INVOLVE STUDENTS IN STORYTELLING

To the Editor:

I am writing in regard to the article by Scott and DeBrew, “Helping Older Adults Find Meaning and Purpose Through Storytelling” (December 2009, Vol. 35, No. 12, pp. 38-43). As a nursing student, I was pleased to see an article featuring a study involving nursing students, and as an individual with aging parents and family members, it was gratifying to see an article supporting the use of storytelling as a nursing intervention.

I enjoyed reading about the project and appreciate the take-home calendar the participants received at the group social. Another way to conduct this study might be to structure the project in a group setting from the start. A recent article by Stinson (2009) offers reviews of several studies examining the use of reminiscence groups within the aging population to successfully decrease depression. The article also offers a 6-week, 12-session evidence-based protocol for such an intervention.

I believe nursing students are ideal to assist in the organization and implementation of such interventions. Students generally have more time during the clinical day to devote to interventions requiring a considerable time commitment. Having students assist the nurses in these facilities would provide an excellent learning opportunity for the students and a worthwhile intervention for the participants, as well as allow nurses time for additional interventions and responsibilities.

As a nursing student about to graduate, I will take what I have learned about storytelling and reminiscence and hope to use these interventions with the population I will soon be serving. Thank you for including such an important issue in your journal and highlighting storytelling in a positive light.

REFERENCE


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