

“BRINGING WHAT’S ON THE INSIDE OUT”: ARTS-BASED CANCER EDUCATION WITH ALASKA NATIVE PEOPLES¹

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ABSTRACT

Alaska Native peoples have a strong tradition of learning and passing knowledge through stories, drummings, songs, and dances. This study explored the use of expressive arts as a culturally respectful pathway for cancer education. The expressive arts of moving, drawing, and sculpting were woven into seven cancer education workshops during September and October 2009, in which 98 (85%) participants completed a written evaluation. The majority (91%) of workshop participants were female. By ethnicity, 46% were Alaska Native, 13% American Indian, 33% Caucasian, and 2% Hispanic. As described by participants on written post-cancer-education evaluations, the use of expressive arts awakened possibilities, inspired creativity, and expanded perspectives; brought learners together; helped participants talk about cancer; supported holistic ways of knowing and remembering; empowered wellness ways and self-care; and energized learning with fun, laughter, and play. Examples of ways the expressive arts were integrated into cancer education curriculum and participant comments are shared in this article. The expres-

1. Acknowledgements: Received from the Alaska Native Tribal Health Consortium Anchorage, Alaska. Supported by: Mentored Research Scholar Award from the American Cancer Society (ACS). Thank you to my ACS Project Officer Dr Ronit Elk and my mentors Dr Anne Lanier, Dr Deborah Bowen, and Dr Mark Dignan for believing in my potential. I appreciate their continued support, guidance, and inspiration. I am eternally grateful for the many people whose stories have become woven into who I am and who I am becoming as a researcher passionately committed to decreasing health disparities.

The title comes from a cancer education course participant.

sive arts nurtured heart, head, and body ways of knowing to provide culturally relevant, learner-centred cancer education which served as a catalyst for cancer conversations and deeper understandings.

Key words: expressive arts; arts-based research; adult education; cancer education; Alaska Native; indigenous research; health communication; health literacy

Learning invites us to think, feel, or be in new ways, which often requires moving beyond cognitive ways of knowing to discover, explore, and internalize messages through our senses. “Very little changes, in terms of people’s personal health choices, if they just carry information around in their brain” (Sanderson, 2010). “Until information becomes knowledge that is known and understood by their body and their spirit as well as their brain, it is little more than unused ideas” (Knight, 2008). This study explored the expressive arts of moving, drawing, and sculpting as complementary pathways for adult cancer education to support conversations, healing, and understanding as catalysts for renewal, hope, and action. The wording “arts-based cancer education” is used to denote an arts approach to develop cancer understandings. The arts are rooted within Alaska Native peoples’ culture as expressed by a course participant,

My people have always shared wisdom through arts, songs, dances. The arts give a comfortable traditional way to share experiences and healing.

“Educare, the root word of education, means to lead forth the innate wholeness in a person. So, in the deepest sense, that which truly educates us also heals us” (Remen, 1994, p. 325).

ARTS-BASED RESEARCH IN EDUCATION

The emerging field of arts-based education research is attributed to Eisner and Barone in the 1990s and begins with the recognition that the arts can help us to understand the world in which we live (Cahnmann-Taylor and Siegesmund, 2008). Art is seen as a way of knowing (Allen, 1995) that releases the imagination (Greene, 1995). Within the literature the arts add dimension to learning in the following ways: knowing self through art, accessing or uncovering hidden knowledge, image making as a way to deepen understanding, learning from cultural perspectives, and a means for social change (Lawrence, 2005). Engaging with the arts invites us to see a portion

of lived experience that previously may have been invisible to us. Arts-based research advances understanding (Barone and Eisner, 1997).

ARTS AS A CULTURALLY RESPECTFUL WAY OF KNOWING

Arts-based education within the context of this study integrates the dynamic wisdom and experience of Alaska Native peoples with western medicine as a culturally respectful way to share cancer education. In the words of a community health worker in Alaska,

Native peoples are natural artists — a way of life for the ancients before the concept of ‘art’ had been identified and explored.

