

Use of reminiscence in research activity: some examples

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Over 30 from 10 different countries, including people with dementia

First Edition: Feb 2002; now on Volume 10

John: My Father's Life

- 'Living in a hole'
- Wrong Shoes
- Lists and memory aids
- Strength of our relationship
- Familiarity and routine
- A changed life

Reference:

Keady, J. and Keady, J. (2006). The wrong shoes; Living with memory loss. *Nursing Older People*, 17(9): 36-37

CENTRE STAGE DIAGRAMMING

Acknowledgements to Dr. Sion Williams, Bangor University, our PhD students (past and present) and to various funding bodies

Centre stage diagramming

- Reached by the researcher and participant mutually engaged and interacting with two inter-related questions:
 - i) *what* is the centre stage storyline in the lived representation of the phenomenon under study?
 - ii) *who* is centre stage in that lived experience?
- Presents ‘storied meaning’ and ‘diagramming’ into a method of data collection, analysis and theory development/presentation

Sarah's Biography

- 70 year old woman who lives alone;
- Supported by her friend Laura;
- Diagnosed with AD in September 2002;
- First practitioner – co-research visit commenced in March 2004 and is on-going.

Sarah's chapter headings

The development of Sarah's Life Story Script resulted in:

- **Chapter 1 – An introduction to my life**
- **Chapter 2 – Childhood**
- **Chapter 3 – Teenage years**
- **Chapter 4 – Working life**
- **Chapter 5 – Married life**
- **Chapter 6 – Life after the death of my husband**
- **Chapter 7 – Megan and the fellowship**
- **Chapter 8 – Current life with Laura**

Chapter 5 – Married Life: Extract

I married when I was about 29; I had several boyfriends before. We went out for 12 months, there were no signs of any problems between us; it went very well. He did his National Service and then we got married, and it didn't last, the marriage lasted but nothing else! I had 2 children eventually. It wasn't a very good marriage *'How dare you do this, How dare you do that'*. He had a violent, explosive temper. Great long sulks, this was the way he was. I didn't expect him to be like that, there had been no signs of that before we married.

Chapter 8 – Current life with Laura (Extract)

Although I live alone I'm not alone. And I just love my life at the moment. I go to the day centre and I love it there. And I got on well with the older people there. Because I like older people, I always have done they fascinate me. **I know the illness will progress so I do everything now**; I live life to the full. I try not to look too far ahead. I tell people I have Alzheimer's disease, it's nothing to be ashamed of and we all know where we stand.

Working with Sarah

- Developing a Life Story Script involved 19 researcher-practitioner visits;
- The first 7 visits were with Sarah and Laura; all subsequent visits were with Sarah alone;
- Of the 19 research contacts, two became clinical visits.

Sarah's Storyboard

(What) Lonely journey (1)

Why?:

- **Only and lonely child**
- **Respite: leader of the bleeders**
- **Marriage and addiction**
- **Worm that turned**
- **Merry widow**

(What) Journey of survival (2)

Why?:

- **Recovery, Anonymous and Fellowship**
- **'Beautiful spiritual messages'**
- **Chris and the dog**
- **Dad and the 'saddest day'**

(What) Making mistakes (3)

Why?:

- **It isn't normal**
- **Embarrassment**
- **It doesn't add up**
- **'Where do I go?'**

(What) Walking a pathway (4)

