

A Conceptual Framework for Behavioral Therapy Nursing Research Utilizing J.W. Kenny's Open System Model Framework

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ABSTRACT

Introduction: "God made people good, but they have found all kinds of ways to be bad". The way one acts or conducts oneself, particularly toward others, is referred to as behavior. Good deeds create a better world, and evil deeds create a worse world. Adolescents are the future citizens. It is during adolescence that people shift from childhood to adulthood. They may experience resentment on a daily basis. Injustice, wrongdoing, public humiliation, etc., can all contribute to the emotion. Using them improperly could have an impact on how students behave. Developing healthy habits helps people think more clearly and do all jobs to a very high quality. Practice refers to repeatedly doing something. They will have practice letting go of unpleasant feelings through behavioral therapy. The goal of behavioral therapy, a crucial part of contemporary healthcare, is to improve future citizens' conduct. This paper fills the gap between nursing research and behavioral therapy. School-age children frequently have behavioral issues, which, if untreated, can have detrimental effects on any society.

Methods: In behavioral therapy nursing research targeted at helping teenagers let go of negative emotions and foster positive interpersonal relationships, J.W. Kenny's Open System Model framework acted as a guide. With 180 pupils, experimental pre-test post-test control group design was adopted. Prior to and following behavioral therapy, motivation toward transgression, general well-being, and academic self-efficacy were evaluated. The core ideas of the open system model offered a framework for creating behavioral therapy interventions and structuring the therapy itself.

Results: The study's findings indicated that behavioral therapy interventions could improve students' academic self-efficacy and lessen their wounded sentiments, both of which could foster positive interpersonal interactions in a school setting.

Conclusion: The open system framework opens the door for more thorough and efficient teaching in this crucial area by expanding its applicability to the special difficulties and sensitivities present in academic contexts.

Keywords: Behavioral therapy, nursing research, open system model, conceptual framework, hurt feelings, academic self-efficacy, students.

INTRODUCTION

Schematic models, also known as conceptual maps, are used in both quantitative and qualitative research to visually express links between phenomena. Boxes, arrows, or other symbols are used to

graphically represent the ideas and connections between them. The conceptual underpinning of a study is a framework. (1). A conceptual framework in research is a theoretical underpinning or structure that offers a concise and systematic explanation

of the study's goals, research questions, and relationships between variables. It acts as a guide for scientists as they plan, carry out, and analyze their research. The conceptual framework aids in defining the research problem, creating hypotheses or research questions, and connecting the study's goals to the body of existing literature (2).

Studies that are of the highest caliber integrate their concepts very well. Terms like theories, models, frameworks, schemes, and maps are frequently employed in relation to conceptual study contexts. Every study has a framework, even though not every study is based on a theory or model. The framework is known as the theoretical framework in a study that is based on a theory, and the conceptual framework in a study that is based on a conceptual model. The words conceptual framework, conceptual model, and theoretical framework, however, are frequently used in the same sentence. The framework of a study is frequently implicit, or not formally acknowledged or specified. Researchers who give vital details regarding the study framework by defining key variables conceptually (3).

The conceptual framework offers a logical arrangement of related concepts that aids in explaining or visualizing how research subjects relate to one another within the theoretical framework (3). It is not just a way to arrange ideas; rather, it is a way to convey to the reader the researcher's perspective - both ontologically and epistemologically and how they will approach the research topic (4). In their research projects, nurse researchers identify and make use of conceptual frameworks. Conceptual models and theories provide as explicit or implicit guidelines for research (5). Researchers use both nursing and non-nursing conceptual framework models as a framework for their studies (6). A conceptual theory is an abstract generalization intended to explain how many events are related to one another (1,7).

Conceptual framework in behavioral therapy

Behavioral therapy is an approach to train the students to 'let go' hurt feelings. The concepts of J.W. Kenny's **open system model** include input, throughput, output and feedback. The System's theory is concerned with changes due to interrelation between various factors in a situation. All living systems are open in which there is continuous exchange of matter, energy and information. Open system has various degrees of input, and gives back output in forms of matter, energy and information. It was developed based on system theory of Ludwing Von Bertalanffy (1968).

