Using Healing Touch To Help Junior Nursing Students with their Anxiety

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Jean M. Klein, PhD, PMHCNS, BC
gjklein@widener.edu
Melissa Krouse, BSN
Katharine Lowe, MA, BSN, CWOCN, HNB, BC, RM, HTP

Widener University
Healing Touch Study
Klein*, Krouse** & Lowe***

• Learner Objectives:
  • Review the basics of healing touch
    • Energy healing; Chakra identification; Hands off/ hands on; & Pendulum swing
  • Examine research methodology
    • Enrollment & maintenance of students; Instruments used; & Research findings

• No Conflict of Interest
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Acknowledgements

- Widener University Nursing Students, Class of 2015

- Widener University Provost Grant funded this study
PROBLEM

- Junior nursing students transition from knowledge based lower division courses to application based upper division courses
  - Putting “IT” all together
  - Taking care of patients in hospital
- Palpable Anxiety
  - Increased anxiety from previous study
  - What can be done to lower their anxiety?
Literature Review

- Lai (2006)
  - Spielberger’s State Trait Anxiety Inventory & Test Anxiety Inventory

- Glaister (2007)
  - Medication calculations & anxiety

  - Nursing program & anxiety

  - HT & agitation in male residents with dementia

- Jain et al. (2012)
  - HT with Guided Imagery & PTSD in active military personnel
Healing Touch

• Janet Mentgen, BSN, RN practice
  • Biofield therapy
  • Energy based healing
  • Noninvasive
  • Balance energy fields around the body
PURPOSE

• To investigate if a Healing Touch session could lower junior nursing students’ anxiety.

• Hypothesis
  • Healing Touch sessions will decrease anxiety in junior nursing students.
Methodology

• Widener University IRB Approval

• Quasi-experimental
  • Single group, no control
  • Same Healing Touch Practitioner for all sessions
Methodology

• 166 students in the first M/S class invited to participate

• One week after 1st test
  • 88 students consented (53%) & filled out Demographic Data Form
Methodology

• Spielberger’s State Trait Anxiety Inventory (STAI)
  • Pre-test before HT session

• One, 50-minute HT session per student by same Certified Healing Touch Practitioner

• Returned STAI Post-test 3-7 days post session to PI
  • $10 Wawa gift card
Healing Touch

- Energy therapy

- Practitioners use hands to support & facilitate physical, emotional, mental & spiritual health

- Means to facilitate healing & decrease anxiety (Wang & Hermann, 2006)

- No current research on HT and nursing students
Hands on/Hands off & Pendulum Swings

Hands On/Hands Off

• Permission to touch
  • Nurses have this license
• Go over the chakras

Pendulum Swing

• Assessing pre & post intervention
• Reviewed study purpose
Chakras

• Similar to electrical circuits or software programs
• Process information
• 7 Chakras from the crown of the head to soles of the feet
• Students invited to set own intention
## Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
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<tbody>
<tr>
<td>Age</td>
<td>21.79</td>
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<tr>
<td>Gender</td>
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<tr>
<td>Race</td>
<td>6.39 (white)</td>
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<td>Marital Status</td>
<td>2.94 (single)</td>
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<tr>
<td>Have Children</td>
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<tr>
<td>Working</td>
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<tr>
<td>Number of Hours</td>
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<td>Previous Degrees</td>
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<td>Repeating Courses</td>
<td>1.97 (no)</td>
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<tr>
<td>Housing Status</td>
<td>1.85 (campus housing)</td>
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<tr>
<td>GPA</td>
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Results

• 37 HT sessions provided (42%)
• 33 returned post-test (89.12%)
• 2 returned post-test after 7 days (5.44%)
• 2 never returned post-tests (5.44%)
Results

- **State Anxiety Scores**
  - Pre-test 33-57
  - Post-test 36-79
  - Mean change 2.79
  - $p = .001$

- **Examinations**
  - Test 1
    - 78-100
    - Mean 87.93
  - Test 3
    - 68-100
    - Mean 83.06
    - Mean change -4.87
    - $p = .001$
Discussion

• Statistically significant increase in state anxiety & decrease in examination scores may be due to:
  • Clinical experiences
  • Classes perceived as difficult
  • Testing
    • More application based exam questions
  • Personal issues
  • Only one HT session per student
  • Timing of HT sessions
  • Demographics (families, jobs, etc.)
Limitations

• One university

• Schedule
  • Student schedule
  • HTP schedule
  • 2-3 days per week, 3 students per day

• No-shows

• Returning post-test
  • 2 students returned post-test after 7 days
  • 2 students did not return post-test
Conclusions

• State anxiety increased post-HT intervention

• Examination scores decreased post-HT intervention

• More research is warranted

• Investigate other anxiety reducing interventions
Recommendations

• Scheduling appointments via email

• More than one HT session

• Begin sessions prior to first exam
  • Anxiety may be highest at this time

• Compare results to demographics
  • With more data

• Reach out to other level students
References


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