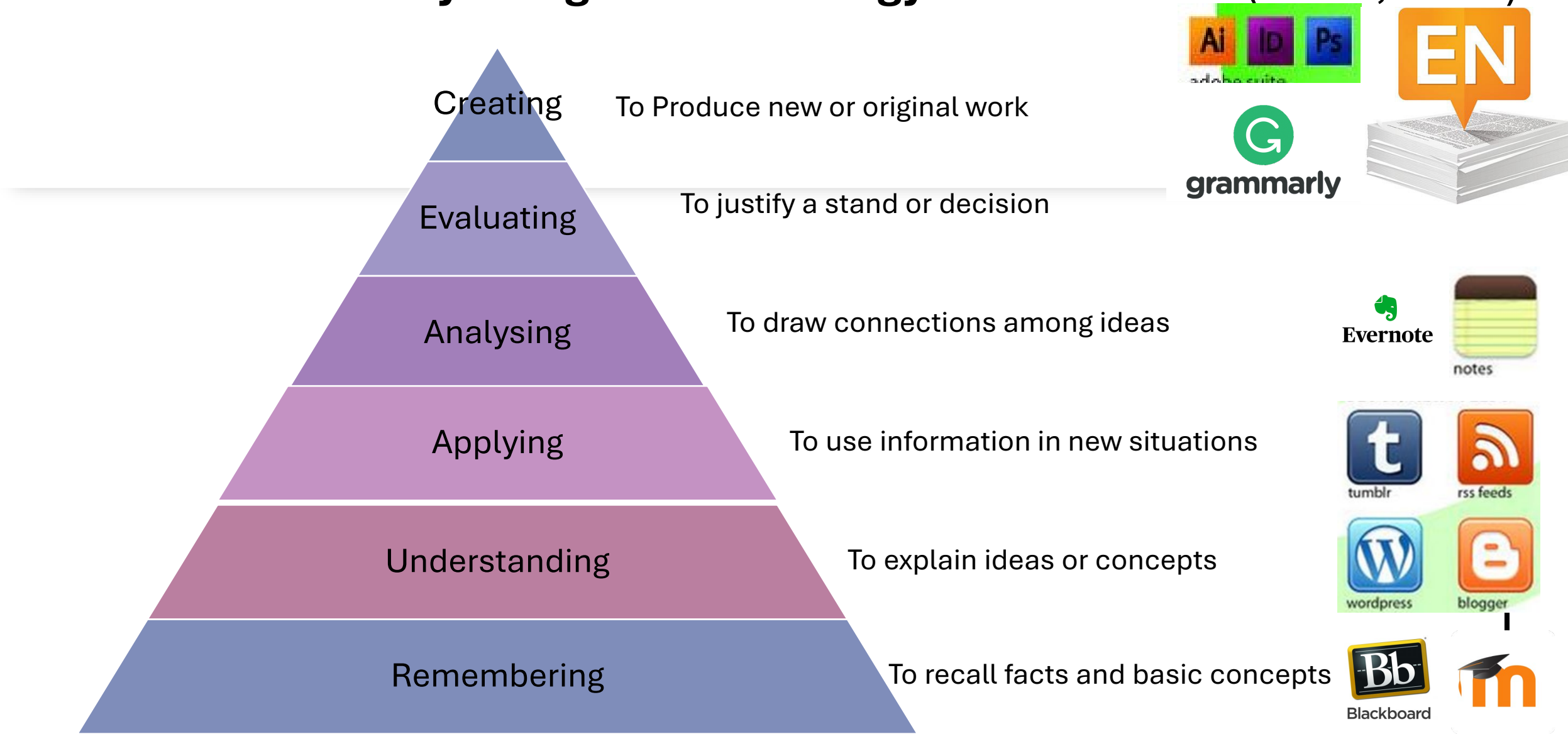


Digital Literacy

To build students' capacity and flexibility to learn and practice in both offline and online contexts

Introduction of Pedagogies:

Bloom's Taxonomy & Digital Technology for Education (Skiba, 2013)





The Lens of Reflection:

Gibson (1977) Concept of Affordance: the properties of an object to be used to achieve a specific purpose of its users.

My Question:

How technology and storytelling may alleviate better teaching and learning experience for social work teachers, students and service users.