Art is woven into Alaska Native cultures and includes many tactile, oral, and visual pathways for expression. Dr. Angayuqaq Oscar Kawagley (2002, 2006), a Yupiaq indigenous educator, described his worldview as being shared through legends, myths, songs, dances, and stories.

Traditional knowledge is holistic, it cannot be compartmentalized. It is rooted in the spiritual health, culture and language of the people. It is a way of life ... it is using the heart and the head together. (Alaska Native Science Commission)

Kawagley (1999) stated, “Science and art should be taught together.... Art is an important avenue for opening new unseen worlds as well as getting to know oneself.” Natalie Rogers (1993, p. xiv) stated,

Expressive arts are ancient forms being rebirthed to bring much needed integration and balance into our world. In early times people knew well that dance, song, art, and storytelling were all part of the same process: that of being fully functioning and creatively human.

ALASKA’S COMMUNITY HEALTH WORKERS SPEAK OUT ABOUT ARTS-BASED LEARNING

Preliminary work was done to understand the role of the arts in learning as reported by Alaska’s community health workers called Community Health Aides/Practitioners (CHA/Ps) and Behavioral Health Aides (BHAs). CHA/Ps and BHAs are community members who provide village-based health care in Alaska’s 178 rural communities not on a road system. In May 2005, to learn the views of CHA/Ps regarding perceptions of the role of arts among

the Alaska Native peoples, 293 (65%) of Alaska's 454 CHA/Ps, responded in writing to a mailed cancer education survey. One question inquired if the use of the arts supported their learning. Of the 293 survey respondents, 86% (224/261) affirmed that art activities supported their learning; the majority (88%) of whom were Alaska Native women. Written comments reflected the importance of the arts as a way to build community, promote a holistic way of learning, and support fun (Kunley et al., 2007). All three themes mirrored Alaska Native peoples' cultural values of learning in community, interconnected ways of knowing, and the importance of humour as described by Mayo and Natives of Alaska (2002).

Additionally, to expand an understanding of the potential for expressive arts to support cancer education among Alaska Native peoples, Alaska's CHA/Ps and BHAs as part of their annual 2009 statewide conferences reflected upon the ways the expressive arts supported their learning. Fifty-five CHA/Ps and thirty BHAs in attendance at their conference completed a written questionnaire. In response to the following question, "Alaska Native peoples have a strong tradition of learning and passing knowledge through stories, drummings, songs, and dances.... Do you think arts, songs or dances could be used as a way to share cancer knowledge?" 84% of respondents wrote yes, 13% wrote maybe, and 3% wrote no. The majority (91%) of respondents were Alaska Native and female (84%). Participants' verbal reflections as part of conference conversations as well as their written comments guided the development and implementation of the following cancer education workshops.

METHODS

Alaska's community health workers served as a catalyst for the development, implementation, and exploration of expressive arts in cancer education.² During September and October 2009, seven cancer education workshops which included the expressive arts were provided for diverse adult learners. Each workshop lasted 1–2 hours. The arts were woven into cancer education offerings by actively engaging participants in interactive forms of expression using movement, drawing, and sculpting to explore cancer prevention

2. This research is funded by an American Cancer Society Mentored Research Scholar award to the Alaska Native Tribal Health Consortium (ANTHC) located in Anchorage, Alaska for the author to research "Developing Arts-based Cancer Education with Alaska Native Peoples" (2009–2013). This research was reviewed and found to be exempt by the ANTHC institutional review board. No identifiers were included on any written post-course evaluations. Additionally, this manuscript was approved by the ANTHC manuscript review process.

and risk reduction information and behaviours. Through engagement with the arts participants could experience cancer information from an affective place grounded in their attitudes, perceptions, and beliefs. Culture became tangible as people drew, moved, and sculpted how they felt about wellness and cancer risk reduction activities. Details of arts-based cancer education activities are described in the results section.

