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POETRY READING ASSIGNMENT ON SKILLS OF QUALITATIVE INTERPRETIVE ANALYSIS AMONG POST GRADUATE NURSING STUDENTS

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ABSTRACT

Introduction: Nurse Educators face many challenges while teaching research to the beginners and struggled with how to teach the complex skill of qualitative data analysis. However the beginners are overwhelmed with the volume of qualitative data. They need to practice and gain experience with the interpretive process. Often students feel stuck, not knowing how to manage the data they have collected. **Objectives**: Teach the method of qualitative interpretive analysis to the students. Find out the effect of poetry reading assignment on skills of qualitative interpretive analysis. **Methods:** Qualitative research methodology was adopted for the study with the strategy of focused group. Participants were I year M.Sc (N) students and total number of participants were 24 and 6 in each group. Participants-MSc Nursing I Year students. Number of participants -24 in four groups. **Data collection Procedure:** The post graduate Nursing first year students were divided in to four groups and each group was instructed by a moderator. Students were asked to record a conversation and it was transcribed in to verbatim. The investigator assigned a poem and students were asked to read and reread the poem and then to derive themes. The instructions were followed by the students. Once the students finished reading the poem they derived many themes which were documented. After poetry reading investigator instructed them to read and reread the verbatim and identify themes. Students followed the steps and derived themes and sub themes. **Results**: Groups were identified by numbers. Group one identified 5 themes and 5 sub themes. Group two identified 6 themes and 3 sub themes. Group four identified 5 themes and 2 sub themes; group four identified 6 themes and 5 sub themes. The group one depicted the themes as drawings two groups' derived meanings in Tamil also. **Conclusion**: Using poetry reading assignments to introduce students to the skills of qualitative data analysis is a good way; also it is creative, safe and helps the students to develop interpretive abilities.

KEYWORDS

Poetry reading, Interpretive analysis and Assignments.

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INTRODUCTION
Background of the study

Nurse educators face many challenges while teaching research to the beginners and struggled with how to teach the complex skill of qualitative data analysis. However the beginners are overwhelmed with the volume of qualitative data. They need to practice and gain experience with the interpretive process. Often students feel stuck, not knowing how

to manage the data they have collected. Students often become paralyzed when they realize how many pages of data they will be interpreting and how rich the material they have collected. Poetry reading assignments to the beginners is effective in teaching analysis. It is essential to address the common challenges faced by nurse educators and review the philosophical frame work. Nurse educators can teach interpretive analysis in a non-threatening, engaging manner. Students can gain the skills needed for qualitative data analysis by first learning to read and interpret poetry. Poetry reading helps students learn consider life from other perspectives, develop skills of attentive listening.

Poetry reading develops an appreciation of complexity and ambiguity in language which is a skill needed in qualitative analysis. Poets write, rewrite, revise and sculpt their creation. Good interpretation requires capturing more than the words of the participants requires capturing of the mood or climate of the interview. Qualitative analysis is a craft that is best learned through practical engagement, experience and apprenticeship (Li.Seale 2007)[1]. Nurse educators struggle to teach the qualitative data analysis (Sandelowski. Beck, Milne-2005)[2]. Text books-Philosophical frame work, ethical consideration, interviewing methods, ways to maintain rigour in qualitative analysis (Burns, Grove-2007). With this background the researcher selected this question to help the students to develop their skill in interpretive analysis.

Statement of the problem
Assigning poetry reading as way of teaching qualitative interpretive analysis among postgraduate Nursing students at selected colleges of Nursing.

Objectives
Teach the methods of qualitative interpretive analysis

Find out the effect of poetry reading assignment on skills of qualitative interpretive analysis.

