

## Nursing Education Research Conference 2018 (NERC18)

### Capturing Meaningful Moments: Strategies to Enhance Affective Learning During an Interprofessional Service Experience in Nicaragua

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#### Abstract

**Purpose:** This project highlights implementation of SHOWeD, an arts-based strategy, as a teaching method used to promote affective learning in an interprofessional clinical experience in Nicaragua.

**Design/Methods:** Faculty from the College of Health Professions collaborated to develop an interprofessional clinical experience in an underserved area of Nicaragua using the Interprofessional Core Competencies for Collaborative practice (IPEC, 2016). The SHOWeD method, (Schaffer, 1986), a common technique employing photovoice methods, (Woodgate, 2017), was utilized with students from laboratory science, nursing, and respiratory care. During this clinical experience abroad, students were encouraged to take photos they found personally meaningful and were also provided daily photo journaling prompts designed to enhance self-awareness. After completion of the study abroad and in preparation for a group summative debriefing, students were asked to identify and submit a favorite and a least favorite photo. For each self-selected photo, students were then encouraged to reflect and provide written responses to the five SHOWeD questions; "What do you see here?" "What is really happening here?", "How does this relate to our lives?" "Why does this situation exist?" and "What can we do about it?" Faculty compiled the submitted photos into a PowerPoint presentation which was viewed by all participating students and faculty. During the viewing, each student was provided one to two minutes to share their photos and personal reflections. Upon conclusion of this viewing and reflective sharing, students responded in writing to the following four questions; 1. What factors influenced your choice of the favorite and least favorite photograph you submitted? 2. How did the sharing of other team members' photos expand your experience? 3. Reflecting on your team members least favorite photos, what image(s) stand out and why? 4. Reflecting on your team members most favorite photos, what image(s) stand out and why? Written answers, oral narratives, and the photos were compiled, analyzed, and coded to provide insight into themes and student reflections of using the SHOWeD technique.

**Results/Findings:** Eighteen nursing students, four laboratory science students, and two respiratory care students participated in this project. Students identified emotional responses to situational experiences as influencing their choice of photos selected to submit for presentation to their peers. In choosing their least favorite photo, student's selected images that reflected moments when they were feeling ineffective, out of place, or not contributing to the situation at hand. Their most favorite self-produced photos had a connection to personal experiences from home, were related to the practice area they hoped to pursue, or reflected moments when they perceived they were making a difference in the community being served.

In addition to reflecting on their own photos chosen for presentation, students were also asked to reflect on those photos selected by their peers. Images that were least favored among the group were those that reflected the stark differences between the Nicaraguan community and their own communities. Oddly, these photos did not include people. Photos that were most favorite among the group reflected themes of joy, remembrances of beauty, human resilience, and commonalities of people from different cultures. When asked how sharing of other team members' photos expanded their study abroad experience, students responded that they were better able to understand the varied perspectives of other group members. They recognized similarities in photo themes even though group members had different backgrounds, motives, and desires.

**Impact:**

Based on student's responses and faculty observations, the SHOWeD technique utilized in this interprofessional approach impacted this group of students by providing an avenue to engage interprofessionally and enhance affective learning. Choosing and reflecting on self-produced photos encouraged development of the affective domain of learning by capturing meaningful moments, which many times cannot be achieved by written journal, essay, or oral story telling. The act of sharing their photos and reflections with other group members helped the student's develop mutual respect as they recognized shared values, increased their knowledge of other professional roles, and encouraged relationship building.

**Discussion/Implications:** Nurse educators involved in collaborative interprofessional education efforts must adopt and master strategies to promote affective learning and self-awareness that will ignite the interdisciplinary groups' ability to maintain a climate of mutual respect and shared values, increase the knowledge of their own roles and those of other professions, and learn to communicate with other health disciplines and apply relationship-building values and principles of team dynamics to provide health programs. (IPEC, 2016). Arts-based reflection is an effective teaching strategy that can be used to encourage learning within the affective domain (Ondrejka, 2014). The SHOWeD method is one strategy that should be considered. Findings from this project indicate that students enjoy the participatory nature of these activities and believe them to be effective learning activities. Further research is needed to provide evidence of changes in values, behaviors, or critical actions that result from using this method in collaborative interprofessional learning.