Three workshops were community-based presentations (two in Alaska’s rural villages and one in Anchorage) and four workshops were provided for Alaska Native and American Indian community health workers (three in Anchorage and one in Seattle for Community Health Representatives). Participants were invited to anonymously complete a written post-workshop evaluation to share their ideas about the use of expressive arts in cancer education along with basic demographic information (gender, ethnicity, age). The question was introduced with the following wording, “As part of a mentored research scholar award from the American Cancer Society, I am exploring how the arts may support cancer education and wellness choices. Thank you for sharing your ideas.” Participants were then invited to respond to the question, “Did the expressive arts of moving, drawing or sculpting support your learning? Yes No Please tell me more....” From these written responses, I identified emergent themes by looking for meaning categories.

To validate emergent themes, three additional cancer education workshops that included the use of expressive arts were provided for Alaska Native and American Indian community health workers during April 2010. Participants were invited to share their ideas about the use of expressive arts to support their learning by completing an open-ended question as well as responding to previously identified themes using a 5 point likert scale (1 strongly agree, 2 agree, 3 no opinion, 4 disagree, 5 strongly disagree). Demographic information included gender, ethnicity, and age. See appendix for the evaluation tool used to support understanding about the ways the expressive arts may or may not have connected with diverse adult learners to support their cancer education learning journey.

RESULTS

In the seven cancer education workshops held during September and October 2009, 98 participants (85%) completed a written post-workshop evaluation. The majority (91%) of workshop participants were female. By ethnicity, 46% were Alaska Native, 13% American Indian, 33% Caucasian,

2% Hispanic, and 6% did not respond. The age distribution was 19–29, 15%; 30–39, 26%; 40–49, 18%; 50–59, 20%; 60–69, 13%; and 70+, 6%.

After each cancer education workshop, participants were invited to respond in writing to the following question, “Did the expressive arts of moving, drawing or sculpting support your learning? Circle Yes No. Please tell us more...” All but one (97/98) respondent circled yes. Additionally, 67 participants wrote detailed comments about the ways the expressive arts supported their learning. I reviewed all written comments and identified meaning categories. Emergent themes were: awakened possibilities, inspired creativity, and expanded perspectives; brought learners together; helped participants talk about cancer; supported holistic ways of knowing and remembering; empowered wellness ways and self-care; and energized learning with fun, laughter, and play.

During three additional cancer education workshops, 74/75 participants completed a post-workshop written evaluation. This written evaluation tool is included in the appendix. One workshop was held in Anchorage for community health workers from throughout Alaska and two workshops were held in Oklahoma City for Community Health Representatives from throughout the US. By gender 18% (13) were male and 82% (60) were female. By ethnicity 73% (54) were American Indian, 11% (8) were Alaska Native and 9% (7) were Caucasian. The age distribution was 19–29, 14% (10); 30–39, 23% (17); 40–49, 34% (25); 50–59, 18% (13); and 60 or wiser 9% (7). Most participants circled strongly agree or agree to indicate their response to the expressive arts in cancer education for each theme: culturally respectful, brings people together, inspires creativity, helps me to remember, helps me to talk about cancer, and supports self care. No new themes were identified from participants’ open-ended responses. Only two participants circled strongly disagree for all of the themes. However the same two respondents circled yes in response to the question, “Did the expressive arts of moving, drawing or sculpting help you learn?” Among all participants, only two respondents circled no for this question.

EMERGENT THEMES, PARTICIPANT COMMENTS AND EXPRESSIVE ARTS ACTIVITIES

This section shares the emergent themes with representative adult learner comments. Additionally, ways the expressive arts were integrated into the cancer education curriculum are provided as a context for participants’ comments. Literature is included to create a link between theory and practice.

AWAKENED POSSIBILITIES, INSPIRED CREATIVITY AND EXPANDED PERSPECTIVES

The expressive arts served as a catalyst to expand possibilities of perception by creating new paradigms in which participants could choose to move. According to Maxine Greene (1995, p. 142), “The arts offer opportunities for perspective, for perceiving alternative ways of transcending and of being in the world, and for refusing the automatism that overwhelms choice.” Education is the process of inviting people to grow into their potential, challenging their assumptions to look through diverse lenses of seeing, feeling, and knowing in a conscious endeavour to broaden perspectives, experiences, and understandings. Arts-based approaches within a nursing curriculum foster critical thinking and creativity (Casey, 2009). Additionally, as discovered by Stuckey (2009) in working with people diagnosed with diabetes “creative engagement helped participants express deeply felt issues metaphorically as part of a social process in order to challenge assumptions of learning and open possibilities” (p. 62). During a pilot arts and nutritional health module implemented as a graduate education course, Fox (2009) found that not only did the arts present opportunities to build community, advocate for change, and educate groups about important health issues but also provided students with different ways of knowing, understanding, and interpreting meaning associated with health.

