

Are nurses creative?

Y. Çevik Durmaz^{1*}, R. Doğan², Emine Kaplan Serin³

Department of Nursing, Health College, Munzur University, Aktuluk neighborhood Tunceli, 62000 Turkey

ABSTRACT

Creativity is the ability to imagine something that is not exist, to do something different from others, and to develop new ideas. In other words, creativity is to see something as everyone sees it and to think about different things about it. A health-care system that incorporates many threats and problems forces nurses to find effective and creative solutions. It is a recognized fact that nurses who play an important role in the health-care sector and who directly influence patient care quality, hospital productivity, and image are creative. Nurses are able to use existing resources in a very different and original way by means of their creative thinking skills in the problems they face during the patient care process, and they are able to produce new solutions that do not exist for the problem. Nurses must be supported both institutionally and administratively to be: "Creative." In the education process, creativity should be developed with interesting and motivational activities. The nurses who have developed creativity will find creative and practical solutions that can cope more easily with the crisis situations in the health-care environment where the changes and competition are increasing. In the field of creativity in nursing, there are many examples from past to present, both domestic and abroad.

Key words: Creative thinking, creativity, nurse

INTRODUCTION

Creativity that holds an important place in the development of mankind is the whole of the processes that exist in each individual, a talent that can manifest itself in every period of human life, a wide field extending from everyday life to scientific studies and leading to the emergence of masterpieces in the art.

It is a recognized fact that nurses are creative in solving the problems faced in patient care. On the other hand, some argue that nurses are far from innovation and creativity. In the literature review, researches on nursing and creativity have been seen to search the questions such as whether the nurses are creative or not, whether the nurses have the creative thinking ability, and whether the nurses have creative features in their personality structures.

The nurse who plays an important role in the health-care industry is a key factor directly affecting patient care quality, productivity, and prestige of the hospital. When faced with a problem in the patient care process, nurses can use existing resources in a very different and original way thanks to their ability to think creatively and produce new solutions that do not exist at all for the problem.^[1-4]

In this study, the definition of creativity, contribution to nursing care, conditions for developing creativity, and examples of creativity in nursing are discussed.

Method

For this review which emphasizes the importance of nursing and creativity, from November 2017 to January 2018, the literature was scanned with the words "hemşire, yaratıcılık" in the Google

Scholar search engine and with the words "creative, creativity, and nurse" in the databases of Science Direct and Academic Search Complete (EBSCOHOST). To ensure that the data are up-to-date, publications mainly from 2010 and beyond have been reviewed. In this context, 40 articles and six books have been examined. From the articles, the ones suitable for the purpose of the review were chosen. As a result, the review was based on 2 books, 12 reviews, and 14 qualitative and quantitative research articles.

Creativity

It is very difficult to discuss creativity concept and to comment on it in person. Perhaps everyone can even have a subjective response to this topic. When it comes to creativity, while some think about geniuses such as Beethoven and Mozart, some think about Da Vinci and Picasso. For some, Edison is creative.

The concept of creativity is found in Western languages as "kreativitaet, creativity." The root of the concept is the Latin word "creare." It is used to mean "to give birth, to create, to generate."^[5]

According to Taylor, creativity is an intellectual process that results in the creation of new and valid ideas.^[6,7] While the behaviorist theory suggests that creativity is a combination of previous experiences and and that new in the new situation is acted upon, Gestalt psychology defines creativity as a discovery in a whole new state.^[16,17,18] According to one opinion, creativity is to do something new and different, according to some, it is a process or a thing.^[11]

When creativity is addressed from a psychoanalytic perspective, it is first necessary to start with Sigmund Freud.^[12] According to

Address for correspondence:

Y. Çevik Durmaz, Department of Nursing, Health College, Munzur University, Aktuluk neighborhood Tunceli, 62000 Turkey.
E-mail: ycevik@munzur.edu.tr

Received: 10-3-2018

Revised: 31-3-2018

Accepted: 15-4-2018

Freud, creativity is the ability to overcome problems with new and valid solutions. Creativity, on the other hand, is the ability to create imaginative products that are attractive, persuasive, and meaningful.

