Participatory Visual Thinking Strategies in Baccalaureate Nursing Education: Impact of Using Art to Define Family

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Objective:
To determine the impact of Arts-Based Pedagogy (ABP) on current and future clinical skills, nursing students completed arts-based assignments.
Audience Participation

Have you used art to enhance your teaching-learning strategies in nursing?

• In what context?
• How?
What is Arts Based Pedagogy (ABP)?

ABP is a teaching methodology integrating art and a subject matter to impact learning. ABP positively affected students’ critical thinking, thus better preparing them for increasingly complex healthcare environments.
How was ABP used in this study?

Undergraduate nursing students completed arts-based course assignments in two different courses and were asked to depict their:

- Personal nursing metaparadigm; or
- Definition of family
Examples: Family Course

“Family Reunion”
Neiman Marcus
Examples: Theory Course
Methods:

IRB approval was obtained prior to data collection. No incentives were provided for participation. Demographic data was not collected on participants.

166 upper level students studying nursing theories and families participated in a graded homework assignment.

After submission of their assignment, they were asked to voluntarily participate in a survey that asked the students the follow questions:

1. Were you aware of arts-based teaching-learning strategies before this class?
2. What did you think of creating a work of art (visual representation) for this class?
3. What impact did the arts-based assignments have on your observational skills?
4. What impact did the arts-based assignments on your communication skills?
5. What impact, if any, did this arts-based assignment have on your future clinical practice?
6. Would you participate in a similar activity in the future?
Results:

89 students (53.6%) participated in the questionnaire and thereby study.
Q: Were you aware of arts-based teaching-learning strategies before this class?

More than half (n=51 or 57%) were not aware of arts-based teaching-learning strategies before this project.

Supporting statements included:
• “I like the challenge of thinking outside the box,”
• “Absolutely. I have a whole new respect and admiration for my colleagues,” and
• “…great practice to enhance my communication skill, I am noticing small details.”
Results:

Q: What did you think of creating a work of art (visual representation) for this class?

• Thinking deeply
• Demonstrating creativity
• Engaging
Results:

Q: What impact did the arts-based assignments have on your observational skills?

- Noticing differences
- Context matters
- Synthesizing course concepts
Q: What impact did the arts-based assignments on your communication skills?

- Thinking about learning more deeply and abstractly
- Verbalizing emotions
- Overall increase in confidence
Results:

Q: What impact, if any, did this arts-based assignment have on your future clinical practice?

- Most students (77.5%) reported that ABP would impact their future clinical practice (n=62 yes)

- 22.5% (n=7 unsure, n=11 no) were not sure or did not think that ABP would impact their future clinical practice
Results:

Q: Would you participate in a similar activity in the future?

All but seven students reported they would participate in similar learning activities in the future (n=80 or 91.9%).

Reasons for not wanting to participate in similar learning activities included:
• “I would rather write something or use a different technique if possible,” and
• “Maybe I would do arts and crafts in my free time because it is fun and relaxing, but I would prefer not to be graded on something like [that].”
Why is ABP imperative in Nursing Education?

**Conclusion:** Per the mission of National Council of State Boards of Nursing (NCSBN) Next Generation National Council Licensure Examination (NCLEX), nurse educators need to increase diversity of pedagogical approaches to cultivate reflection, critical thinking and communication skills among baccalaureate nursing students to improve their readiness for practice.