The following is an example of how the arts were incorporated into this study. Cancer education participants were invited to engage in a movement activity by sharing a barrier to having a recommended cancer screening exam through words and movement and then passing it to a participant in the circle. Participants’ attitudes and beliefs came to life through their words and actions as they expressed diverse real life barriers to having a screening exam. Ideas became visible as participants expressed being too busy, not a priority, embarrassment, fear, and lack of information to name a few. The receiving participant echoed the words, feelings, and movements back to the sender. Then that person created a new movement and passed it to someone else. After playing with barriers, we shifted the activity to focus on what would be supportive or helpful for people to have a screening exam. Examples of supportive phrases included, “I’ll go with you if you want,” “Let’s call to make your appointment together,” “Tell me about your fear, what’s going on,” “I’ll watch your kids,” “Your health is important to me and our community,” “I care about you.” In the words of a participant,

I thought the game about barriers was really effective. It is a whole different experience to embody it than just talk about it in a circle.

The expressive arts freed the imagination within peoples' lives to support their pathways for learning, healing, and wholeness.

Creativity was inspired through the expressive arts:

- Your mind becomes creative. Helps you to think out of the box.
- I felt like I was being challenged with myself and it was really great. Different ways of thinking about things ... expressing than I usually do.
- It [expressive movement] keeps your mind thinking ... if you don't move your body, your brain is staying still not functioning.
- Woke up my body and mind. Opens up for new thoughts.

BROUGHT LEARNERS TOGETHER

Through the arts, an opportunity was created for diverse adult learners to respectfully engage with each other in new ways. The power dynamic was shifted from teacher centred to learner working with learner to support development of a learning community. Dialogue filled the air as participants appreciated the experiences, perspectives, and wisdom their colleagues brought to the learning environment. Lawrence (2005), an adult education researcher wrote, "Art appeals universally to us all and has the capacity to bridge cultural differences" (p. 1). Natalie Rogers (1993), who uses the creative connection of expressive arts in healing stated, "Dancing and song release feelings, energize the body and evoke community spirit"(p. xiv).

An expressive movement activity invited participants to share a movement that symbolized their wellness ways. To inspire movement, participants experienced their bodies through visualizing ways they care for their spiritual, emotional, mental, social, and physical health. After exploring personal pathways for wellness through visualization and movement, participants were invited to share their movement. The wellness dance included moves for "being open," "being balanced," "receiving-giving," "solid and reaching," and "fluid — like the ocean." As each movement was shared, participants embraced the additional movement until all movements were incorporated into their wellness dance. From this place, the conversation was expanded to consider other possible movements to express wellness. As suggestions were made, participants tried out what that might feel like through moving their body to experience cancer risk reduction behaviours. Cancer

screening exams were translated into symbolic expressions of meaning as we created movements to represent testicular exams, prostate screening, a colonoscopy, mammograms, self breast exams, and pap smears. In the words of a participant,

Through movement we were able to take learning into our bodies.... How could you ever forget screening exams after doing the wellness dance.

According to participants,

Dance is a comfortable, traditional way to share experiences and knowledge.

My people have always told stories through songs and dances.

As the cancer education workshops came to a close, participants were invited to take learning into their bodies and create a movement that symbolized their learning. Course participants each created a movement that expressed their learning journey and then shared their movement with the entire group. As participants shared their movement the group moved together, trying out each person’s body expression. Together we created our learning dance. Dance as a pathway for learning was described in an article by Cueva and Cueva (2009).

The expressive arts built community among diverse adult learners:

- The evolution of wellness dance-was bonding and inclusive.
- I liked the circle — each person doing or saying something including the quiet ones.
- It [expressive arts] provides an opportunity for more sharing and laughter.
- [Arts and movement] brought group together.

