

Undergraduate Student Nurses' Perceptions of Art Therapy in Mental Health Settings



CHAMBERLAIN
UNIVERSITY

Robyn Rice, PhD, RN, CNE -Associate Professor, Online Graduate Studies MSN

Joyce Hunter, MSN, RN-Visiting Professor, St. Louis Campus

Marty Spies, PhD, RN, CNE-Professor, St. Louis Campus

Chamberlain University

College of Nursing

Tracy Cooley MSN, RN, Lecturer

Southern Illinois University

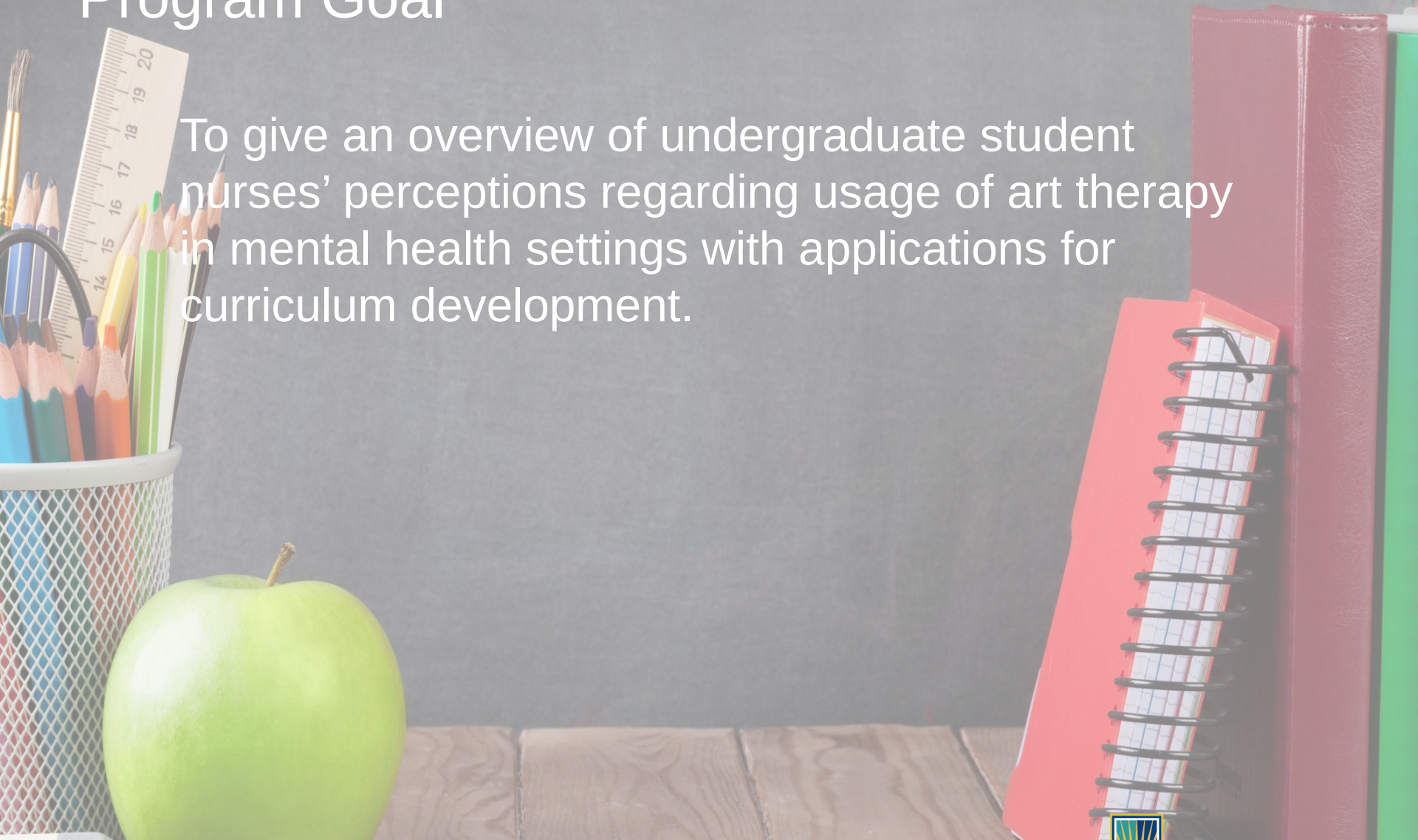
School of Nursing

Disclosures

- Faculty Names:
Dr. Robyn Rice
Conflicts of Interest: None
- Employer:
Chamberlain University
College of Nursing
Downers Grove, IL
- Sponsorship/Commercial Support: None

Program Goal

To give an overview of undergraduate student nurses' perceptions regarding usage of art therapy in mental health settings with applications for curriculum development.



