



## Exploration of artistry in nursing teaching activities<sup>☆</sup>

Zenobia C.Y. Chan<sup>\*</sup>

School of Nursing, The Hong Kong Polytechnic University, Hong Kong



### ARTICLE INFO

#### Article history:

Accepted 23 November 2013

#### Keywords:

Artistry  
Nursing education  
Problem-based learning  
Qualitative approach

### SUMMARY

**Background:** By promoting hope and providing care to patients, nurses serve as both artists and professionals in clinical contexts. However, current nursing education mainly emphasises the teaching of medical knowledge and skills.

**Aim:** The aim of this study is to explore the perspectives of year one nursing undergraduates on the definitions of artistry and the relationship of artistry with the sciences and nursing care.

**Design:** A qualitative approach with content analysis was adopted in this study.

**Methods:** Seventeen students from a nursing problem-based learning (PBL) class participated in three artistic activities, namely composing songs, writing poems, and drawing, and in two rounds of interviews. Content analysis and peer checking was implemented to ensure that the generated results were trustworthy.

**Results:** According to the participants, it is probable that the artistic activities encouraged them to relate the arts to their daily lives. Some participants stated that they would like to show their consideration for patients through the arts.

**Conclusions:** Although there was no consensus among the participants on the relation between artistry and the sciences/nursing, most of the students gained a better understanding of artistry and some were able to link nursing care with artistry. Nursing educators are encouraged to think beyond the boundaries of traditional teaching approaches and nurture their students with the artistry of clinical practice.

© 2013 Elsevier Ltd. All rights reserved.

### Introduction

Artistic and artistry are not special words only for “artist”. According to the *Oxford Dictionaries* (2013), artistic is an adjective that describes people “having or revealing natural creative skill” and artistry stands for “creative skill or ability”. In fact, nurses have many skills, which can include playing the dual role of professional and artist. Creativity and critical thinking are the major outcomes expected in the teaching of nursing problem-based learning (PBL) (Chan, 2012a). In nursing education, implementing artistic activities can enhance the cognitive attributes and logical reasoning of students (Darbyshire and Fleming, 2008; Romeo, 2010), allow them to engage in learning, and create the internal motivation for lifelong learning (Hu et al., 2008; Romeo, 2010). A longitudinal qualitative research approach was adopted, which used three artistic activities in a nursing PBL context, namely drawing, composing songs, and writing poems. The aim of the study was to explore the perceptions of nursing students towards artistry and its relationship with science and nursing care, and to explore whether implementing artistic activities into the nursing curriculum can enhance the artistry of nursing students.

### Background

The background section includes a discussion of the following: (i) balancing artistic and functional dimensions; (ii) developing clinical observation skills in artistry; (iii) emotional expression in clinical practice; and (iv) developing nursing teaching activities.

#### *Balancing Artistic and Functional Dimensions*

Artistic and functional dimensions are not contradictory in nature, as can be shown in various industries, such as architecture and fashion design (Miller, 2007). Sauchelli (2012) reviewed the theory of architectural experience proposed by Scruton and analysed the elements of architectural beauty and the appreciation of buildings. Miller (2007) stated that clothes are not just for practical use, but are also of aesthetic and historical significance. In the modern world, digital technology can even enhance the artistic value of contemporary fashion (Chun, 2011). Similarly, nursing care also has artistic and functional dimensions. Clinical observational skills, emotional expression in clinical practice, and the development of nursing teaching activities will be reviewed.

#### *Developing Clinical Observation Skills via Artistry*

Nursing is a profession that closely relates to human life. Nurses around the world are required to demonstrate the ability to think

<sup>☆</sup> Source of funding: This study was funded by The Hong Kong Polytechnic University (Project Code: A-PM14).

<sup>\*</sup> School of Nursing, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong. Tel.: +852 2766 6426; fax: +852 2364 9663.

E-mail address: [zenobia.chan@polyu.edu.hk](mailto:zenobia.chan@polyu.edu.hk).

independently and collaborate in a competent way in a multi-professional nursing care environment (Cragg and Andrusyszyn, 2012; Karagözoğlu, 2009). As mentioned by Korenstein et al. (2003), placing the concerns of the patient uppermost during a medical intervention is the hallmark of the patient-driven approach to medical care. Nurses have to be equipped with clinical observation skills.

By inserting elements of art in the medical and nursing curriculum, students can develop competence in observation and description. Bardes et al. (2001) designed a medical programme in the US to collaborate with an art museum, in which students learned how to examine the facial expressions of patients through analysing painted portraits. Naghshineh et al. (2008) developed an interdisciplinary course in visual literacy and medicine, to enhance the students' ability to make physical diagnoses and unbiased observations by exposing them to products of the fine arts. Similarly, Wikström (2011) promoted a new dimension to strengthen the experiences of nursing students by integrating paintings and pedagogical structure.