HELPED PARTICIPANTS TALK ABOUT CANCER

In the words of a two time cancer survivor,

The arts help to bring ritual back into our lives. By incorporating story, art, dance and singing, it invites people to talk about it [cancer] in a way that’s not so threatening. Once we start opening and giving that invitation for people to talk about it [cancer], then from there we can start taking steps about what we can do next.

Arts invites participants to stretch and grow, to explore, discover, or awaken possibilities. As articulated by Gregory Cajete (1994, p. 33), a Tewa Indian from Santa Clara Pueblo, New Mexico,

Storytelling, oratory and song are highly regarded by all tribes as a primary tool for teaching and learning. The spoken or sung word express the spirit and breath of life and this is considered sacred.

Nurturing learning as a sacred trust invited participants to feel comfortable and confident to make conscious their feelings, ideas, and perspectives by collaborating together in the process of making meaning. Bandman (2010) used art in a medical oncology practice as a way to open conversations among patients and health care providers about what it means to have cancer.

As we talked about cancer, we drew and coloured on small paper bags, sharing tears and laughter. Through drawing, a participant commented,

If you can't say it out in sentences you could put it in drawing, put your feelings out, helps bring out what you have in your mind ... makes it easier to talk about.

Each paper bag had an important health-related message. By using the arts participants' reportedly

Learned how to express ideas.

One Elder drew a home clouded with tobacco smoke with children inhaling all the illness associated with breathing second-hand smoke. Another participant drew traditional foods as a way to promote health and prevent disease. A community health worker drew her hopes that people would take care of their health; everyone is an important part of community wellness.

On another occasion, a paper bag became a talking puppet,

... that some such things [cancer] are generally not brought out or talked about openly. Because it is believed that thoughts in such things [cancer] bring them closer to reality.

Through the puppet we began to explore concepts of culture, cancer, and wellness. In the words of a young American Indian male,

[expressive arts] fosters communication and can reveal unconscious truths.

Creative expression through the arts was found to support emotional healing (Stuckey and Nobel, 2010).

Through the arts participants expressed a range of feelings:

- I used to be afraid, to be scared to open up.
- Cancer is hard to talk about because it is associated with death.
- Eliminates bad juices in the head, makes you feel better.

- Lifts the spirit; leaves you feeling better, takes the heaviness away from the subject.
- ... really helped us bring what was on the inside out, brought out our inner feelings and expressions.

Expressive arts supported communication:

- Tactile learning is effective ... words alone can be superfluous without an active participation ... the ‘arts’ stimulates efficient communication.
- So great to use a nonverbal approach and to move.
- Loved to be able to put thoughts into concrete movements and activities.
- These [expressive arts] bring out lightness in our emotions, spirits, and life sharing ... very healing ... can make it easier to talk about [cancer].

SUPPORTED HOLISTIC WAYS OF KNOWING AND REMEMBERING

Learning which incorporated hands-on activities facilitated richer, more meaningful experiences and promoted knowledge retention. As expressed by a Community Health Aide,

By using arts, songs, dances, stories you don’t forget so easily, it stays in your mind, gets you thinking about it.

The theory of multiple intelligences has been advocated as a way to move beyond prioritizing linguistic ways of knowing to engage people in diverse pathways to support holistic understandings (Gardner, 1999; Goldman and Schmalz, 2003; Armstrong, 1993). Participants used clay to sculpt what supported their wellness choices and/or what gets in the way of their wellness journey. A participant sculpted three faces depicting barriers to wellness choices, not wanting to hear, not wanting to see, and not wanting to know. Another participant sculpted fear, the fear of the test, the fear of not wanting to know the results, as what gets in their way of having a recommended cancer screening exam.

A lot of people I know are afraid to get testing done or have cancer screening because they are afraid of finding out that something is wrong. My husband is an example and I wish he would get screening.

Another participant sculpted a heart upheld by two hands. As she shared her heart, we witnessed the smooth outward facing exterior and were privileged to see her turn her heart allowing us to look on the inside ... we could see the jagged back with a deep gash. She stated,

My healing has begun...