Program Objectives

1. The learner will describe student nurses' perceptions of art therapy in mental health settings
2. The learner will identify the effects of using art therapy in mental health settings upon undergraduate student nurses and patients
3. The learner will be enabled to apply findings from this presentation-study in curriculum development and revision

Abstract

- **Background:** The purpose of this study was to explore the perceptions of undergraduate (baccalaureate) student nurses regarding the use of art therapy to promote a therapeutic relationship and communication with mental health patients. A review of the literature revealed a lack of research on this topic.
- **Method:** This was a qualitative study using principles of thematic analysis.
- **Results:** Major themes found in the study included: student nurses' initial experiences with mental health patients, student nurses' observations of mental health patients and student nurses' and mental health patients' responses to art therapy.
- **Conclusions:** The intentional use of art therapy should be integrated into undergraduate nursing education. Further research should be conducted to determine if art therapy is useful with students in other settings. In addition, innovations using art therapy in nursing education should be studied.



Introduction: Therapeutic Communication and Mental Health



Literature Review



CHAMBERLAIN
UNIVERSITY

Purpose of the Study and Research Question

“What are the perceptions of undergraduate nursing students regarding the use of art therapy on the therapeutic relationship and communication between student nurses and mental health patients?”



Methods

- Design and Process
- Participants
- Ethical Considerations
- Data Collection



Methods (Cont.)

Three primary interview questions with probes were asked of the students during all interviews in order to answer the research question:

- What is it like to communicate with mental health patients?
- Have you used art therapy when communicating with mental health patients? What was it like?
- How does art therapy assist you to communicate with your patient during your mental health experience?

Methods (Cont.): Data Analysis



Findings

Three Key Themes

- Student nurses' initial experiences with mental health patients
- Student nurses' observations of mental health patients
- Student nurses' and mental health patients' responses to art therapy

Emergent Themes When Using Art Therapy

Major (key) themes

Student nurses' initial experiences with mental health patients

Student nurses' observations of mental health patients

Student nurses' and mental health patients' responses to art therapy

Subthemes

- Perceptions of persons with mental health issues
- Reaction to the mental health patients in a locked nursing unit

