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Arts-Inclusive Education in Nursing Schools

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Jean Dubuffet's Surrealistic, Large Banner Portrait (1949)
 What do you see: the decay of advancing age, or an elderly gentleman with intact cognition willing to share an engaging life history?

BACKGROUND

Nursing educators have long recognized and championed the value of art within a professional nursing science curriculum, yet many nursing programs exclude the study of the arts. Research suggests that an arts-inclusive nursing curriculum not only enhances student learning, communication, self-efficacy, and clinical confidence, but also positively impacts patient outcomes. To address this gap between what is needed and what is currently offered, some schools are collaborating with art museums to offer arts-based courses in nursing sciences, designed to enhance students' competency and confidence.

RESEARCH QUESTIONS

1. What is the overall effect of an arts-based course on clinical competence and self-confidence among nursing students?
2. Does the effectiveness of arts-based classes vary based on students' ages or level of nursing degree sought?

Arts-Inclusive Education in Nursing School

Michelle Murtaugh, DePaul University

CORE COMPETENCIES

- ❖ Descriptive observation
- ❖ Data Interpretation
- ❖ Empathy & Emotional maturity
- ❖ Effective communication
- ❖ Knowledge acquisition
- ❖ Clinical judgment
- ❖ Self-transcendence
- ❖ Team interaction & Collaboration

METHODS

The methodology of this study was an integrative literature review, which helped to define the clinical problem, identify necessary information, appraise current literature for studies of significance, and synthesize relevant knowledge within the field of nursing. The following databases were searched for the best available evidence: Academic Search Complete, Art Full Text, CINAHL Complete, ERIC, PsycARTICLES, PubMed, ResearchGate, and Google Scholar.



Auguste Rodin's Adam (1881)

A contrasting view of man: depending on the viewer's vantage point around the sculpture, some may see a man suffering from a sore ankle, dislocated shoulder, or in emotional pain. Or is Adam a healthy, muscular man in his prime?

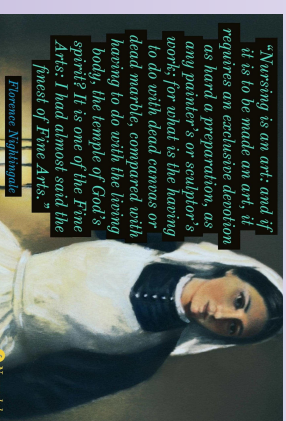
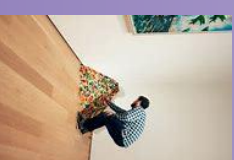


Felix Gonzalez-Torres' Untitled (Portrait of Ross in LA) (1991)

This installation is an allegorical representation of the artist's partner who died of an AIDS-related illness. It is comprised of 175 pounds of candy, corresponding to his loved one's ideal body weight. Viewers are encouraged to take a piece of candy; the diminishing creation parallels the physical and emotional suffering, loss, and wasting effect of AIDS.



ART HISTORY



"Nursing is an art; and if it is to be made an art, it requires an exclusive devotion as hard a preparation as any painter's or sculptor's work; for what is the leaving to do with dead canons or dead marble, compared with having to do with the living body, the temple of God's spirit? It is one of the Fine Arts: I had almost said the Finest of Fine Arts."
 Florence Nightingale

RESULTS

1. An arts-inclusive curriculum allows for greater insight into the patient experience
2. Group discussion revealed alternative viewpoints on patient problems
3. Greater attention was paid to making accurate and objective patient observations

Author	Course of Study	Concept Measured	Results	Findings
McCabe et al. (2013)	"Art in Health" elective.	<ul style="list-style-type: none"> • Communication • Empathy • Teamwork • Spirituality 	85% valued the experience 63% enjoyed the creative aspect of the element of diversity 63% felt they achieved greater insight into the patient experience	Students viewed patients from a more holistic perspective Students developed skills in working collaboratively
Frei et al. (2010)	"The Disarming Eye" guided museum experience.	<ul style="list-style-type: none"> • Assessment • Communication • Narrative sequencing • Power in relationships • Empathy 	By sharing initial impressions, students realized that not everyone sees the same thing Standing within 2-3 feet of the artwork, students shared in numerous details that were not appreciated from a distance	Broadened students' understanding of patient encounters Students better able to use precise and objective language Gained understanding in power and vulnerability in physical relationships

Data Display

A sample of two of nine journal articles selected for their relevance to this review.

CONCLUSIONS

By analyzing and interpreting current literature, it becomes apparent that incorporating the arts within the nursing science curriculum is necessary to develop skills vital to nursing students' personal and professional growth, resulting in the best possible patient outcomes.