**Conclusions:** As nurse educators participate in interprofessional education, it is essential that evidenced based teaching strategies be used that encourage affective learning focused on achieving competencies established by IPEC. The SHOWeD method of teaching is one approach that shows possibility with this challenge.

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**Title:**

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**Keywords:**

Affective learning, Interprofessional education and SHOWeD

**References:**

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### **Abstract Summary:**

This presentation outlines findings from a SHOWeD project designed to enhance affective learning and interdisciplinary collaboration during a clinical learning experience in an underserved region of Nicaragua. Using this arts-based teaching strategy, students from laboratory science, nursing, and respiratory therapy shared meaningful reflective moments that are difficult to capture.

### **Content Outline:**

#### I. Introduction

A. The relationship between affective learning and the Interprofessional Core Competencies for Collaborative Practice (IPEC)

1. Maintaining a climate of mutual respect and shared values
2. Increasing the knowledge of one's professional role and those of other professions
3. Learning to communicate with other health disciplines
4. Applying relationship building values and principles of team dynamic

B. Interprofessional educational strategies needed to support development of self-awareness and affective learning

C. Challenges of capturing affective learning

#### II. Body

A. The SHOWeD method, an arts-based strategy to enhance affective learning

1. SHOWeD as a common technique used to implement photovoice

a. Participatory inquiry and photovoice

b. Photovoice involves individuals taking photos to document experiences and reflect on meanings

B. Operationalizing the SHOWeD method

1. Students submit self-identified favorite and least favorite photos

2. Students write and reflect on the five SHOWeD questions that progressively challenge deeper meaning

3. Students share their photos and reflections with their interprofessional team

C. The process of summarizing themes identified during student experiences with the SHOWeD technique

1. Debriefing process

2. Analysis of student answers to five SHOWeD questions, photos, and written summaries

III. Findings

A. Influence of SHOWeD on affective learning

B. Reflections and meaning expressed by students

First Primary Presenting Author

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**Professional Experience:** Clinical faculty in 2017 for the College of Health Professionals interprofessional study abroad program. Serving as Academic program director for 2018 College of Nursing study abroad program. Clinical nursing educator at St. David School of nursing since 2013. Presented to colleagues in the College of Health Professions about experience with developing an interprofessional study abroad program. Presented poster on Interprofessional study abroad program with the use of qualitative study at the 2017 College of Health Professions Annual Research forum.

**Author Summary:** Ms. Armstrong has twenty-seven years nursing experience in ICU and Case Management. Currently she is Clinical Assistant Professor, St David's School of Nursing, at Texas State University providing clinical education in the undergraduate BSN program.

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**Author Summary:** Ms. Kajs –Wyllie teaches in both the undergraduate and graduate programs at St. David's School of Nursing, has presented on various topics at both the local, state and national level.

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**Professional Experience:** Dr. Mitchell has over 30 years' experience as a nurse educator and program administrator. As a nurse researcher she has developed a program of study focused on reducing health disparities in rural low-income women through the use of photovoice and focused ethnography. She has presented her research findings on the relationship between place and the social context of smoking at national and international professional conferences. In addition, Dr. Mitchell uses arts-based teaching strategies to enhance affective learning in undergraduate students during critical care clinical experiences. Currently she is Assistant Professor of Nursing and Undergraduate Program Director at Texas State University and has extensive critical care experience in critical care nursing. She also has experience as a Research Nurse, Legal Nurse Consultant, and Education Program Consultant.

**Author Summary:** Dr. Mitchell has worked with rural low-income women for over 30 years in the role of nurse educator, critical care nurse, and researcher. More recently she has turned her research focus to the relationship of place and social context to smoking and associated health disparities in disadvantaged and marginalized populations using photovoice, ethnography, and other qualitative methods of discovery.