Evaluation Framework

(Adapted to Bloom's Framework)

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Introduction of Pedagogies: Narrative Practice & Storytelling

(Clandinin, 2006; Chan & Yau, 2019)

Narrative Practice

is a form of storytelling to facilitate understanding and meaning making of lived experiences

Narrative Techniques:

- ✓ Externalization;
- ✓ Re-Authoring;
- ✓ Search for Unique Outcomes
- ✓ Definitional Ceremony
- ✓ Outsider Witnesses

Therapeutic Intervention

- Starting with Narrative Therapy by Michael White in the 1980s

Research Purpose

- To collect stories, reporting individual lived experiences to explore meanings, challenges and potential solutions.

Education Pedagogy

- To facilitate students engagement and reflection for in-depth learning, bridge knowledge to real-life scenario

Social Work Practice

- To facilitate non-oppressive social work practices in individual, social group and community.

CASE MODULE: SOCIAL WORK THEORIES, METHODS AND APPROACHES

- Level 4 module;
- 2 semesters with 70 days placement
- Bachelor Degree
- Year 2 Students in Social Work
- Learning Goals: to be theoretically informed and emotionally equipped to engage purposefully, responsibly and effectively in professional relationships with professional colleagues and people with lived experiences



CASE MODULE:

SOCIAL WORK THEORIES, METHODS AND APPROACHES

Cognitive-behaviourism Paradigm

Freud's Defensive Mechanism

Classical Conditioning

ABC Model

Humanism Paradigm

Maslow's Hierarchy of Needs

Concepts of Strength and Empowerment

Person-centred, Strength-based and Relationship-based Approaches

Realism Paradigm

Social Exchange Theory

Solution-focused Approach

Tasked-oriented Approach

Structuralism Paradigm

Ecological System Theory

Family System Theory

Person in Environment Framework

Design of teaching

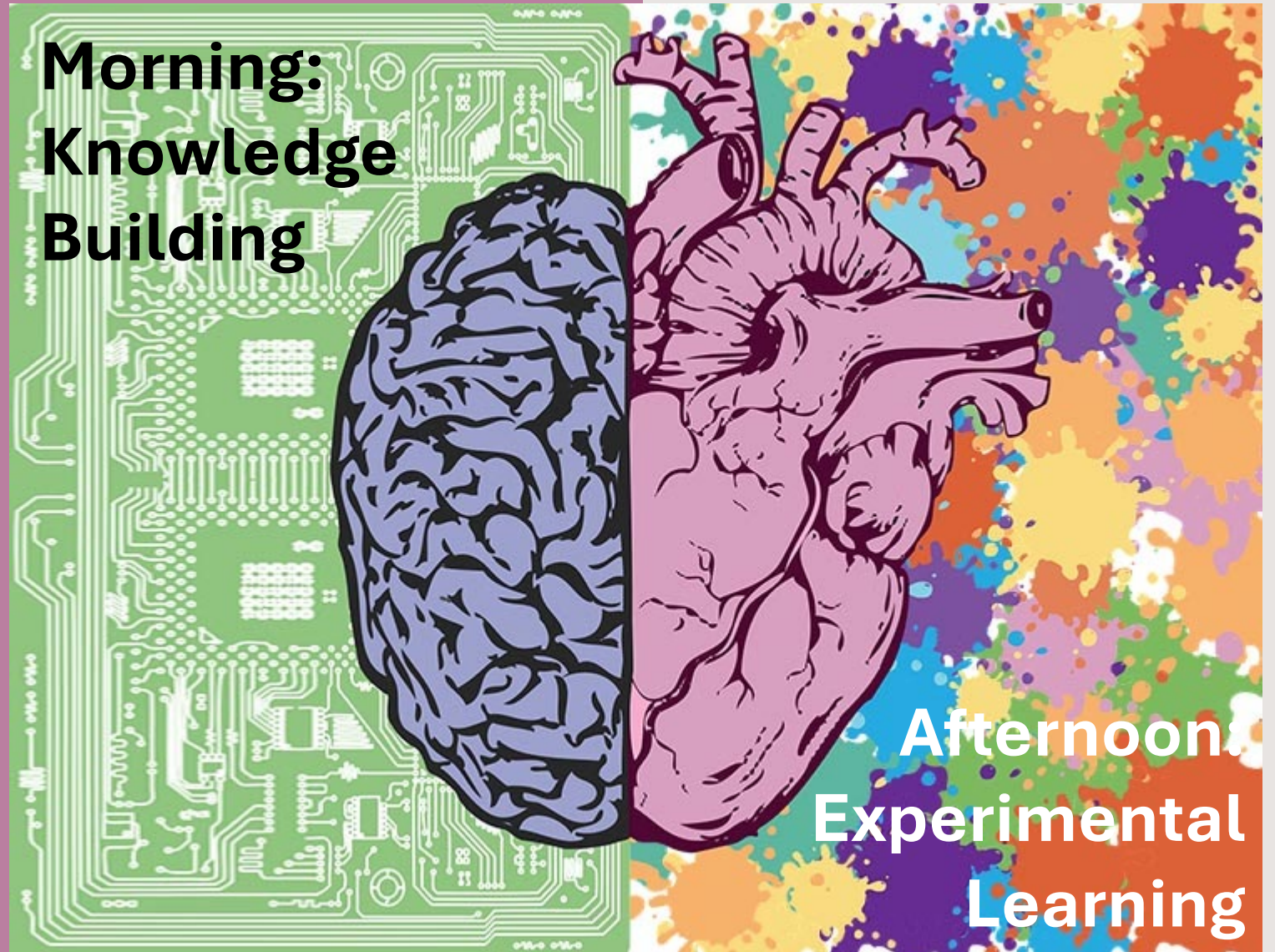
Morning: Knowledge Building

- Introduction of theories and concepts
- Demonstration of skills
- Group work with six selected themes

Afternoon: Experimental Learning

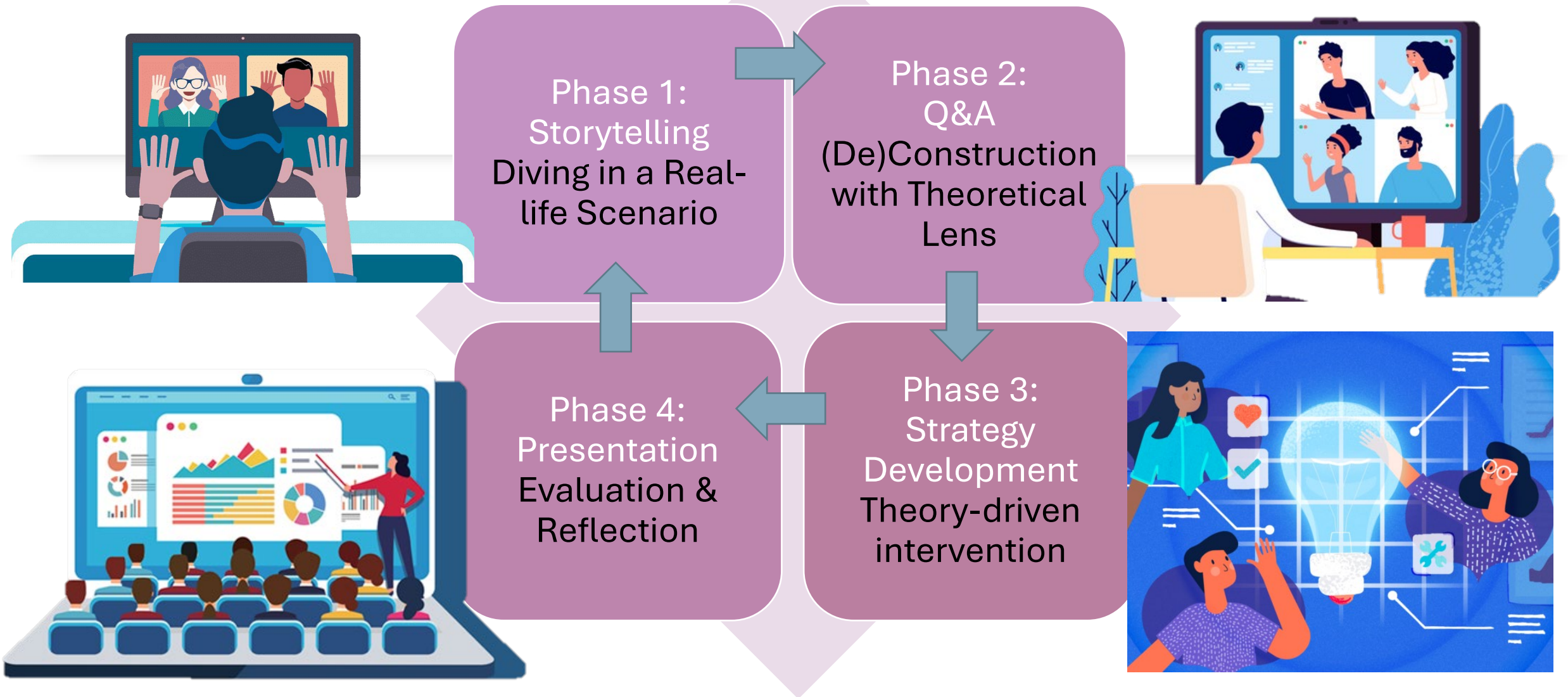
- Virtual Meeting with collaborators with lived experiences (45 mins)
- Group Work with online worksheet
- Presentation & Review