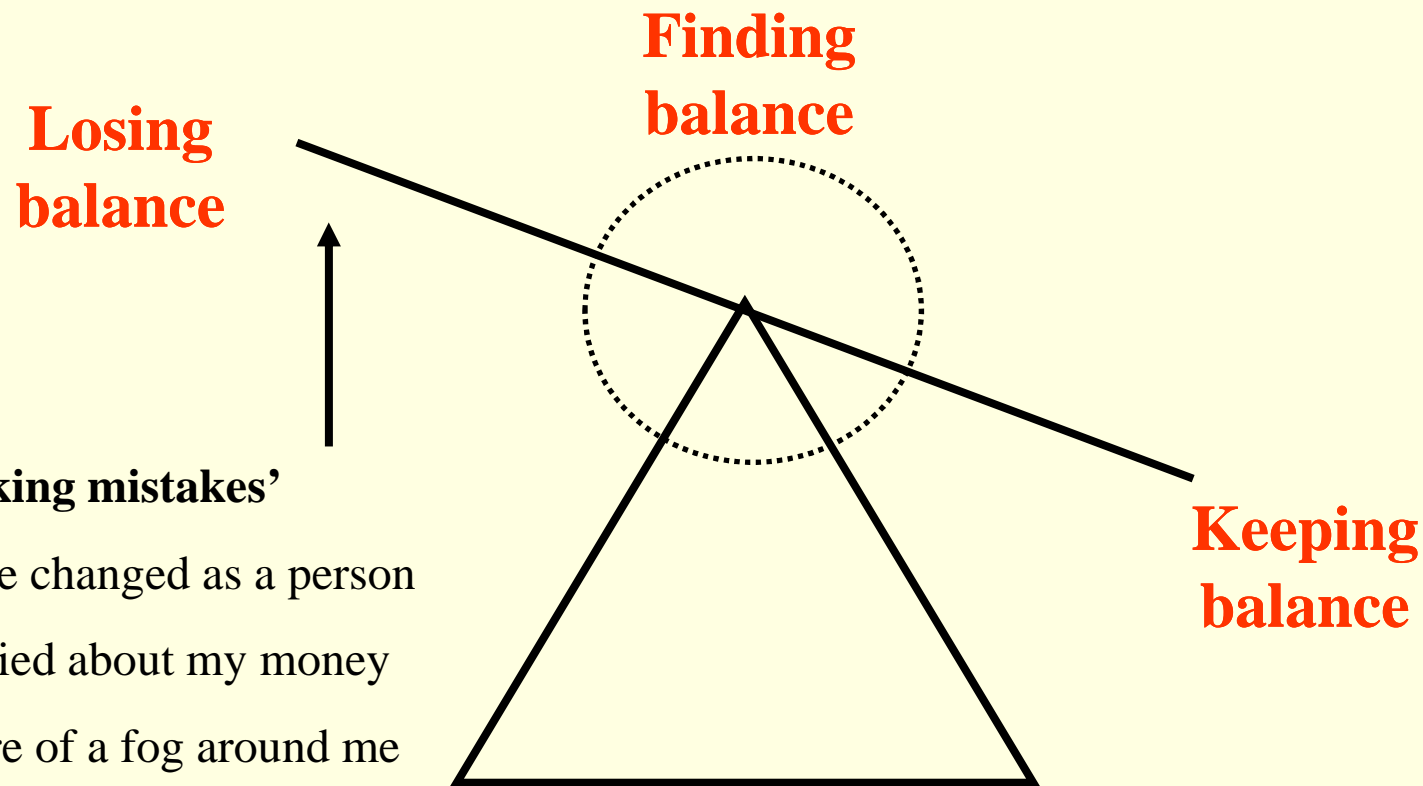
Why?:

- **Journeying**
- **Worm that turned too late**
- **Contentment and later life**
- **People that matter**

Sarah's diagrams

- Visually, Sarah saw her experience as a 'see-saw'
- Movement and momentum are constantly changing and stability goes 'up and down'
- Three diagrams were eventually presented and co-constructed as an agreed representation of her life.

Diagram 1- Sarah: Losing Balance



‘Making mistakes’