Creativity is the art of using the mind in the face of problems, and this is not a random skill, but a form of skill and behavior that can be developed with practice.^[13] A person feels a special feeling in this creative process while producing designs in the form of unreal, fictitious, and fictitious, which respond to problems and needs that have never come to mind in crisis situations.^[12,14]

Creativity is the ability to imagine something that is not exist, to do something different from others, and to develop new ideas. In other words, creativity is to see something as everyone sees it and to think about different things about it.^[15]

In the emergence of creativity, personality factors inspired by Kurt Lewin's field theory are collected in three categories.^[16]

Knowledge

Creativity is constructing building blocks for free thinking and building new connections.

Intellectual skills

The mental skill required for effective use of knowledge and transformation into new forms.

Personality, character structure

The whole of one's own unique aspects, and the ability to produce new and specific ideas using knowledge and skills.^[17]

The creative thinking that emerges in the individual who has the mentioned personality factors consists of four stages: Preparation, incubation, birth of the idea, and development.

Preparation

In the general sense of the preparatory stage, it can be thought of as an accumulation of knowledge about the subject, product, and service that one wants to think creatively. Having knowledge about that subject is undoubtedly indisputable. Education, experience, and the environment play an important role in the preparation process.

Incubation

The incubation phase is defined as the period in which "conscious thinking is paused." In this phase, the unconscious takes information and processes it. The resulting information is mixed and transferred to the imagination. In the incubation phase, thinking the action is not interrupted, and this phase can be defined as "the period in which the opportunity is given to unconscious."

Birth of the Idea

It can be defined as the moment when the ideas come to light, and "inspiration" comes. It is stated that the moment of the birth of the idea emerges when a person moves away from the idea and even when the concern and anxiety decrease.

Development

It is the period when the resulting idea or thought is put into practice, developed, the problem is solved, and the product emerges.^[18]

Nursing and Creativity

Nurses often encounter unexpected situations in different conditions in the ever-changing and developing working areas within the health system. The health-care system, which contains many threats and problems, forces nurses with a critical role in patient care to resort to effective and creative solutions.^[8,19,20]

Nurses respond to the problem in a timely manner, taking into consideration the holistic approach to the problems they face in patient care and are resolving these problems in an effective and flexible way. It is therefore very important that nurses use creative thinking to be able to see opportunities and possible consequences and find valid answers and to be able to expose creative action as the nature of professionalism. The complexity of the nursing profession requires nurses with a high level of creative problem-solving skills.^[21]

Psychological endurance is an inevitable necessity for the nurse when the difficult working conditions are taken into consideration even if they are from different cultures. The development of this endurance comes mainly from creativity, cognitive flexibility, autonomy, developing coping skills, and having a sense of humor.^[22]

Every individual has the potential to be creative, and nurses need to be supported individually and organizationally to be creative. While solving the problems faced by nurses in patient care, the organizational and technological infrastructure of the institution affects the creativity process positively.^[1] Administrative nurses should contribute to this process by motivating team members, creating a trusting environment and acting in line with ethical principles.^[1,3,19] In the training process, nurse educators must develop the creativity of students with interesting, motivational and entertaining methods, and inspirational activities (e.g., talk show, seminar, leadership/service, and creative presentation formats such as games, sketches, and interviews). Students with creative thoughts are reported to be mostly students who question their learning, are encouraged to ask questions, and know how to ask questions.^[23] In this way, newly graduated nurses with advanced creative thinking skills will be able to adapt more easily to dynamic, competitive, and challenging working conditions and will find creative and practical solutions to the mentioned crisis situations.^[22,24]

In this environment, where technology advances rapidly, competition intensifies, changes in health care take place, and expectations increase, employees are expected to find creative thinking and transform them into new products, processes, and services, not to adapt to change.

Examples of Creativity in Nursing

Innovative, creative practices and products developed by nurses are rarely shared. The International Council of Nurses states that nurses' innovative practices and contributions to health care are rarely known and published.^[20,25,26] Florence Nightingale is, of course, the first to come to mind when examining the examples in this regard. Pioneering the keeping of statistical records in hospitals, Nightingale is regarded as an innovator in the development of descriptive statistics by statisticians and historians. The following examples of other creative practices developed by nurses have been used in practice and are used effectively.^[26]

Stomakit

The product named Stomakit has been developed by Nurse Özlem Bekteş Oktay and is used for ileostomy, urostomy, and colostomy. This product is effective in stopping stoma leak. Oktay explained the process of Stomakit development and got domestic and foreign patents of products, saying that "I have closely observed the problems experienced by the patients and formed the Stomakit which will provide great convenience to health professionals."^[26,27]

