Nursing Practice: The Importance of Creativity

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Required Information

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Learning Objectives-
• Describe the importance of creativity, and its influence in changing one's perspective, with the goal of enhancing nursing practice.
• Generate examples of using creativity to enhance nursing practice.

Disclosure - No conflict of interests to declare

Sponsor – University of Haifa
Goals

- How can we stimulate student and registered nurses to use their creativity?
- How can student and registered nurses use creativity in their practice?
Presentation Outline

I  Introduction – Nursing and Creativity

II  Pedagogical Background

III  Personal Journey to Find One’s Creativity

IV  Course Description

V  Outcomes

VI  Discussion
Introduction – Nursing and Creativity

Creativity in registered nurses and nursing students fosters the opportunity to:

- generate and try ideas (problem solving, design, combining experience and knowledge),
- be sensitive to surroundings,
- increase motivation and curiosity to ask questions, and explore answers,
- become divergent thinkers,
- encourage self- and spiritual-growth,
- inspire improvisation.
Pedagogical Background

• Analogies and metaphors enhance creativity (using pictures and photos to provoke association) (Daniel Pesut, 1985).

• Jokes, funny stories, movies, and games generate novel and useful associations, images, and abstract relations; and consequently, contribute to the creation of other elements (Daniel Pesut, 1985).

• Creativity facilitates new insights resulting from conscious reframing a situation or problem (Busse & Mansfield, 1960).

• ‘Perceptual openness’ allows a multi-perspective approach to ideas or objects (Busse & Mansfield, 1960).
Personal Journey to Find One’s Creativity

Cognitive and Emotional
- Personal experience
- Experiential learning
- Personal introspection

Actions and Perceptions
- Challenging personal barriers
- Creating new connections
- Expanding desire for opportunities
- Openness to new experience
Course Description

Course for registered nurses (n=120) in a BA completion program.

- The semester-long online course included lectures that provided a theoretical background on cognitive and emotional characteristics that either hinder or promote creativity.
- In addition, movies, photos, humor and games were used to demonstrate different skills.
Course Description (Continued)

• Other assignments included:
  1. reframing their nursing role in a humoristic way; and
  2. self-reflection on their cognitive and emotional characteristics, such as flexibility, tolerance with ambiguity or perceived barriers that might influence creative thought and attitude.

• At the end of the course, student groups had the assignment to develop a new and creative technique or product for nursing practice that could be used in their unit/department.
Outcomes

<table>
<thead>
<tr>
<th>Code</th>
<th>Cognitive Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>Stereotypic Thinking</td>
</tr>
<tr>
<td>CL</td>
<td>Combined Language</td>
</tr>
<tr>
<td>TV</td>
<td>Tunnel Vision</td>
</tr>
<tr>
<td>AE</td>
<td>Attribution Error</td>
</tr>
<tr>
<td>SL</td>
<td>‘Single-Loop’ Thinking</td>
</tr>
<tr>
<td>Gestalt</td>
<td>Gestalt</td>
</tr>
<tr>
<td>LT</td>
<td>Linear Thinking</td>
</tr>
</tbody>
</table>

Student's Perception of Their Cognitive Barriers

![Bar Chart](chart.png)
## Outcomes

<table>
<thead>
<tr>
<th>The creative product</th>
<th>Patients</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of songs for nurses to play to patients</td>
<td>4 groups</td>
<td></td>
</tr>
<tr>
<td>Creation of poems</td>
<td></td>
<td>1 group</td>
</tr>
<tr>
<td>Design of a booklet of jokes</td>
<td>2 groups</td>
<td>2 groups</td>
</tr>
<tr>
<td>Creation of a video to explain specific departmental procedures</td>
<td>1 group</td>
<td></td>
</tr>
<tr>
<td>Creation of a game for patient education</td>
<td>1 group</td>
<td></td>
</tr>
<tr>
<td>Design of a booklet with a humorous song</td>
<td>1 group</td>
<td></td>
</tr>
<tr>
<td>Construction of an inhalator in the form of a teddy bear hug</td>
<td>1 group</td>
<td></td>
</tr>
<tr>
<td>Implementation of Karaoke night</td>
<td>1 group</td>
<td></td>
</tr>
<tr>
<td>Creation of a book with caregivers' experiences</td>
<td>1 group</td>
<td></td>
</tr>
<tr>
<td>Implementation of a book club (oncology)</td>
<td></td>
<td>1 group</td>
</tr>
<tr>
<td>Design of a photo exhibition</td>
<td>1 group</td>
<td>1 group</td>
</tr>
</tbody>
</table>
The RN BA nursing students designed a new inhalation station within the clinic.

They report that the children did not want to leave.
RN BA nursing students designed a photo exhibition for the patients in the ward.

A notebook was provided near the exhibition to enable viewers (staff, patients, visitors) to write comments.
Outcomes (Continued)

The nursing students designed an educational game for new mothers in the maternity ward.
Discussion

• There is an inherent contradiction between routine nursing practice and creativity.

• Creativity’s benefits to nursing
  1. Creativity can strongly complement nursing practice and enhance ward atmosphere and patient care.
  2. By engaging our creative abilities with our practical nursing knowledge, we can improve our ‘caring’ patient and staff outcomes.
Summary

• Employing creativity among nurses can improve nurse morale, coping strategies, and add fun and enjoyment to the workplace.

• Patients also can benefit from the introduction of creativity in the workplace.
Bibliography

Thanks!

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