I have changed as a person

Worried about my money

Aware of a fog around me

Feeling frightened

Staying in

Diagram 2 – Sarah: Finding Balance

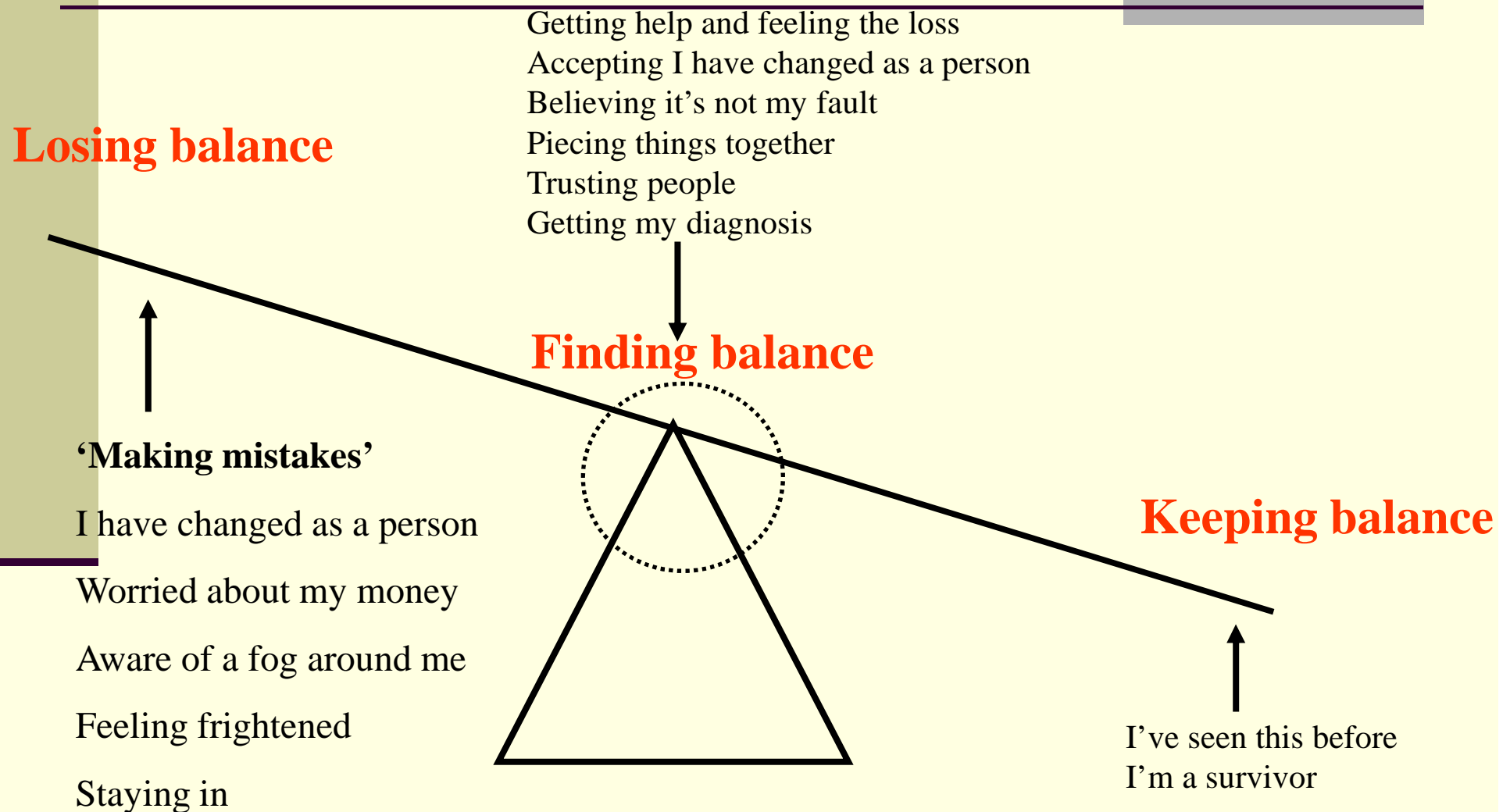
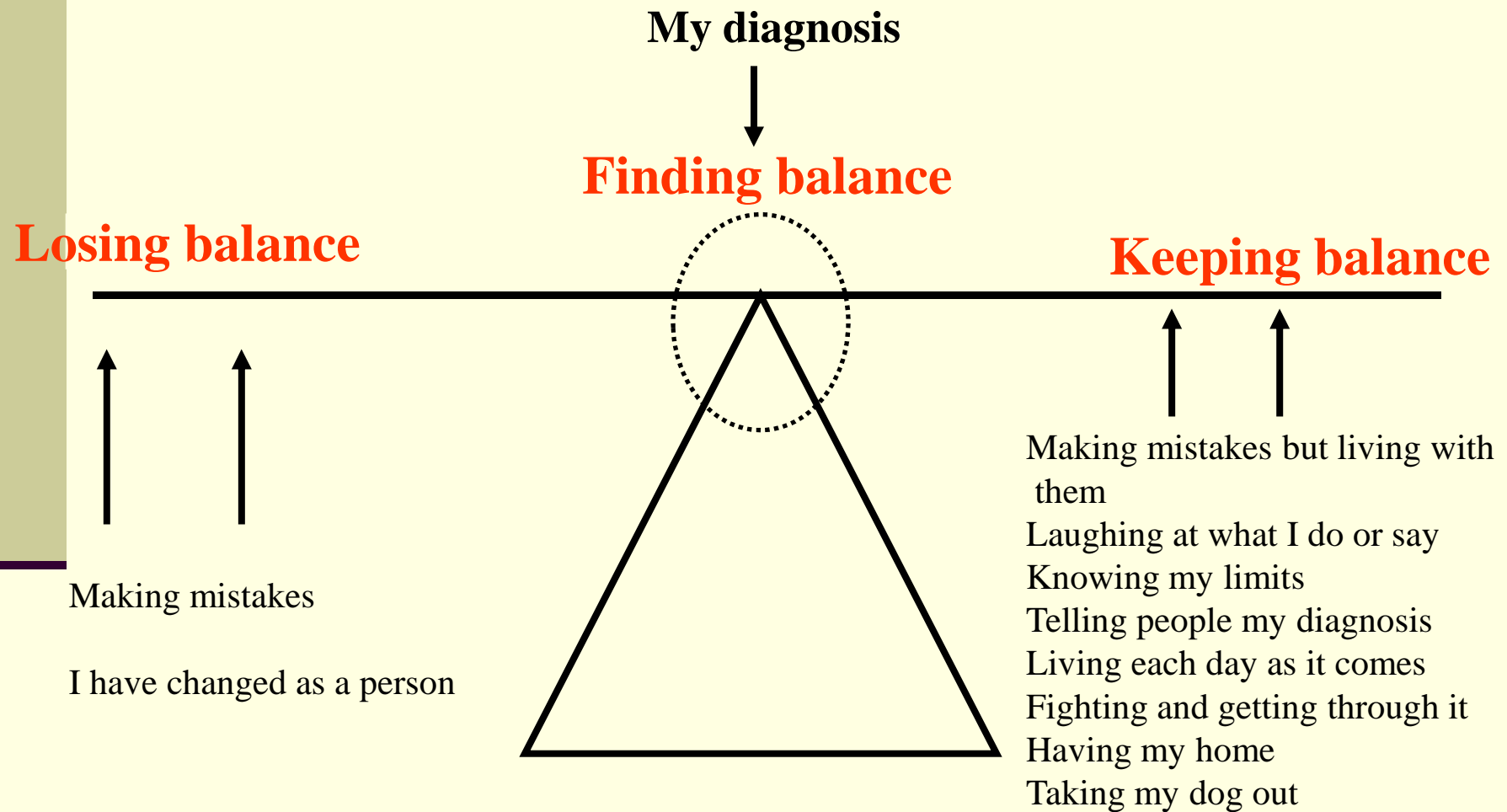


