

The Nursing students' metaphors about education of anatomy

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Abstract. "Metaphor" word is described as a figurative expression in Turkish. A person transmits more explicitly his/her thoughts that are about an event or a concept he/she experienced. The aim of this study was to reveal emotions and thoughts of 1st class students in nursing about Anatomy lesson. 62 people who are students at 1st class in Vocational School of Health Services in 2014-2015 academic year have attended to our study. In questionnaire anthropometric and demographic traits of them were asked. They were wanted to create a metaphor about anatomy by filling in the blanks in "Anatomy resembles/ Anatomy is like ; because " At the end of the assesment it has been detected that 44 metaphors have been produced. In these metaphors the most produced are ocean, puzzle, etc. When we divide these metaphors into categories and investigate them, there is an accumulation in discovering/revealing category with 24 metaphors. We believe that the metaphors which the students will generate, determining how to be lectured theoretical and practical anatomy lessons in a way that students are able to comprehend, will guide them.

Keywords: Metaphor; anatomy; nursing; education

1 Introduction

Direct Turkish equivalent of the word metaphor is "simile and analogy" [4]. We can describe metaphor as a word which is used without its real meaning by similing. A person transmits more explicitly his/her thoughts that are about an event or a concept he/she experienced. According to Kramsch [7], metaphor in traditional social psychology was a good way for expressing thoughts which weren't put into words. According to Lakoff and Johnson [7], metaphor wasn't only a verbal figure but it was also a thought figure. To be able to describe metaphor; the subject and source of it and the features of which are thought to attribute from its source to subject are necessary [2]. In "Anatomy resembles water." ;

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anatomy composes the source of metaphor and water composes the subject of metaphor. It has been emphasized that the development of medicine is impossible without anatomy as the continuity of life couldn't be provided without water.

Although the metaphor researches have been commonly used in all fields of science, there haven't been too many researches in medicine. The students in Vocational School of Health Services needs knowledge of Anatomy for both the lessons they will take and performing their profession. For these students, anatomy is a difficult lesson which is needed to learn and based on Latin. They use the knowledge of Anatomy in not merely their studentships but their career as well. We think that the importance of anatomy is known in nursing. Considering this, we have aimed to reveal emotions and thoughts of 1st class students in nursing about Education of Anatomy.

2 Method

62 people(43 girls, 18 boys; 1 experimental subject has been excluded because of missing data) who are students at 1st class in Vocational School of Health Services in Kocaeli University in 2014-2015 academic year have attended to our study. In questionnaire their age, gender, the geographical region they came from, the place they were residing and why they had chosen the branch were asked. In this part their socio-economic situations were tried to learn. Besides, together with antropometric and demographic traits of them, it was tried to determine whether they had encountered Anatomy before (Table-1,2,3,4,5,6,7). Afterwards, they were wanted to create a metaphor about anatomy by filling in the blanks in " Anatomy resembles/ Anatomy is like ; because " The volunteer students attended to our study and only one of the surveys filled in was empty; so 61 surveys were evaluated [1]. When their personal informations are investigated, %49.2 of the students attending to study state that they chose nursing because of work guarantee after graduating. Also, it is seen that %63.9 of students who attended to our study came from Marmara Region. At the end of the assesment it has been detected that 44 metaphors have been produced. After it is calculated the number and percentage of metaphors produced, they are divided into 6 categories [1]. In these metaphors the most produced are ocean, puzzle, space, computer, map, raw meat etc. When we divide these metaphors into categories and investigate them, there is an accumulation in discovering/revealing category with 24 metaphors. However, disappearing/unknown situation category ranks in the second place with 13 metaphors. Following that, there are 10 metaphors in bitterness/pleasuere category, 9 in guidance/investing to knowledge category, 3 in desperate challenge category and 2 in finding a solution to a problem.

3 Results

Table 1. The students' metaphors about Anatomy

Metaphor/Category no	Frequency	Percent (%)
1 Labyrinth(1)	1	2.27
2 Enveloped(4)	1	2.27
3 Football league(3)	1	2.27
4 Mathematics(3)	2	4.54
5 Surfing(5)	1	2.27
6 Sudoku(4)	1	2.27
7 Crossword(4)	3	6.81
8 Ocean(1)	4	9.09

