



More Than Arts And Crafts: Engaging In Reflection During Clinical Post-Conference

Please feel free to engage in the following activity:

Use the leaves to write down ideas you have learned here that you hope to implement or explore.



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LITERATURE REVIEW

- Heavy emphasis on “scientific” aspect of nursing practice in educational settings (Bevis, 2000; Parker & Myrick, 2009).
- Arts-based pedagogies may improve learning and address both art & science of nursing (Reiger et al., 2015).
- Benner et. al (2010) advocate to preserve time for reflection at the end of clinical day.

STUDY PURPOSE

- To understand nursing student perspectives of ABL activities in clinical post-conference
- To explore the impact of ABL strategies on nursing students' perceptions of their own practice.



METHODOLOGY

- Designed to reflect the critical attributes of ABL proposed by Rieger and Chernomas (2013).
- Participants:
 - 29 junior and senior level nursing students
- Data were collected from student reflective papers.

THE ARTS-BASED ACTIVITIES

- ***Drawing***
- ***Painting***
- ***Collage***
- ***Poetry***
- ***Reflective Writing***
- ***Music***



FINDINGS

FOUR MAJOR THEMES:

- **Developing new perspectives**
- **Appreciating the patient experience**
- **Reflecting on feelings and growth**
- **Recognizing the value of arts-based learning**



FIRST THEME:

DEVELOPING NEW PERSPECTIVES

- **“Trying to represent my day in a collage, or trying to paint my patient’s emotion, I never thought about any of these things but it gave me a deeper understanding of what nursing is.” (C.F.)**
- **“Prior to this semester, I viewed my nursing practice as just simple, I would go in, complete my activities for the day and care for my patient, not really thinking out of the box. Now I think about it in a more complex way .“(Bob)**



SECOND THEME:

APPRECIATING THE PATIENT EXPERIENCE

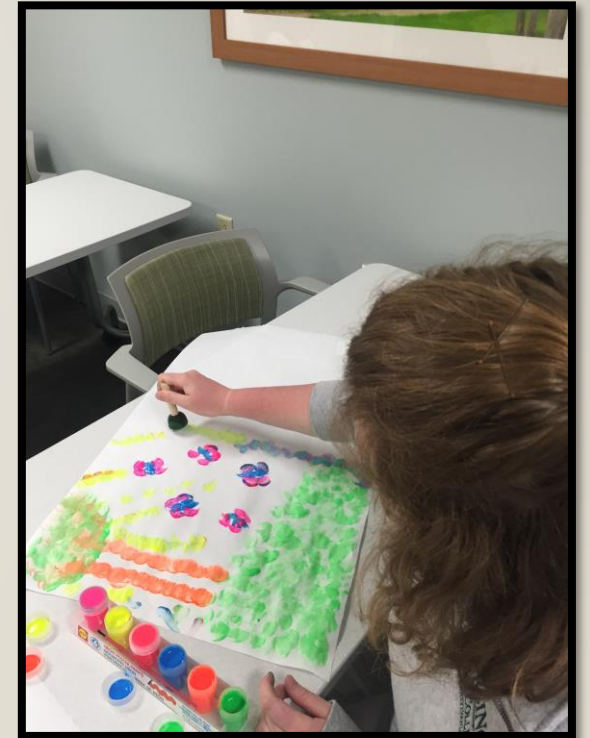
- **“I realized I needed to dig deeper than the obvious fact that my patient is sick in the ICU. The title of “patient” does not define them as a person. ... They have a real name, family, friends, career, and hobbies that define them. This activity helped me..... to remember certain quirky things that define my patient other than his illness. He is a faithful husband who is loved tremendously by his wife.” (Jane Eyre)**



THIRD THEME:

REFLECTING ON FEELINGS AND GROWTH

- **“Lastly, the lyrics really made me want to pay attention to how I felt throughout the clinical day and the effect patient care had on me as an individual.” (Piper)**
- **“I think this semester I realized a lot about myself, about the person I want to become, and more importantly, about the kind of nurse I want to become.” (Jake)**



FOURTH THEME:

RECOGNIZING THE VALUE OF ARTS-BASED LEARNING

- **“The arts helped me to develop a bond with my classmates. Our interpretation of our day allows us to get to know how each other thinks and I became closer to some classmates that I barely spoke to before.” (Graduate)**



IMPLICATIONS FOR PRACTICE

- Empathy can be fostered and developed
- Using ABL can promote reflective practice
- Need for future research on ABL and reflection



Questions



*“Art is not so much expressing
oneself, as it is discovering oneself.”*

-Anawanitia

FOUND POEM EXCERPT:

Pathways of the brain were fixed rigid

Like a railway network

A Big, fat, crinkly, porridgy melon

The aftermath of that assault on my central nervous system

The scene of more crimes against well being

It's like having an earthquake at the center of your fragile self

If you survive the first few dangerous weeks

There's an air of hope and determination

A renewed sense of wonder at the working of the brain

Consciousness inspires the determination to tackle a unique conundrum

To remind us of human frailty

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

-Albert Einstein

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To read more about our study:

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