IV house

Developed by Lisa Vallin, the product facilitates patients' ability to maintain daily life activity while the vascular access is open.^[27]

Jamie Rutherford, a nurse responsible for a renal transplantation unit, was concerned about the time that patients lost for plasma exchange and dialysis before transplantation, and conducted a study on "filtration plasma exchange in patients to be transplanted." Rutherford has developed a two-process combined system that reduces the time spent on device connectivity. The system won the 2009 Innovation award in nursing.^[25]

Kangaroo care

Kangaroo care, developed by a Colombian nurse living in the US, provides skin contact between the mother and the baby after birth.^[26]

Phototherapy practice

Phototherapy was found incidentally by J. Ward, the nurse responsible for the Rochford General Hospital Premature Service in Essex, England. It is known that J. Ward has removed the newborns he has been cared for, even for a short period of time. Ward realized that yellowness in their bodies decreased after newborns were exposed to the sun.^[26]

The program named "second life" was developed at the University of Glasgow Caledonian in the UK and provides students with the opportunity to develop clinical knowledge and skills in the laboratory that is closest to reality.^[26]

Thomas S. Ahrens, a researcher from the Barnes-Jewish Hospital in Missouri, one of the speakers at the 4th International Congress on Innovation in Nursing held in 2009, presented numerous studies on the use of technology in clinical practice in subjects such as hemodynamic monitoring and capnography. Along with this, Ahrens has conducted extensive research on "estimating survival time after heart attack with end-tidal CO₂ values." Thomas S. Ahrens wrote the books "The Analysis of Hemodynamic Waveforms" and "Principles of Oxygenation."^[25]

Nurse instructor Assoc. Dr. Martha A. Q. Curley from the University of Pennsylvania has provided important contributions to pediatric intensive care nursing. Curley is internationally renowned for his work in the care/clinical management of infants, children, and families at critical levels within the Boston Children's Hospital Intensive Care and Cardiovascular Nursing Program. The study included studies supporting the needs of pediatric inpatient families, developing a range of scales that health-care professionals can use to better assess the patient's condition and the risks they carry, and multi-faceted trials of building new knowledge in the care of child patients. Dr. Curley has led a team to develop the "Intensive Care Synergy Model" sponsored by the

American Society of Critical Care Nurses and has been modeled on developed model curriculum programs, certification exams, and many other areas.^[25]

As a result, it is possible to find many examples besides the examples of the creative studies mentioned. When the literature is examined, it is stated that nurses have a good faith that they should be creative/innovative and that autonomy is an important factor affecting innovative behavior. Nevertheless, it is thought that factors such as non-independent decision-making even when planning and implementing initiatives they are independent of, shift work and excess workload negatively affect the innovative/creative behavior of nurses.

