Experiential Learning With Visual Intelligence: Strategies in Nursing and Healthcare Education

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Session Objectives

• Discuss impact of Visual Intelligence on professional observation, assessment and communication

• Analyze experiential learning with two dimensional art and concepts of Visual Intelligence.

• Evaluate experiential learning using Visual Intelligence on assumptions and bias.

• Describe how leadership skills of collaboration, listening, emotional intelligence may be impacted by Visual Intelligence.
Visual Literacy
Interpret, negotiate, create meaning

Visual Intelligence
the ability to see what's there that others don't, to see what's not there that should be, to see the positives and the negatives, the opportunity, the invention, the upside, the warning signs, the quickest way, the way out, the win
Research has shown that our eyes are exposed to more than 10 million bits of visual data every second. However, our brain only takes-in about 40 bits of that data, and consciously we only become aware of about 16 bits.

http://www.visualthinkingmagic.com/visual-awareness#more-13556
Experiential learning

Kolb’s Cycle of Experiential Learning

image by Karin Kirk
Experiential Learning Activity

- Design
  - Self initiated; student controlled
  - Positive climate
- Delivery - facilitated
- Selection and Sequence
  - Structure of the objectives
  - Responding to the student
  - Repetition and Review
  - Variation
  - Increase in Difficulty
Learner Objectives

1. Explore observation skills,
2. Critique use of intentional language in communication,
3. Examine visual intelligence effect on perception,
4. Investigate the role visual intelligence plays in identifying bias and stigma in healthcare and
5. Discuss how observation, assumptions and communication impact leadership capacity.
Methods/Activities

1. Word Count – Observation and Assessment
2. Ten x two - Observation
3. Describe and Draw- Communication
4. Timed observation
5. See/Think/Wonder.- Assumption and Bias
John Singleton Copley, *Watson and the Shark*, 1778
10 x 2
Evaluation

Pre-Post

Reflection

General
Results

Students over-estimated their knowledge related to observation and communication skills and the role of visual intelligence with perception and empathy.
Differences in Pre-Post

1. I always trust my first impression
5. I don't let others influence my assessment
6. I have perfect vision.

2. My observation skills need enhanced
12. I don’t always communicate what I see effectively
18. I understand the role of visual intelligence and empathy
Reflections

Student reflections include four themes: disbelief (insecurity), new openness; slowing down; and change.

Dynamic group interaction expands during the sessions, leading to additional opportunities for peer engagement and learning.
Conclusions/Future

1. Interprofessional education
2. Safety and errors
3. Leadership
References