**Morning:
Knowledge
Building**



**Afternoon:
Experimental
Learning**

Details Of Experimental Learning Narrative Practice X O2O Technology



Assessment 1- Theory Bootcamp



Knowledge

Application

Focus Areas



DISCUSSION: Theoretical Paradigm & Interventions

Views	Therapeutic View	Humanism View	Realism View	Structural View
Theories	1.	4.	7.	10.
Approaches	2.	5.	8.	11.
Interventions	3.	6.	9.	12.

OPTIONS							
A	<ul style="list-style-type: none"> ➤ Social Exchange Theory & Rational Choice Theory ➤ Trauma Model ➤ Crisis theory 	B	<ul style="list-style-type: none"> ➤ Psychodynamic Theory ➤ Behavioural Conditioning theory 	C	<ul style="list-style-type: none"> ➤ Feminist theories ➤ Marxist theories ➤ Ecological System Theory ➤ Family Systems Theory ➤ Eco-Critical Theories 	D	<ul style="list-style-type: none"> ➤ Psychosocial Theories, ➤ Maslow's Hierarchy of Needs ➤ Affection Exchange Theory ➤ Empowerment Theory ➤ Attachment theory
E	Ecological Approach	F	<ul style="list-style-type: none"> ➤ Solution-Focused Approach ➤ Task-Centered Approach ➤ Trauma-informed Approach 	G	<ul style="list-style-type: none"> ➤ Person-Centered Approach ➤ Strength-Based Approach ➤ Relationship-based Approach 	H	<ul style="list-style-type: none"> ➤ Cognitive Behavioral Approach
I	<ul style="list-style-type: none"> ➤ ABC Model ➤ Rational Emotive Behaviour Therapy (REBT) 	J	<ul style="list-style-type: none"> ➤ Person-in-Environment ➤ Narrative Practice ➤ Community Development 	K	<ul style="list-style-type: none"> ➤ Solution-focused Brief Therapy ➤ Conflict Management ➤ Crisis Intervention 	L	<ul style="list-style-type: none"> ➤ Strength-Based Approach ➤ Positive Psychotherapy Model ➤ Motivational interviewing ➤ Social Pedagogy

Discussion:

Assessment- Intervention- Evaluation

Beating Opioid Addiction | Joy's Story : <https://www.youtube.com/watch?v=PfwO4rrd5CM>

Views	Therapeutic View	Humanism View	Realism View	Structural View
Observation				
Description				
Explantation				
Prediction				
Intervention				

Assessment 2 – Practice Reflection



Case: Background,
assessment,
intervention

Paradigm (1) –
Theory – Approach
- Intervention

Paradigm (2)–
Theory – Approach
- Intervention

Critical Reflection
on Theory-driven
Practice

Practitioner's Reasons For Theory Selection

Research support

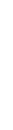
Belief that theory produces positive results (in context of practitioner's time and other resources)