Review of the literature
Poetry is a clearing in which truthfully reveals itself (Heidegger-1997), Challenges faced in teaching interpretive analysis, Lack of adequate guidance in the literature. Students Struck, not knowing how to manage the data, Difficult to link the research

question to data collected, Buried in the volume of data, Students are paralyzed when they realize how many pages of data will be interpreted and do not know the data is rich or not (Beck-2003)[3], Step out of one's own perspective is daunting (Marton-1998)[4]. Need to track change in voice tone, posture, facial expression or gesture that highlight important points in the narrative (Crist-2003)[5], The relationship between researcher and participant has a major impact and the information is freely shared or not (Oberle-2005)[6], Developing a comfort level during silence (Oberle-2007), Daily life events as essential through narrative interviews allow the researcher to understand and report meaning (Van Manen-2007). Poetry is phenomenology is a way of making experiences of human beings-way of getting common understandings (Reece-2007).

Methodology
Qualitative research methodology was adopted for the study with the strategy of focused group. Participants were I year M.Sc (N) students and total number of participants were 24 and 6 in each group. Participants-MSc Nursing 1st Year students, Number of participants -24 in four groups. Convenience sampling technique was adopted. Each group has six students, out of which one served as a moderator.

How to use Poetry Readings?
Assemble 3-5 students who are studying similar phenomena. Assign the group a poem to read. Ask them to critique the poem by focusing on all the imbedded themes in each phrase and stanzas. Discuss how meanings were presented by the poet. Self-select poem.-preference to nursing poems. Unrelated poem for group interpretation. Instruct the students to give honest comment and feedback. Read reread the poem, transcripts of their own data over and over until they can almost hear the narratives in their head like the words of favorite song that they heard 100 times or a rhyme they memorized as a child. Instruct them to use perspectives of others. Highlight in yellow the literal descriptions and in blue for the themes. Ask them to draw a diagram of meaning. Ask them to identify most poetic exemplars or quotes and discuss the theme. Graphic displays can be done. Instruct to talk about what poem, what their participants. Discuss the

impressions and memories that remained after reading rereading their poems and interview. Ask them to identify the similar or different responses from poem and in the interviews. Get them write significant meaningful quotes and write the interpretations.

Student's feedback of poetry reading

- "Useful method of learning qualitative data analysis".
- "Creative method and helped us to think deep".
- "Easy task, we can do the analysis on our own".
- "Fun filled, we had nice interaction".

- "Interesting and many ideas emerged".

Implications for practice

Safe, creative, fluid mindset to the work that helps to enjoy learning this complex skill.

Mentored experience helps to accelerate their understanding of the practical interpretive analysis.

Challenges to Nurse Educators

- Students struck, not knowing how to manage the data.
- Difficult to link the research question to data collected.
- Lack of adequate guidance in the literature.
- Buried in the volume of data.

Books of poetry about nursing

Author(Date)	Title	Publisher
Hunter (2000)	Birth work	Pacifica Press
Wendler (2005)	The Heart of Nursing : Expressions of Creative Art in Nursing	Sigma Theta Tau International Press

Florence Nightingale

Nursing is an art: and if it is to be made an art,
It requires an exclusive devotion, as hard a preparation,
As any painters or sculptors work;
For what is the having to Do with dead canvas 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.

Data collection procedure

The post graduate Nursing first year students were divided in to four groups and each group was instructed by a moderator. Students were asked to record a conversation and it was transcribed in to verbatim. The investigator assigned a poem and students were asked to read and reread the poem and then to derive themes. The instructions were followed by the students. Once the students finished reading the poem they derived many themes which were documented. After poetry reading investigator instructed them to read and reread the verbatim and identify themes. Students followed the steps and derived themes and sub themes.

RESULTS

Table No.1: Themes derived from the Poetry reading assignment

S.No	Group	Derived themes	Derived sub themes	Drawings	Tamil meanings
1	1	5	5	2	5
2	2	6	3	---	---
3	3	5	2	---	---
4	4	6	5	---	4

Groups were identified by numbers. Group one identified **5** themes and **5** sub themes. Group two identified 6 themes and 3 sub themes. Group four identified 5 themes and 2 sub themes; group four identified 6 themes and 5 sub themes. The group one depicted the themes as drawings two groups' derived meanings in Tamil also. Students gave the feedback that this method is very easy to learn interpretive analysis.

CONCLUSION

Using poetry reading is an effective in teaching qualitative data analysis. In qualitative research and in poetry the overall meaning shines through even if we do not understand each and every phrase and every line of text.

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