REFERENCES

1. Malik N, Dhar RL. Authentic Leadership and its impact on extra role behavior of nurses - the mediating role of psychological capital and moderating role of autonomy. *Pers Rev* 2017;46:277-96.
2. Chan ZC. A Systematic review of creative thinking/creativity in nursing education. *Nurs Educ Today* 2013;33:1382-87.
3. Ma X, Yang Y, Wang X, Zang Y. An integrative review: Developing and measuring creativity in nursing. *Nurse Educ Today* 2017;62:1-8.
4. Kang SY. Development and Testing of the Creative Nursing Practice Index (CNPI). Erişim Tarihi: Minnesota University, Dissertation; 2003. Available from: <http://www.kutuphane.istanbul.edu.tr/everitaban.htm>. [Last accessed on 2009 Mar 28].
5. Available from: <http://www.shazinem.net/felsefik-tartisma/122021-yaraticilik-nedir-yaratici-dusunme-nedir.html> - erişim tarihi. [Last accessed on 2015 Dec 30].
6. Derin N, Demirel E. The effect of organizational creativity on formation of self-organization, *Organ Yönetim Bilimleri Der* 2011;3(2):255-264.
7. Yılmaz E. The analysis of organizational creativity in schools regarding principals ethical leadership characteristics. *Proc Soc Behav Sci* 2010;2:3949-53.
8. Çam MO, Turgut EÖ. Creativity in psychiatric and mental health nursing. *J Psychiatric Nurs* 2015;6:100-3.
9. Vexliard Yaraticılık Teorileri ve Eğitim. <http://www.dergiler.ankara.edu.tr/dergiler/34/964/11878.pdf>. [Last accessed on 2014 Mar 12].
10. Çam O, Engin E. Bireysel psikoterapi. In: Çam O, Engin E, editör. *Care Art of Mental Health and Illnesses Nursing*. İstanbul: İstanbul Tıp Kitabevi; 2013. p. 969-1010.
11. Erdoğan MY. Relationships between creativity, teacher behaviours and academic success. *Elektron Sosyal Bilimler Der* 2006;5:95-10. Available from: <http://www.e-sosder.com>. *Journal of Academic Sight/Akademik Bakış*, 2013;38:1-8.
12. Soygur H. Art and "Insanity". *Klin Psikiyatri* 1999;2:124-33.
13. Kaya B. Examination of social studies teacher candidates' self-efficacy level related to creating a class room environment suitable for thought in terms of various variables. *Sci Educ Thought Mag* 2008; 8 (3):107-122.
14. Eren N. Psikiyatride importance of art therapy and the art for care in psychiatry. *Urkiye Klin J Psychiatr Nurs Special Top* 2015;1:95-104.
15. Acibadem University's "Creativity in Nursing" Award-winning Project Competition. Available from: http://www.acibademhemsirelik.com/edergi/yeni_tasarim/files/B%20C4%B0LG%20C4%B0LEND%20C4%BORME%2012%2010%2011%202_2_.pdf Erişim. [Last accessed on 2017 Dec 02].
16. Yılmaz A, İraz R. In the context of organization al creativity culture, evaluation of employees' attitude related to creativity management: The case of public and

- participation banksın Konya. *Int J Soc Sci* 2013;6:829-55.
17. Yıldırım E. The importance of creativity and creativity in the age of information. *karamanoğlu mehmetbey. Üniv Sosyal Ekonomik Araştırmalar Dergisi* 2007;1:109-20.
 18. Çellek T. Yaratıcılık ve eğitim sistemimizdeki boyutu. *Üniv Top* 2002;2:1-5.
 19. Cabrera A, Collins WC, Salgado JF. Determinants of individual engagement in knowledge sharing. *Int J Hum Resour Manag* 2006;7:245-64.
 20. Gökdoğan F. "Creative" İn Nursing Education, *İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*; 2003.
 21. Şen T, Hanife H, Taşkın Yılmaz F, Paslı Gürdoğan E. Creativity İn Nursing. *Türkiye Klinikleri : Academic Sight/Akademik Bakış*; 2013. p. 38.
 22. Çam MO, Turgut EÖ, Büyükbayram, A. Resiliency and creativity in psychiatric and mental health nursing. *J Psychiatric Nurs* 2014;5:160-3.
 23. Şengün H. Innovation in healthcare delivery. *Med Bull Haseki* 2016;54:194-8.
 24. İkiz FE, Yörük C, Asıcı E, Tanrıkulu M, Ceylan İ, Öztürk B. Creativity, entrepreneurship and psychological counseling. *Batı Anadolu Eğitim Bilimleri Dergisi* 2015;6:33-53.
 25. Herdman EA. (Çeviri: Yazıcı Korkmaz Ö.), Nursing and innovation. *Hemşirelikte Eğitim Araştırma Dergisi* 2009;6:2-4.
 26. Sönmez B. Determination of Nurses' Innovative Behaviour and Their Views about the Factors Affecting Their Innovative Behaviour: A Qualitative Study in a University Hospital, Istanbul University Institute of Health Sciences Doctor of Nursing Department of Management Department Istanbul-2011 (Prof. Dr. Aytolan Yıldırım)
 27. Acibadem University's "Creativity in Nursing" Award-winning Project Competition. Available from: http://www.acibademhemsirelik.com/edergi/yeni_tasarim/files/B%C4%B0LG%C4%B0LEND%C4%B0RME%2012%2010%2011%20_2_.pdf. [Last accessed on 2017 Dec 02].

How to cite this Article: Durmaz YÇ, Doğan R, Serin EK. Are nurses creative?. *Asian Pac. J. Health Sci.*, 2018; 5(2):21-24.

Source of Support: Nil, **Conflict of Interest:** None declared.