Useful intervention techniques

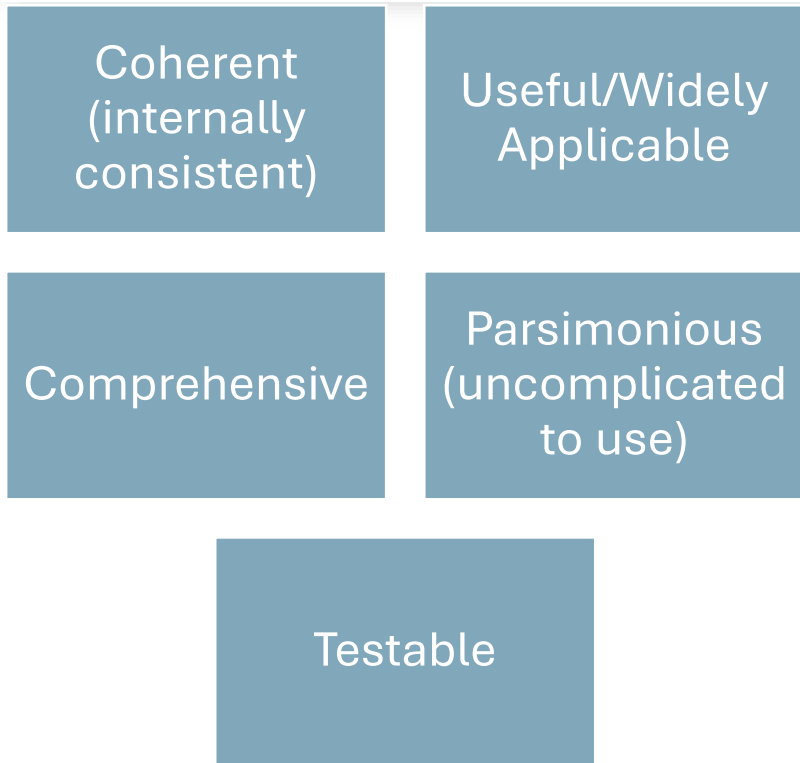
Consistent with practitioner's values, knowledge, skills and worldview

Habit

Use by agency or supervisor



A Good Theory For Practice Should Be...



Characteristics of the Social Work Perspective (to be considered when selecting practice theory)

<p>Consistent with Social work Core values:</p> <ul style="list-style-type: none"> • challenging social injustice • pursuing social change • Advocacy on behalf of the vulnerable and oppressed 	<p>Strengths-oriented clinical practice</p> <ul style="list-style-type: none"> • Affects the nomenclature (challenge, not problem) • Collaborative therapeutic alliance • Client as expert (standpoint theory) 	<p>Risks and resilience framework</p> <ul style="list-style-type: none"> • Bolster protective factors and reduce individual or environmental hazards • Resilience=mastery of tasks despite adversity
<p>Applicable for multiculturalism</p> <ul style="list-style-type: none"> • Commitment to work with diverse, underserved and marginalized populations • Cultural competence = knowledge, attitudes and skills 	<p>Facilitative of Client Empowerment</p> <ul style="list-style-type: none"> • Developing the capacity for receipt of rights, resources and opportunities • Levels of empowerment: Personal, interpersonal and structural • Assisting client to understand: “the personal is political” 	<p>Supportive of Spirituality</p> <ul style="list-style-type: none"> • Deriving a sense of meaning and purpose to one’s life • Spirituality is defined as a sense of meaning, purpose, and connectedness to other “beings” • Categories of meaning may include: belief systems; social and political concerns/action; creative pursuits; hope in defiance of suffering

Assessment Summary



Assessment 1- Theory Bootcamp



Assessment 2 – Practice Reflection

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Evaluation Framework

- ✓ Grasp of key readings
- ✓ Clear understanding of the interconnection of theory – approach- intervention
- ✓ Good level of understanding of key concepts across four Paradigms
- ✓ Able to understand stories and cases in different theoretical lens
- ✓ Able to suggest practice approach and intervention

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Evaluation Framework

- ✓ Use of literature
- ✓ Understanding of theory-driven practice
- ✓ Able to apply a theoretical lens to inform assessment and intervention
- ✓ Critical self-reflection and creating own practice wisdom

