

Please note: This slide deck as been condensed for broader sharing. If you are interested in any materials or in taking a storytelling workshop, please contact Renira at renira.narrandes@sickkids.ca.

Thank you! 😊

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SickKids

presents:

Your work has impact—so should you! How to tell a good story

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AESIS Societal Impact of Science Conference

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About me



KNOWLEDGE THROUGH STORIES



I promise you the sun, the moon, & the stars



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The full journey (3-8 hours)

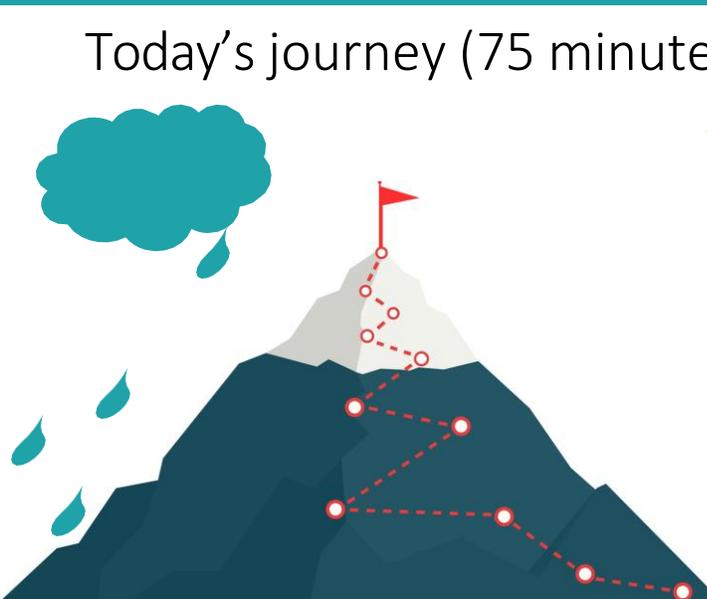


are
your story
supplement an annual report
that ways to use storytelling
ity
oping a story (including many **activities** and **examples**)
le #2: Conference presentation of a systematic review
ories are important
it makes a good story
story example #1: Poster of a knowledge translation project
(1) Introductions

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Today's journey (75 minutes)



ping a story (condensed)
e #1: Conference presentation of a systematic review
ories are important
it makes a good story
(1) Introductions

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Introductions (in pairs)

- Name
- Role/job
- Organization
- Who is your favourite character from a story? (book, movie, TV show, real life)



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Poster #916055
Development of an interactive online education tool to help primary care clinicians understand best evidence-based practices for managing youth with depression

camh Centre for Child and Youth Depression

This work was funded by the **Camh Centre for Child and Youth Depression** at the **Centre for Addiction and Mental Health** and supported by the **Provincial System Support Program** at **CAMH**.

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BACKGROUND

- Nearly 8% of Canadian adolescents will have major depressive disorder at some point in their lives.
- Timely treatment is crucial; however, young people are finding it hard to access effective mental health care in Ontario.
- There is great variability in the services provided to young people in the province, and many services are not evidence-based.
- Some primary care physicians report not feeling confident to manage child and youth mental health concerns; they refer cases to specialized physicians like paediatricians or child psychiatrists, resulting in long wait times. This is especially problematic in rural areas where there is limited access to child and youth professionals.
- There is a need to build capacity for primary care clinicians to manage youth with depression using the best, evidence-based practices for assessing and treating the disorder.

OBJECTIVES

Develop an interactive online education tool that:

- Outlines best evidence-based practices for managing youth with depression
- Helps primary care clinicians understand these practices
- Is widely and freely available to primary care clinicians in all parts of Canada.

METHODS

- In a previous project, we conducted a systematic review and quality appraisal to identify the best, evidence-based clinical practice guidelines to use when assessing and treating youth with depression.
- We developed a decision aid based on these guidelines and worked with clinicians to understand the care pathway for a primary care audience.
- We worked with an instructional designer, web developer, and youth advisors to develop a brief interactive online tool to educate primary care providers on best evidence for treatment of youth depression. Following stakeholder feedback, that tool continues to evolve as we develop an evidence-based approach to training to improve likelihood of engagement.

OUTCOMES

- Developed an interactive online education tool on youth depression treatment for primary care providers that takes 15-20 minutes to complete.
- Initial feedback from clinicians, scientists, and youth within our local research network has been positive—clinicians indicated tool would help them more confidently begin initial stages of treatment with depressed youth.
- Online tool includes 4 main sections:
 1. Overview of depression in youth
 2. Assessment, including simulation video and links to assessment tools
 3. Two treatment pathways (mild depression/moderate/severe depression)
 4. Resources, including links to practical tools

CONCLUSION

- Following engagement with clinical and youth stakeholders, we developed a brief online interactive tool aiming to target and train busy primary care providers on the best evidence for treatment of youth depression.
- Our next steps are to identify viable online networks across Canada and disseminate the tool broadly.
- Initial stages of evaluation will involve engaging clinicians to evaluate satisfaction, knowledge, and confidence in elements of youth depression treatment following training with our newly developed tool.