Another participant sculpted a tight clenched fist with a small opening. Six months later in an email correspondence she shared the following words,

In my culture we don't share our emotions — it's not that we don't feel them it's just that we don't talk about them. We keep them close to our hearts for only us and God to know. Sharing our experiences — particularly the deeply emotional ones — is very difficult and often uncomfortable for all involved. The use of sculpture gave me an outlet to open up — to loosen the tight hold and share one of the most painful experiences of my life with others. To express my deeply controlled feelings without judgment and in a manner which made the sharing more comfortable for everyone. The problem with so tight a control is that you often don't heal as quickly as you might should those emotions be freely expressed. The cancer education course, particularly the expressive arts portions, allowed me to move forward in the healing process and to understand that sometimes it is okay to reach out to others and show them a part of you which is normally not visible to the world.

Expressive arts supported learning:

- I'm not good at art but just being able to let go helps me learn. Opens the heart and mind to learning.
- More senses are engaged so information 'sticks'; Moving and drawing help with memory; Most of us are not just audio learners.
- Relaxes [the] mind, redirects, and recalls.
- It is good for those of us that learn and retain through our hands.

Additionally, through the arts participants had a tangible learning reminder,

Gave us hands on things to help us understand more and keep it with us always.... The finished work is able to be seen all the time, hung on the wall or a table.

EMPOWERED WELLNESS WAYS AND SELF-CARE

To transform cancer information into every day talk, participants were invited to create a wellness picnic. Each participant was given a paper plate and invited to use colours, pictures, and words to draw what wellness meant to them. Paper plates were transformed into colourful drawings and symbolic expressions which depicted participants' wellness attitudes, be-

liefs, and behaviours in relationship with family, community, places, and spirituality. Participants then engaged in a lively classroom picnic as each person showed and described their wellness plate with at least three other participants. Participants’ wellness drawings served as a touchstone for continued dialogue. Conversations emerged about their wellness choices to live strong and healthy, what they may want to add to live in holistic ways, better choices they hoped to make along their wellness journey, and what if anything they hoped to change as they moved forward in wellness. This activity helped to affirm and expand all the ways participants care for self, considering inclusion of activities to prevent or decrease cancer risk. In the words of community health providers,

As people we need reminders of risk factors that we can change to live healthy.
It’s important to take care of myself so I can take care of my people.

Self care was enriched through the expressive arts:

- I know the things that make me feel better and make life easier — such as sleep, healthy weight, family, friends, and financial stability. But what it looks like in a picture was thought-provoking for me.
- I am very busy at home that I hardly have time for myself, this kind of session should be brought to villages.
- Thank you for these tools. It is easy to forget these basics with our busy hectic lives.
- By taking the time to take care of myself like exercising, eating healthy, sleeping reduces the risk for health problems. Be a role model for my community and bring it back to my community.

ENERGIZED LEARNING WITH FUN, LAUGHTER AND PLAY

Expressive arts infused the learning environment with fun, laughter, and playfulness through the use of play dough, clay, crayons, movement, song, and dance. Participants’ comments reflected the ways using different techniques for expression, made the class fun and interesting. Reflecting upon play, Melamed (2000, p. 115) writes,

Human activity is a playful blending of adventure, surprise, energy, circularity, trial and error, and interconnectedness. In order to know and understand, the many parts of the self must interact and bounce off each other.

Clover (2006) argued that through humour and having fun together, deep meanings can be humorously uncovered and creatively explored. No matter

how serious the topic, arts-based learning simply makes fun a central component that creates new pathways for holistic engagement.

The expressive arts energized learning with fun, laughter, and play:

It was fun and energizing. Reminded me to play and rest in play.

It [expressive art] helps to put some spirit up instead of always things pulling you down.

Easy to remember the fun of it — by remembering the laughter.

We all had a blast, infusion of education and endorphins to make the day.

