

Impact of Creativity in Nursing Education

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Abstract

Nowadays, the world has changed from a production source to a services-driven force; there are new challenges and shifts towards meaningful learning, together with rapid technological, socio-economic and environmental changes which call for a specific educational approach that learners need to acquire meaningful knowledge with encouraging them to utilize their knowledge in learning process to develop lifelong learning skills in order to prepare them for a complex future. Creativity in nursing education is an essential competence in fostering nursing learners; as both creative and critical thinking skills are needed to identify issues and create critical solutions to improve learners' cognitive attributes and reflection and engagement in learning by developing assessment strategies and inspiring internal motivation for lifelong learning during various teaching activities. So, nursing programs must prepare nurses who can successfully perform in an environment that demands innovative problem-solving through provided students with information and experience in the creative process. In this context, this paper reviews the impacts of creativity in nursing education.

Key words: Nursing education; Creativity; Creative thinking; Strategies of creativity

1. Introduction

In today's society especially in the lives of learners (Redecker, 2008; Pédro, 2006), the world has changed from a production source to a services-driven force; there are new challenges and shifts towards meaningful learning, together with rapid technological, socio-economic and environmental changes (Ferrari, Cachia, Ala-Mutka & Puni, 2009) which call for a specific educational approach that learners need to acquire meaningful knowledge with encouraging them to utilize their knowledge in learning process that allows to (collaboratively) explore, inquire, imagine, create and innovate, and to develop lifelong learning skills in order to prepare them for a complex future. So, we need an education system that dynamically fosters and honors creativity, imagination, flexibility, interdisciplinary perspectives, and deep reflexive thinking (Sternberg, 2006). Within the nursing science, changes in the health care environment have shifted the education of nurses from task orientation to role orientation. therefore, creativity plays an important role in a nurse's life (Blakeney et al, 2009); which self-reinforcement and self-assessment help nurses recognize their creativity and creative thinking abilities (Pesut, 2013).

Creativity is the marriage of the art and science of nursing, but it faces a critical challenge in a community which continues to hold to its anti-intellectual bias (Levine, 1973). In nursing education, Creativity often includes basing the competencies, attitudes, and skills according to requirements

established in the Undergraduate Program National Curriculum Standards in Nursing (NCSN) (Brasil, 2001). Thus, creativity is related to the new profile of educational professionals: the caring and educating that requires knowledge of creative nature, aesthetic, ethic, political and technical, and qualifying educators for important interventions in the care network (Ferraz et al, 2005; Erdmann et al, 2007). So, creativity is essential to explore different solutions, adapt to the complex clinical setting and encourage quality nursing care (Boxer & Goldfarb 2011).

2. Creativity and Creative Thinking

Creativity considered as a difference from the ordinary channels of thought (Jevons, 1877); personalities become more creative influenced by multiple factors like people, social, cultural, spiritual and others that are active and interrelated in the dimensions of complexity (Arieti, 1976; Csikszentmihalyi, 1996; Renzulli, 1992). While the imaginative person is a dreamer, the creative person moves the world forward; to this effect, (s) he needs to have a powerful background of information and education. In addition, there are many traits for creativity person as the imagination, openness to experience, curiosity, intuition, idea-finding, innovation, insight, problem-finding (Wu, Wu, Chen, and Chen, 2014). And the independence of judgment, self-confidence, attraction to complexity, tolerance for ambiguity, risk-taking, persistence, flexibility, and self-efficacy (Kaufman & Sternberg, 2006). So, creative capabilities differ from person to others that related to culture, education, or the existence of an instinct for perfectionism, which it can be gained through formal education, guidance, structured training, or scientific expertise in the area in which the individual works to achieve the greatest possible benefit. While, Creative thinking is a dynamic process, defined as the thinking that enables learners to apply their imagination to generating ideas, questions, and hypotheses, testing with alternatives and to evaluate their own and their peers' ideas, final products and processes (Kampylis and Berki, 2014); it is not only based on the ability of human intelligence, art-based activities such as dance, music, drama, etc., but it has been valued as a universal ability that it can be applied in everyday situations; and a process that can be learned over time (Duff, Kurczek, Rubin, Cohen and Tranel, 2013). Thus, questions, which require thinking, are challenging that it is presented to increase students' capacity for problem-solving and critical thinking as a goal of education in all fields (Olszewski-Kubilius & Thomson, 2015; Paul & Elder, 2012). On the other hand, the main characteristics of creative thinking are; flexibility, authenticity, multiple thinking, wondering, thinking fast and independent, to be open to criticism, rationalism, realize and define the problem and suggest possible solutions (Gilhooly, Ball & Macchi, 2015; Kember & Leung, 2009; Liu, He & Li, 2015).

3. Creativity in Nursing Education

Creative education is becoming the dominant of this millennium's education (Suciu, 2014). A future-ready education must change and use "problems" for learning and infuse creative ways of observation to construct, derive, and create knowledge in students (VanTassel-Baska & Stambaugh, 2006). Consequently, creativity assists for the reconsideration of Occidental cultures, of relaxation, recourse to archaic thinking (as, myth, image, lateral thinking). In addition, interest for language and unconventional communication, based on analogy and metaphor. Nowadays, the main point of education is to teach how to use thinking skills such as creativity (Rhodes, 1961; Runco, 2014), qualified problem-solving skills (Segal, Chipman & Glaser, 1985), and scientific and technological literacy skills (Lawless & Brown, 2015; Tortop, 2013) because these are the skills that are required for sustainability and lifelong education in addition to basic education.