KEY REFERENCES

- Bennett, K. et al. (2018). An appraisal of the trustworthiness of practice guidelines for depression and anxiety in children and youth. *Depress Anxiety*, doi: 10.1002/da.22752
- National Institute for Health and Care Excellence. (2019). Depression in children and young people: Identification and management. *Guidance*. Retrieved July 2, 2020, from <https://www.nice.org.uk/guidance/ng168>
- Watson, P. et al. (2019). Service provision for depressed children and youth: a survey of the scope and nature of services in Ontario. *BMC Health Serv Res*, doi.org/10.1186/s12913-019-4794-8

Tools for service providers, youth, researchers and others. Bridge the research-practice gap in the field of child and youth depression. Scan QR code or email Camh.Center@camh.ca.

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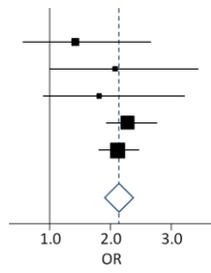
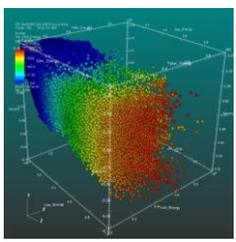


Objectives that are never mentioned again

Awkward introduction

A common presentation

CONCLUSION

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KT STORYTELLING

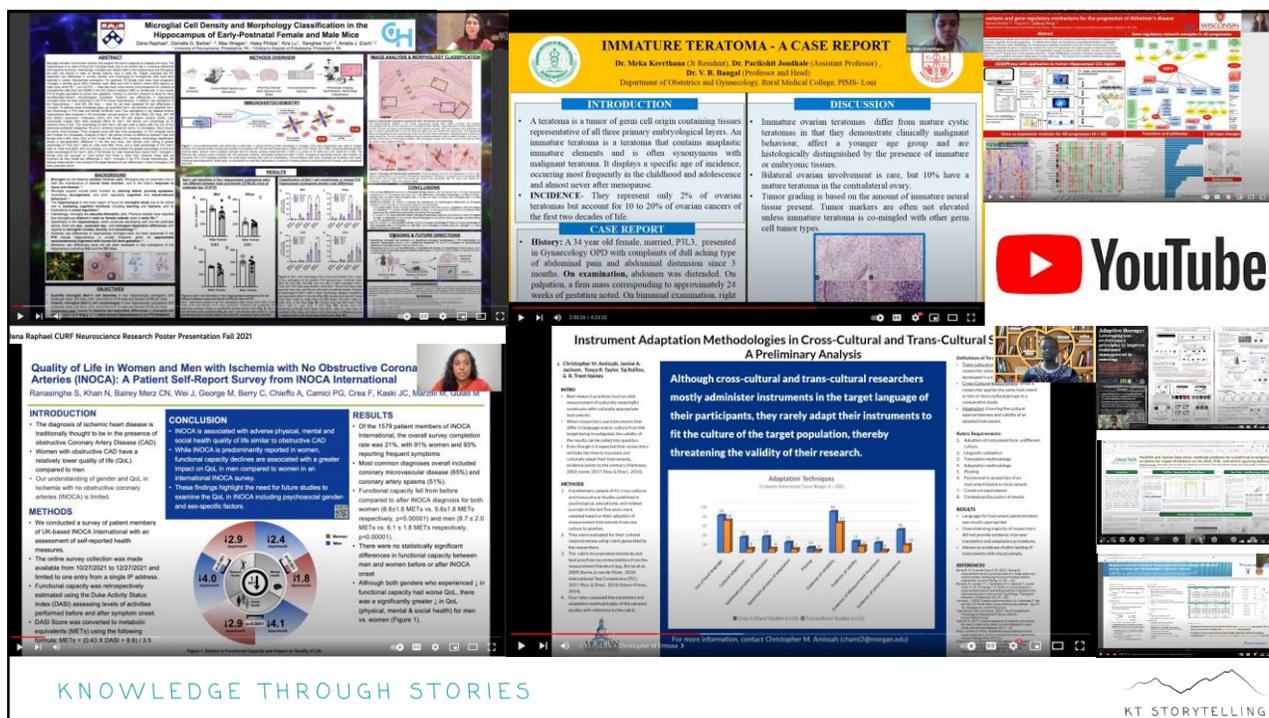
Microglial Cell Density and Morphology Classification in the Hippocampus of Early-Postnatal Female and Male Mice

IMMATURE TERATOMA - A CASE REPORT

Quality of Life in Women and Men with Ischemia with No Obstructive Coronary Arteries (INOCA): A Patient Self-Report Survey from INOCA International

Instrument Adaptation Methodologies in Cross-Cultural and Trans-Cultural Studies: A Preliminary Analysis

Although cross-cultural and trans-cultural researchers mostly administer instruments in the target language of their participants, they rarely adapt their instruments to fit the culture of the target population, thereby threatening the validity of their research.



