

Nursing Education Research Conference 2018 (NERC18)

Using Photo Journaling to Develop Affective Outcomes in Nursing Education

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Background: Ways of knowing may be approached from various epistemological paradigms. Where the realist may define knowing as a cognitive function, the non-realist will expand ways of knowing to include the affective components of feelings and socially constructed meanings (Garrett & Cutting, 2014). Developing and utilizing strategies and methods that give awareness to feelings and meaning to experiences of nursing students which enhance affective learning has been difficult in curriculums necessitating large amounts of cognitive knowledge (Ondrejka, 2014). Based on the well documented qualitative technique of Photo Voice that (Woodgate et al, 2017). Photo journaling provides faculty and students an opportunity to bridge cognitive aspects of clinical experiences with the affective.

Method: Eighteen nursing students were given a photo journal assignment as part of a service learning study abroad experience in Nicaragua. Each day of the ten-day trip, students were provided a prompt that required them to take a photograph and journal about their chosen picture. (Gilliland et al, 2016) These prompts were verbally announced at the beginning of the day and were chosen to enhance self-awareness. Examples include; Submit a picture that reflects how you are feeling and title it. Write and reflect on your expectations and hopes for this trip. A second example is: Submit a picture that reminds you of your family and your own community and title it. Write and reflect on what is at stake for these patients, their families, and their community. Two weeks following the return from the trip students submitted their photo journals in electronic form. Focus groups were utilized to explore the students experience and the effect of the photo journal on their affective learning.

Findings: Our experience and student's feedback confirm that photo journaling provided a learning activity that actively engaged the students in self-reflected affective learning. One student summed it up noting, you had to go deeper and see what was really going on and that the picture could communicate until you could find the words.

Conclusion: Student produced meaningful photographs during clinical experiences that are combined with journaling exercises develop personal awareness of caring as student come to know more about themselves through self-exploration and communication.

Title:

Using Photo Journaling to Develop Affective Outcomes in Nursing Education

Keywords:

Affective Learning, Photo Journaling and Photovoice

References:

Garrett, B. & Cutting, R. (2015). Ways of knowing: Realism, non-realism, nominalism and a typology revisited with a counter perspective for nursing science. *Nursing Inquiry*, 22(2), 95-105.

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Ondrejka, D. (2014). *Affective teaching in nursing: connecting to feelings, values, and inner awareness*. New York: Springer Publishing Company.

Woodgate, R. L., Zurba, M., & Tennent, P. (2017). Worth a thousand words? Advantages, challenges and opportunities in working with Photovoice as a qualitative research method with youth and their families. *Forum: Qualitative Social Research*, 18(1), 126-148.

Abstract Summary:

This poster outlines findings from a photojournaling 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 engaged in meaningful reflective moments that are difficult to capture.

Content Outline:

- I. Introduction
 - A. Use Photo Journaling as an instructional method during nursing students' study abroad experience
 - B. Ways of Knowing include both cognitive and affective functions
 1. Realist may define knowing as cognitive
 2. Non- Realist may define knowing as feelings or socially constructed meanings
 - C. Difficulties incorporating affective learning strategies in nursing curriculum
 1. Nursing curriculum requires large amount of cognitive knowledge acquisition

II. Body

A. Photo journaling provides a method to combine cognitive and affective ways of knowing

1. Guides students through a process of self-awareness with 10 daily prompts
2. Participants were asked to take photos to document and reflect on issues significant to how they viewed their experience
3. Allows visual capture of disconnects between cognitive and affective meanings

III. Conclusion

A. Students produced meaningful photos combined with journaling

B. Themes identified in focus groups: Pictures gave them more to reflect on, helped them explore how they felt, provided memories of feelings, made them think a little deeper and identify difficulty feelings.

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.

Second Secondary Presenting Author

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Professional Experience: Teaching experience in study abroad program. Academic Program Director in 2017 for interprofessional study abroad program. Have presented informational lecture 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. 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.