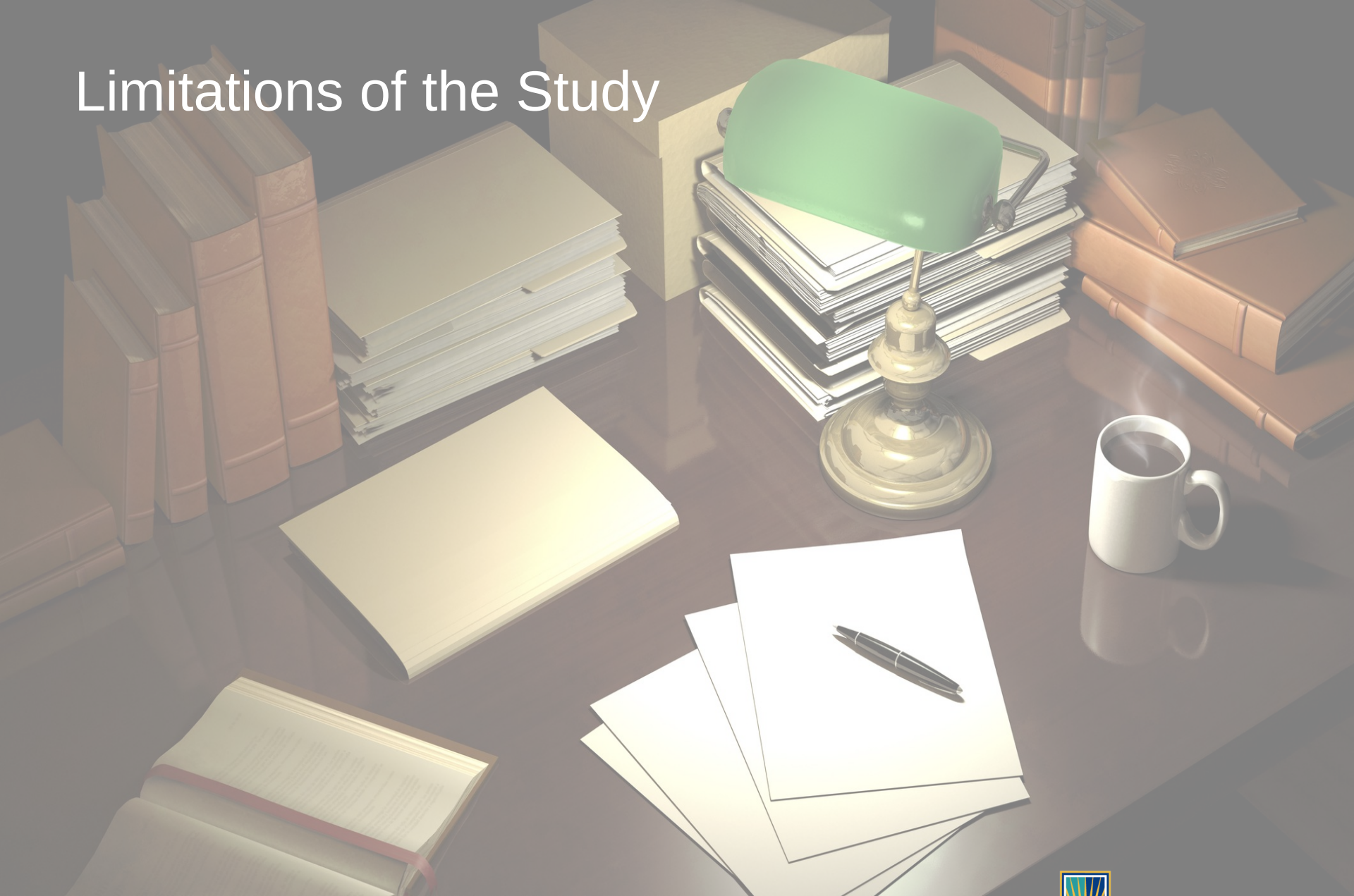
- Mental health patients' feelings
- Mental health patients want their story heard
- Mental health patient as an individual

- Easier to approach the mental health patient
- Opens lines of communication
- Promotes a bond and feelings of trust
- Empowers the mental health patient
- Changes in the student nurse

Discussion



Limitations of the Study



Implications

- Nursing Education
- Nursing Clinical Practice
- Nursing Research



Conclusion



Acknowledgements

We would like to thank the following organizations and people for their support of this study:

Chamberlain College of Nursing whose mission enables us to do the work in nursing we were born to do; the *Phi Pi Chapter of Sigma Theta Tau International* whose grant supported this study; *Southern Illinois University at Edwardsville School of Nursing* who graciously allowed us to conduct our study at their facility and our families and communities who told us we could *do it* every step of the way.



References

- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 2, 77-101.
- Kamberelis, G. & Dimitriadis, G. (2011). Focus groups: Contingent articulations of pedagogy, politics, and inquiry. In N. Denzin & Y. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed., pp. 545-562). Thousand Oaks, CA: Sage.
- Krueger, R.A. (2006). Analyzing focus group interviews. *Journal of Wound, Ostomy, and Continence Nursing*, 33(5), 478-481).
- Rice, R., Hunter, J., Spies, M. & Cooley, T. (2017) Undergraduate student nurses' perceptions of art therapy in mental health settings. *JNE* (pub date Sept-Oct)
- Savett, L. (2011). The sounds of silence: Exploring lessons about silence, listening, and presence. *Creative Nursing*, 17(4), 168-173. 10.1891/1078-4535.17.4.168