DISCUSSION

Teaching and learning involve risk, the willingness to show up, to actively give of oneself, and to be open to transformational possibilities as together we co-create a new story alive with meaning. The beauty of the expressive arts lies within the open invitation for each of us to discover personal insight. Meaning-making is a living process as we revisit learning experiences. The expressive arts have the fluidity of timeless opportunity to gift new wisdom. The birth of insight emerges from an openness to experience. Through the expressive arts participants can move beyond the limits of word expression to explore and discover ideas, perceptions, and understandings in fresh and creative ways. Consider the ways expressive arts can be integrated into cancer education curricula or your life work to support holistic ways of learning, knowing, and being.

Through embracing the expressive arts of moving, drawing, and sculpting as complementary pathways for cancer education, adult learners reported adding depth and dimension to their cancer education experience. Arts-based education helped to bridge the limitations of words alone as a way to share and experience cancer-related information. Emerging from the words of participants, the expressive arts awakened possibilities, inspired creativity and expanded perspectives; brought learners together; helped participants talk about cancer; supported holistic ways of knowing and remembering; empowered wellness ways and self-care; and energized learning with fun, laughter, and play. The expressive arts nurtured heart, head, and body ways of knowing to provide culturally relevant, learner-centred cancer education as a catalyst for conversations and deeper understandings.

Additional research is needed to understand how and in what ways using expressive arts in cancer education supports decision making choices that empower wellness ways to decrease cancer risk. By engaging with can-

cer information through the arts do adult learners make healthy life style changes to support their wellness journey? Information alone is often not enough to change behaviour. Herman and Larkey (2006) found that an arts-based curriculum resulted in a statistically significant increase in participants willing to engage in clinical trials. Engaging in the arts as a complementary pathway for knowing holds promise as a pathway to empower behaviour choice and change.

Engagement through the expressive arts of moving, drawing, and sculpting offers insights into learning and understanding that are not available through strictly cognitive means. Arts-based education embraces a holistic pathway for understanding that invites learners to connect with information and each other in novel ways. By being attentive to all dimensions of learning we foster a supportive learning climate in which learning style and culture are respected.



CONTINUING THE CONVERSATION....

Thank you very much for allowing me to be part of your learning. Please share your ideas to help me better understand your experience.

- ✦ The use of the expressive arts were woven into this cancer education offering through moving, drawing and sculpting.

Did the expressive arts of moving, drawing or sculpting help you learn?

Circle Yes No

Please share more with us....

Some people tell us that the expressive arts supports their learning in the following ways. Please circle the number that best describes how you felt about expressive arts in learning.

Culturally respectful

1 2 3 4 5
strongly agree agree no opinion disagree strongly disagree
In what ways...

Brings people together

1 2 3 4 5
strongly agree agree no opinion disagree strongly disagree
In what ways...

Inspires creativity

1 2 3 4 5
strongly agree agree no opinion disagree strongly disagree
In what ways...

Helps me to remember

1	2	3	4	5
strongly agree	agree	no opinion	disagree	strongly disagree

In what ways...

Helps me to talk about cancer

1	2	3	4	5
strongly agree	agree	no opinion	disagree	strongly disagree

In what ways...

Supports self care

1	2	3	4	5
strongly agree	agree	no opinion	disagree	strongly disagree

In what ways...

✦ What else do you want us to know about weaving the expressive arts into cancer education?

Please check the box that best describes who you are:

Are you female or male?

Female

Male

What is your ethnic background?

- Alaska Native, What Tribe: _____
- American Indian, What Tribe: _____
- Caucasian
- Hispanic
- Other, Please specify: _____

How old are you?

- 19-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60 years or wise

Thank you for sharing your ideas.



As part of a mentored research scholar award from the American Cancer Society, I am exploring how the arts may support cancer education and wellness choices. Thank you for sharing your ideas.

Did the expressive arts of moving, drawing or sculpting support your learning?

YES

NO

Please tell me more....

What else do you want me to know to support meaningful cancer education...

Are you female or male?

- Female
- Male

What is your ethnic background?

- Alaska Native, What Tribe: _____
- American Indian, What Tribe: _____
- Caucasian
- Hispanic
- Other, Please specify: _____

How old are you?

- 19–29
- 30–39
- 40–49
- 50–59
- 60–64
- 65–69
- 70–75
- 76 or wiser

Thank you for sharing your ideas to support more meaningful cancer education.

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