In nursing education, over the past decades, it has tended to place more emphasis on developing students' critical thinking (Oliver, 2010). Then, the dynamic changes that occurred in society and, especially, in the health care field presented new challenges for the professional nurse (Porter-O'Grady, 1994), which focused on patient outcomes that the nurse of the 21st century must develop beyond the traditional task orientation focus to include the role orientation as case manager, educator, and negotiator, that assist nurses in shaping the future health care environment (Curran, 1995). Therefore, creativity in nursing education is an essential competence in fostering nursing students; as both creative and critical thinking skills are needed to identify issues and create critical solutions to improve learners' cognitive attributes and reflection and engagement in learning by developing assessment strategies and inspiring internal motivation for lifelong learning (Hullinger 1973, Hu et al. 2008) during various teaching activities as simulation or role plays, students learn how to cooperate with a multi-professional medical team in the clinical context, and to care and communicate with patients, particularly when delivering bad news or critical care (Chan et al. 2003, Torke et al. 2004, Wiskin et al. 2004, Scheffer 2008, Spafford 2008, Rotgans & Schmidt 2011). Moreover, nurses need to apply creativity in their decision making and problem-solving that ethical decision making is positively correlated with creative thinking, which includes idea generation and evaluation, and solution monitoring (Mumford et al., 2010). So, the call for creativity in nursing is not new, but it becomes more strident as nurses and all health care professionals struggle with the myriad issues of contemporary and projected health care delivery, (Fawcett et al., 1997) by leading a new generation of nursing process that characterized by "creative alternative reasoning models" and clinical reasoning that comprises "reflective, concurrent, creative, and critical thinking embedded in nursing practice." (Pesut & Herman, 1998)

4. The Role of Creativity of Nurse Educators and Learners

Creativity is considered a channel to connect the gap between nursing theory and practice, it is an exceptional ability that generates unexpected and appropriate ideas and practices. It's an essential role for nurse educators because it enables them to strengthen their problem-solving abilities, improve their teaching, devise teaching and learning strategies, and enhance learner learning (Fasnacht, 2003). The nursing educators play a role as a facilitator, supporter, advisor, mentor, and motivator. So, they should assess learning styles while planning their lessons to ensure they use various creative strategies that are helpful (Penn, Wilson, Rosseter 2008; Isfahani et al., 2015) to improve the learner learning experience, increase nursing learners' interest and motivation to learn (Chang and Hsu, 2010; Hunter and Hunter, 2006), and promote the active sharing and learning of nursing skills among students (Logan, 2012). Furthermore, educators should investigate fields of interest to learners and design assignments or activities that encourage imagination and reflective thinking (Zygmunt and Schaefer, 2006) such as humor, games and peer teaching to make the learning environment more lively and reduce students' stress (Baid and Lambert, 2010; Moscaritolo, 2009). In addition, they should question and challenge learners, and encourage them to think and participate in discussions (Cooke and Moyle, 2002; Klunklin et al., 2011; Neuman et al., 2009). While, learners play an active role in the teaching and learning process when intended to stimulate their creativity in putting knowledge into practice (Neuman et al., 2009); learners' creativity is increased when they have the autonomy and freedom to do what they want, and self-confidence by valuing their contributions and appreciate their efforts,. So, the educator should act as a helpful mentor and provide a clear structure and directions or suggestions to keep learners on the right track (Kalischuk and Thorpe, 2002). Furthermore, educators foster students' creativity by moving away from traditional teaching (e.g. tests and exams, and teacher-centered learning) through emphasizing

student-centered, game-like and less rule-based activities (Klunklin et al., 2011; Wallach and Kogan, 1965). on the other hand, provide learners with the space to generate ideas (problem solving, design, combining experience and knowledge), to try out ideas (performing and expressing ideas) and to become aware of their surroundings (questioning and looking for specifics) is considered the most important factor in designing an effective course for developing creativity (Karpova et al., 2011). Moreover, programs that are of interest to learners increase their motivation and curiosity to ask questions, explore answers and become divergent and creative thinkers (Wood, 2006).

5. Creativity Strategies in Nursing Education

There are various strategies for enhancing and developing one's creativity (Horng et al., 2005; Vidal, 2009) as developing "soft thinking", which involves the use of metaphors and analogy, dreaming, poetry, humor, and play to encourage users for problem-solving. In addition, observe actions and attempt to do them differently by shifting from traditional teaching strategies, such as lectures, to creative teaching strategies, such as role-playing. furthermore, practicing and promoting imagination by looking beyond superficial situations and developing an open-minded attitude; exploring ideas and literature from disciplines and settings other than nursing; becoming a analytic thinker by looking for conflicts and ambiguities within oneself, within people or circumstances, and around people and situations as the guide to predicting the things likely to happen; collaborating with other healthcare professionals, educators, and experienced nurses to learn new insights and ideas, ask investigating questions, and inquire feedback. Moreover, developing a habit of everyday creativity by explaining a situation in several different ways or from various points of view. (Vidal, 2009)

6. Conclusion

Creativity is an element that is essential for the advancement of education, research and practice, it is a process that occurs in response to a need or desire and generates a unique outcome. The present health care environment requires a creative change that offers a clear challenge for the contemporary nurse. so, nursing programs must prepare nurses who can successfully perform in an environment that demands innovative problem-solving through provided students with information and experience in the creative process, encouraged the personal creative development of nurses, challenged learners to use creative thinking in solving nursing problems, and introducing and reinforcing a new and high level of nursing practice that sees the nurse as a creative and innovative member of the health care team. On the other hand, to teach creatively, the educator must develop an effective relationship between the self and the curriculum, and open methods for the learner to personally engage with, thoughtfully reflect on, and meaningfully organize that curriculum.

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