#### *Emotional Expression in Clinical Practice*

To provide hope and encouragement to patients, it is better for nurses to make use of their artistic talents and professional knowledge to construct a positive atmosphere. There have been several studies on how music, photography, and other pursuits in the arts and humanities have been used in healthcare services and education to develop an all-round medical professional (Dali and Dilevko, 2006; Talner, 2010). Furthermore, doing artwork can cause a person to recall and review the hidden meanings in an issue (Bennetts, 2004), and to develop problem-solving (Grallert, 2009), critical thinking (Casey, 2009), and communication skills (Kalischuk and Thorpe, 2002), which are crucial abilities in contemporary nursing (Casey, 2009). Students are allowed to encounter the same scenario from a different viewpoint and hence re-interpret the meaning of life (Blomqvist et al., 2007). As Whitman and Rose (2003) have mentioned, by adopting drawing, poetry, and song, nursing students can express their feelings freely and creatively.

#### *Development of Nursing Teaching Activities*

Scholars of nursing education around the world have suggested many teaching activities to facilitate the acquisition and application of professional knowledge in clinical settings. In the 1980s and 1990s, educators placed a greater focus on narrowing the gap between theory and practice; hence, evidence-based practices and other clinical placements were adopted to develop the practical skills of students (Brennan and Hutt, 2001; McSherry and Proctor-Childs, 2001). At the same time, nursing educators searched for innovative approaches to pedagogy (Brennan and Hutt, 2001), such as small group collaborations and case-based discussions. Online teaching strategies were adopted to facilitate the implementation of these approaches (Posey and Pintz, 2006). In the 2000s, the development of nursing education shifted from clinical applications to higher-order thinking. Student-centred strategies for strengthening the critical thinking and clinical reasoning skills of students in making the right decisions at the right time were received more warmly than didactic lectures (Clynes, 2009; Distler, 2007). Starting from 2000s, problem-based learning was widely adopted in nursing curricula. It was viewed as a student-centred and process-oriented learning approach that focuses on developing self-directed learning, problem-solving skills, critical thinking, collaboration, and intrinsic motivation (Hmelo-Silver, 2004; Williams and Beattie, 2008). During PBL, learners often learn in small groups and solve the assigned questions together. The approach encourages learners to identify and put their prior knowledge and skills into practice, and also allows newly acquired knowledge to be built on prior knowledge (Williams and Beattie, 2008).

## **Aims**

This study built upon the trend of developing innovative teaching strategies in nursing education through promoting the use of artistic activities, namely composing songs, writing poems, and drawing. By composing songs, students are encouraged to use their imaginations to explore alternative ways to consolidate what they have learnt in class (Chan, 2006). Writing poems can enhance students' involvement and interest in learning (Chan, 2012b). Drawing is also known to be an effective way of strengthening critical thinking and creativity (Chan, 2012c). The aim of this study was to explore students' perceptions of artistry and the impact of the use of artistry in science and nursing care, as well as to evaluate the feasibility of using these pedagogical activities as a teaching strategy to enhance the artistry of nursing students.

## **Methods**

### *Design*

This study was a part of a major nursing research project in which a longitudinal qualitative approach was adopted to evaluate the effectiveness of the abovementioned three artistic activities. Convenience sampling was adopted to select suitable participants (Patton, 1990).

### *Participants and Setting*

Convenience sampling was adopted for this study. Seventeen Hong Kong year one nursing undergraduates who were in the author's PBL group were invited to participate in this study. The participants had graduated from three-year middle schools and four-year high schools, and had passed two public examinations, in Form 5 (Grade 11) and Form 7 (Grade 13) respectively.

The PBL group in this study adopted in sequence the abovementioned three artistic activities, namely drawing, writing poetry, and composing songs. At the beginning of the first PBL lesson, the students were told the purpose of the study, and then invited to participate in the pre- and post-intervention interviews. To enhance interaction and peer learning, this study required a setting with adequate space and movable desks and chairs for holding group discussions and a forum.

### *Data Collection*

This study focused on the two rounds of focus group interviews, which were designed to comprehensively explore the participants' perspectives and to compare any differences in the development of artistry in the students over the first semester in the nursing school (Hansen, 2006). The participants answered questions according to the interview guidelines. The first interview focused on the students' preliminary perceptions of artistry, critical thinking, and creativity. The second interview focused on any differences in their understanding of nursing care, artistry, critical thinking, and creativity, as well as in their opinions on the artistic activities in nursing education.

### *Ethical Considerations*

Before starting each interview, a research assistant explained the aims and objectives of the study and then obtained written consent from the participants for audio recordings to be taken. All of the participants were assured of privacy and confidentiality. This study was approved by the Human Subjects Ethics Sub-committee (HSESC) of the University.

Download English Version:

<https://daneshyari.com/en/article/368215>

Download Persian Version:

<https://daneshyari.com/article/368215>

[Daneshyari.com](https://daneshyari.com)