Diagram 3 – Sarah: Keeping Balance

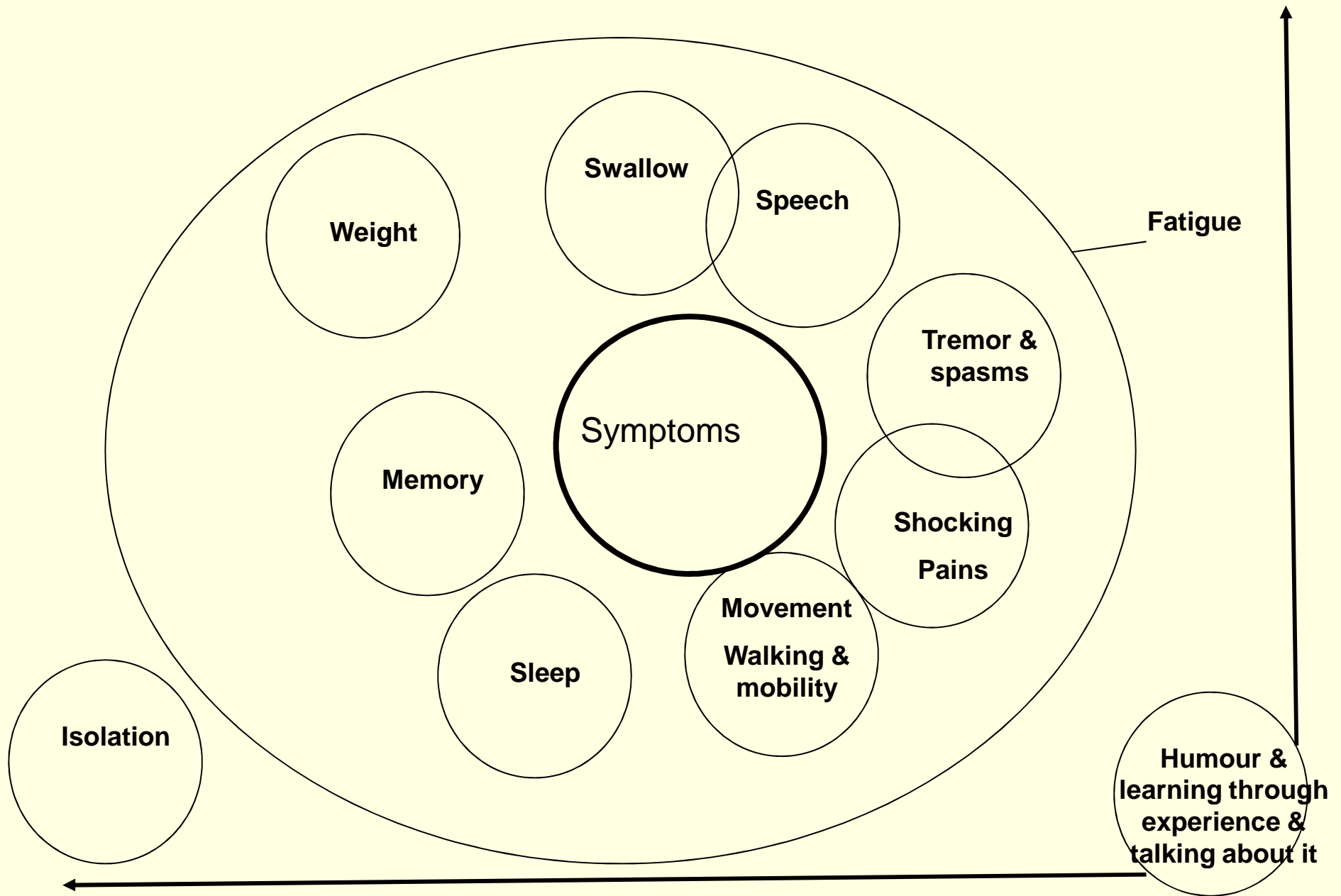


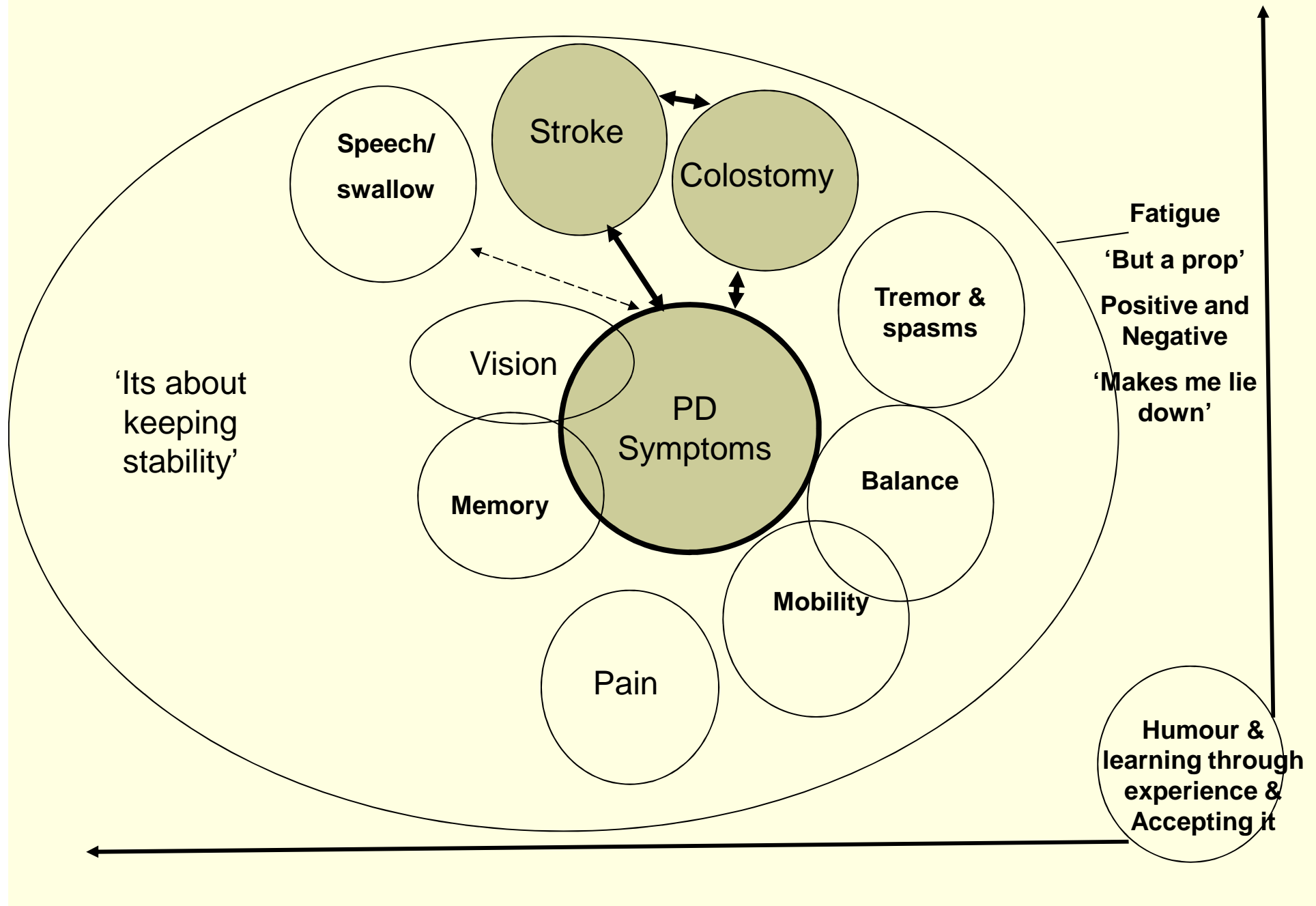
Sarah: Practice implications

- Working from Sarah's knowledge, words and understanding of her condition
- Substituting making mistakes for dementia in dialogue
- Keeping the life story script as a living document and rehearsing new lines when recall becomes uncertain/altered
- Providing supportive counselling for an abusive marriage
- Valuing person knowledge
- Changing practice through new working procedures



JOAN





Participants Experience

‘Diagrams useful for thinking about things, after interviews carry on talking about issues, can relate to that...
Something concrete like a building blocks’