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KT STORYTELLING

What is a story?

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story¹ [stawr-ee, stohr-ee] SHOW IPA Dictionary.com

See synonyms for story on Thesaurus.com

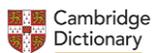
noun, plural sto-ries.

1. a narrative, either true or fictitious, in prose or verse, designed to interest, amuse, or instruct the hearer or reader; tale.
2. a fictitious tale, shorter and less elaborate than a novel.

story

noun [C]

UK /ˈstɔːri/ US /ˈstɔːri/



story *noun* [C] (DESCRIPTION)

[Add to word list](#)

A2

a description, either true or imagined, of a connected series of events:

[+ 10](#)

B2

a report in a newspaper or on a news broadcast of something that has happened:

[+ 10](#)

C2

a lie:

story^{1 of 3} noun (1)

sto-ry



plural **stories**

[Synonyms of story](#) >

- 1 **a** : an account of incidents or events
- b** : a statement regarding the facts pertinent to a situation in question
- c** : **ANECDOTE**
especially : an amusing one

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What makes a good story

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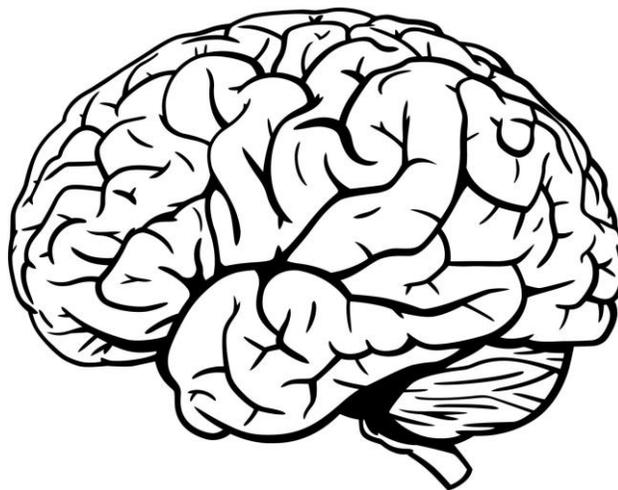
Why stories are important

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Why are stories important?

We are hardwired for them.



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5 Myths of Science Storytelling



#1:
Stories manipulate
information.

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Story Example:
Conference presentation of a
systematic review

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6 steps to developing a story

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6 steps to developing a story

1. Know your audience
2. Know your objective
3. Tailor your message
4. Develop character & conflict
5. Structure your story
6. Sell your story

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5 Myths of Science Storytelling



#5:
I can't do it...OR
I'll do it and look like a fool.

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Interested in...

- The full **“How to tell the story of your work”** workshop?
 - Additional content, examples, and activities:
 - 6-step story planning exercise (individual or group)
 - Pulling out personal stories
 - Practicing metaphors
 - Telling an impromptu story (game)
 - Adapting a story for difference audiences
 - Exploring character possibilities
 - Analyzing and restructuring a story
 - And more!
 - November 2023 in person at SickKids (Toronto)
 - <https://www.sickkids.ca/en/learning/continuing-professional-development/knowledge-translation-training/#storytelling>
- **“How to tell a personal story”** workshop (patient engagement)?
 - Contact me: renira.narrandes@sickkids.ca

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Interested in...

- Other **knowledge translation training?**
 - Knowledge Translation Professional Certificate (KTPC)—5 days
 - Specialist Knowledge Translation Training (SKTT)—2 days
 - Planning for Implementation Practice (PIP)—2 days
- **Knowledge translation resources?**
 - Introductory knowledge translation e-Learning modules (free)
 - Knowledge Translation Planning Template (free)
 - Plain language checklist (free)
 - The KT Game
 - The Implementation Roadmap

SickKids
LEARNING
INSTITUTE



<https://www.sickkids.ca/en/learning/continuing-professional-development/knowledge-translation-training/>

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Key Messages



Our brains are hardwired for stories.



Good stories feature a relatable character who faces a conflict and comes out changed.



Good stories have high stakes, tension, and emotion.



Follow The 6-Step Story Planning Template© (audience, objective, tailored message, character & conflict, story structure, tactics to sell)



I can do it! I WILL do it. And I promise to use storytelling responsibly.

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Thank you and good day! 😊

If you enjoyed this workshop, please consider spreading the word!

Twitter: **@Renira_N**
@SickKidsNews



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KT STORYTELLING