Table 1 (continue). The students' metaphors about Anatomy

9	Butchery(4)	1	2.27
10	Challenge(2)	1	2.27
11	Complex numbers(4)	1	2.27
12	Book (2)	1	2.27
13	Bricks(4)	1	2.27
14	Space(1)	3	6.81
15	Infinity(1)	1	2.27
16	Systematic information(5)	1	2.27
17	Dolls(4)	1	2.27
18	Discovering(4)	1	2.27
19	Raw meat(3)	3	6.81
20	Literature(6)	1	2.27
21	An unknown road(1)	1	2.27
22	English(6)	1	2.27
23	Puzzle(4)	2	4.54
24	Life(5)	2	4.54
25	A tree at autumn(4)	1	2.27
26	An undiscovered continent(4)	1	2.27
27	Family(5)	1	2.27
28	Computer(4)	3	6.81
29	Obligation(2)	1	2.27
30	Entertainment(3)	1	2.27
31	The world(5)	1	2.27
32	Love(3)	1	2.27
33	Water(5)	2	4.54
34	Dormitory(1)	1	2.27
35	Pomegranate(4)	1	2.27
36	Spinach(3)	1	2.27
37	Chocolate (3)	1	2.27
38	Map(4)	3	6.81
39	Parents(5)	1	2.27
40	Dictionary(4)	1	2.27
41	Windows(4)	1	2.27
42	Mountain(4)	1	2.27
43	Mysterius garden(4)	1	2.27
44	Nature (3)	1	2.27

Ocean(%9.09),computer(%6.81),raw meat(%6.81), crossword(%6.81), space(%6.81) and map(%6.81) are the students' metaphors about anatomy which are more than the others.

Table 2. The distribution of students according to the region they came from

The region he/she came from	Numbers (percent)
Marmara	39 (%63.9)
Aegean	3(%4.83)
Mediterranean	5(%8.06)
Central Anatolia	4(%6.45)
Black Sea	6(%9.67)
Eastern Anatolia	3(%4.83)
South Eastern Anatolia	2(%3.22)

The students generally came from Marmara Region (%63.9) to the school.

Table 3. The distribution of the students' gender

Gender	Frequency	Percent
Female	42	68.85
Male	18	29.50

The students are mostly girls (%68.85).

Table 4. The places where the students have been residing

Inhabitancy	Frequency	Percent
Dormitory	36	59.01
House	25	40.98

The students commonly stay in dormitory by 59.01 percent.

Table 5. The reasons why students prefer the department

The reason of preference of department	Frequency	Percent
The request of family	7	11.47
My own request	24	39.34
Business guarantee	30	49.18

Almost half of the students (%49.18) prefer nursing because of business guarantee.

Table 6. Categories of obtained metaphors

Category	Female	Male	Total
1.Disappearing/Unknown situation	10	3	13
2.Desperate challenge	1	2	3
3.Bitterness/Pleasure	6	4	10
4.Discovering,revealing	18	5	23
5.Guidance ,investment to the knowledge	5	4	9
6.Finding a solution to a problem	2	-	2
7.Bitter	-	-	-
8.The emotion of having been flown/unhealthy pleasure	-	-	-
	42	18	60

The students' metaphors are mostly in discovering,revealing (23 of 60 students) category.

Table 7. Distribution by geographical areas category

Category No	Mediterranean	Black Sea	East Anatolia	Central Anatolia	South East Anatolia	Aegea	Marmara
1	1	1			1	1	8
2		1					2
3		1				2	7
4	2	2	3	2	1	1	15
5	1	1		2			5
6							2
7							
8							

The metaphors of the students who came from Marmara. East Anatolia. Black Sea and Mediterranean mostly in category 4 (discovering,revealing).

4 Discussion and conclusion

The metaphor can be used for pedagogical purposes successfully [3]. We have ascertained in the literature we performed that metaphors are used in the fields of education and training [4, 5, 6, 9, 10 and 11]. Starting from this point of view, we have been searching for the answer to the question of “What are the metaphors of nursing students about Anatomy training and education” [4]. As mentioned above, it is seen that the students have chosen mostly discovering/revealing metaphors as a metaphor category. This is why students first anatomically investigate the human body so closely, in a theoretical and practical manner. In theoretic and practical Anatomy lessons, new Latin description for each new organ provided comprising the emotion of discovering. We believe that the metaphors which the nursing students will generate, to be able to be a successful person in health field and have a strong anatomical basis in determining how to be lectured theoretical and practical lessons in a way that students are able to comprehend, will guide them. The fear, anxiety, curiosity and requests of students about Anatomy will have been stated in a metaphoric way. Thereby, in lecturing the lessons, these emotions will be considered and more impressive approach will be able to be shown.

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