Joan 21.04.09



PAT AND MO

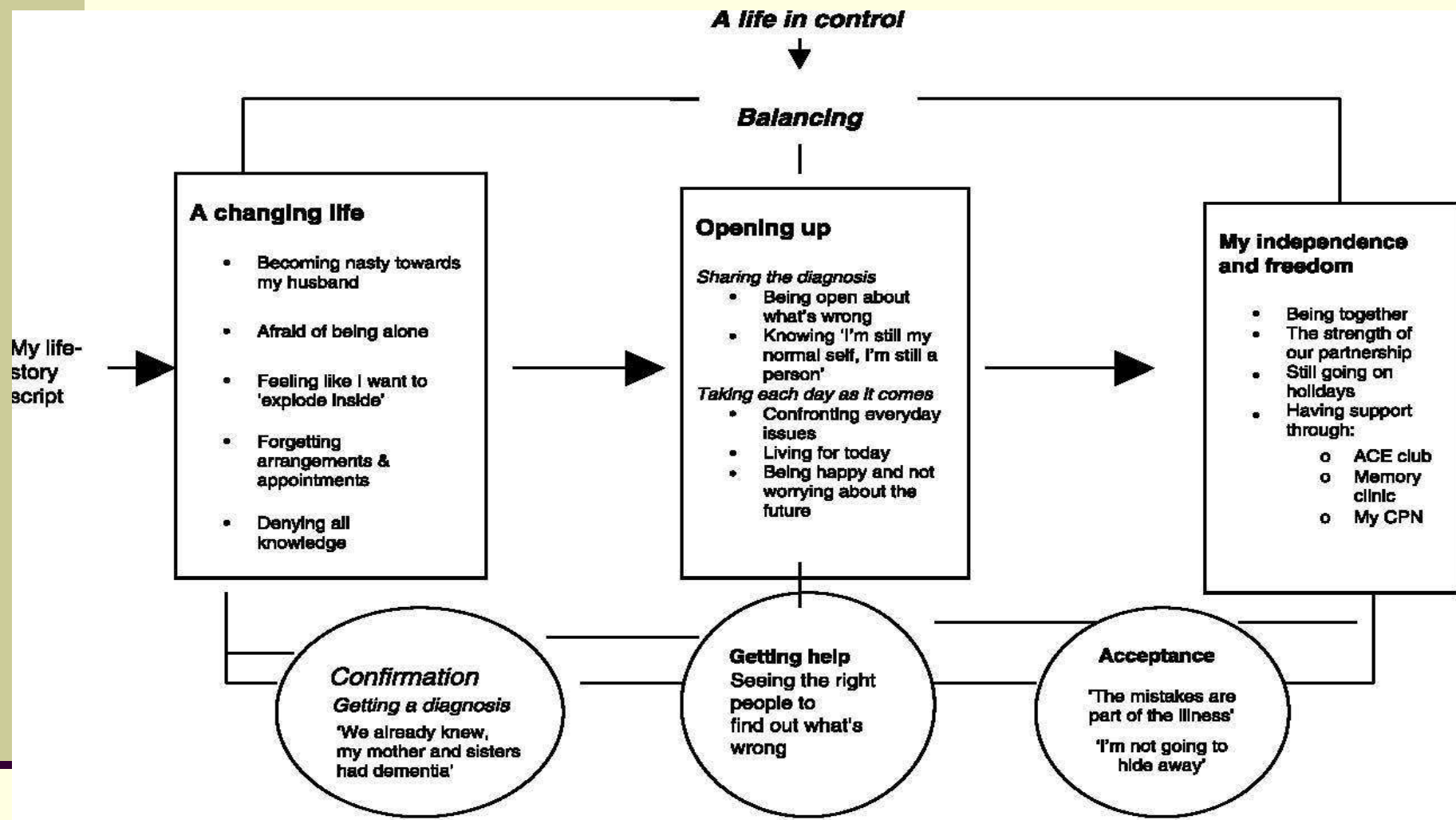


Figure 5.2 MQ's personal theory.

Reference:

Keady, J., Williams, S., Hughes-Roberts, J, Quinn, P. and Quinn, M. (2007). 'A Changing Life': Co-constructing a personal theory of awareness and adjustment to the onset of Alzheimer's disease. In: M. Nolan, E. Hanson, G. Grant and J. Keady (Eds). User Participation Research in Health and Social Care: voices, values and evaluation. Maidenhead: Open University Press/McGraw Hill. Pp. 69-88

Optimal care

Optimal care depends upon the family and professional caregivers communicating well. If they are to communicate well they must operate with the same concepts and use a common vocabulary

Reference

Zgola J.M. (1999). Care that Works: A Relationship Approach to Persons with Dementia. John Hopkins University Press p. x



Thank You