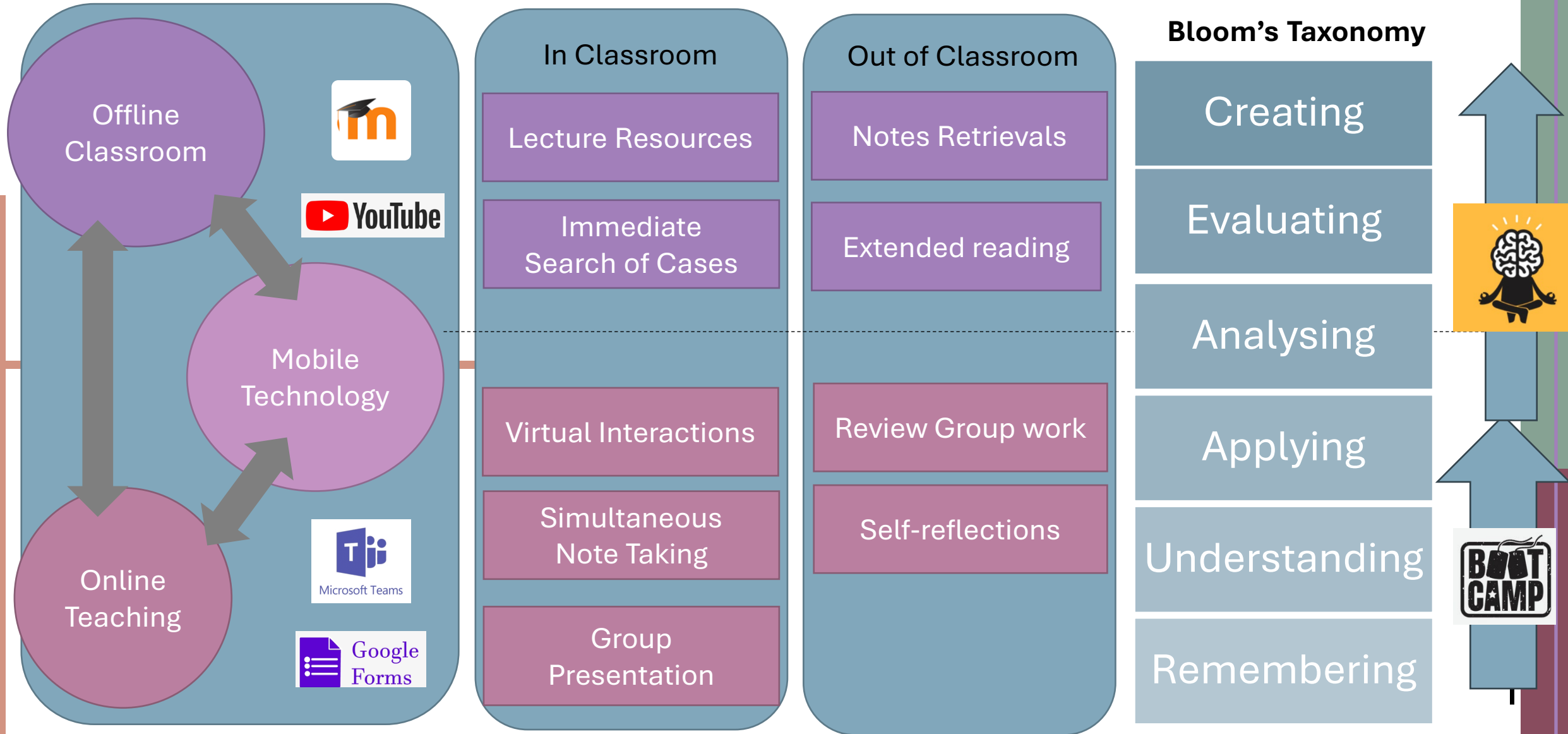


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service users.

Affordance of O2O Digital technology



Affordance of Narrative Practice



Most influential in facilitating effective learning

Meaningfulness
of the Material to
be learned

- The more meaningful it appears to be in relation to the student's aspirations, the better the learning

Currency of
practice

- Skills and knowledge are applied soon after the time of first learning, there appears to be better recall at a later date

Performance
anxiety

- The effects are greater for adults than children, particularly of self-esteem and self-confidence

Speed of
performance

- Adults operate best when they set the pace

Perceived
relevance

- Able to judge and question the relevance of learning

References

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