Input: It refers as any form of information energy or matter transferred to the environment.

In this study input refers to Motivation towards transgression, general well-being and academic self-efficacy of students.

Throughput: Occurs at some point between the input and output process. It enables them to be transferred in such a way that it can be readily use by the system. (8). In this study it refers to group of interventions which changes the behavior of the student by helping the student to recall the incidents of hurt feelings and express it in a work sheet, Relaxation therapy- Deep breathing exercises for 10 times, arm stretching exercise for 3times, clapping hands for 10 times saying 1,2,1-2-3 , Practicing diary writing by verbalization and writing three statements such as I forgive, I bless & I love, Laughter exercise for 5 minutes, Verbalization of Positive affirmation sentences for 10 minutes ;Totally 30 minutes-5days/week for 5weeks. And posttest at the end of 5th week by self-administered questionnaire in order to assess the level of Motivation towards transgression, General wellbeing, and academic self-efficacy.

Output: It refers to the assessment of the success rate among open systems. In this

study it refers to a significant difference in the level of motivation towards transgression, general wellbeing, and academic self-efficacy before and after the behavioral therapy among Students in experimental group. i.e., reduction in motivation towards transgression, improvement in general wellbeing and academic self-efficacy.

Feedback: It refers to the environment responses to the system output. It's a process of measuring the effectiveness. All living systems are open. The student's behavior also undergoes continuous exchange of matter, energy, and information. It refers to Post assessment at the end of 5th week. Level of motivation towards transgression by TRIM (Transgression Related Interpersonal Motivation) scale, psychological wellbeing by Oxford happiness questionnaire, Physical wellbeing using self-prepared questionnaire & academic self-efficacy using self-prepared questionnaire.

To plan, organize, and conduct studies, behavioral therapy nursing research usually uses conceptual and theoretical frameworks To undertake instruction and practice with students in behavioral therapy, it is crucial to identify a conceptual framework.

The Open System model developed by Jennet W. Kenny is used in this paper to present a conceptual framework that bridges the gap between behavioral therapy and nursing research. This conceptual framework sets new ground in developing a greater knowledge of how nursing interventions can favorably impact the lives of students who are harmed by others. This ground-breaking paradigm offers a structured way to advance evidence-based methods in the field of behavioral therapy in nursing in addition to addressing the particular mental and emotional needs of students. This paper's originality opens the door to more dynamic training tactics that are firmly grounded in thorough research

and successful student-centered methodologies. (10)

Application of Open System Framework in Behavioral Therapy

Letting go of painful sentiments is at the heart of behavioral therapy. This strategy is concentrated on the students. Even if the government is making great attempts to lower the rate of teen suicide, it is still debatable. Behavioral treatment was only administered by psychiatrists and psychologists; it wasn't always available to the student population. Numerous studies conducted at the national and international levels show that many students are both the cause of and victims of behavioral issues. We have made the decision to create a behavioral therapy training program in this situation to improve academic self-efficacy and lessen upset feelings. The study's goal was to assess how behavioral therapy training affected students' desire for misbehavior, overall wellbeing, and academic self-efficacy. The level of motivation for transgression, general health, and academic self-efficacy were evaluated before and after the therapy. As part of the behavioral therapy intervention, training was given on how to explore painful feelings by writing them on a piece of paper and tearing it, as well as on deep breathing, arm stretches, hand clapping exercises, and the verbalization of three words (I forgive, I love, and I bless), laughter exercise for 5 minutes verbalization of positive affirmation sentences for 10 minutes.

The philosophical context for this study was the Open system model framework developed by J.W. Kenny. The key ideas of the model's input, throughput (interventions), and output have given designers and content developers a framework for creating behavioral therapy interventions. Figure 1 shows a diagrammatic representation of the framework. (9,11)

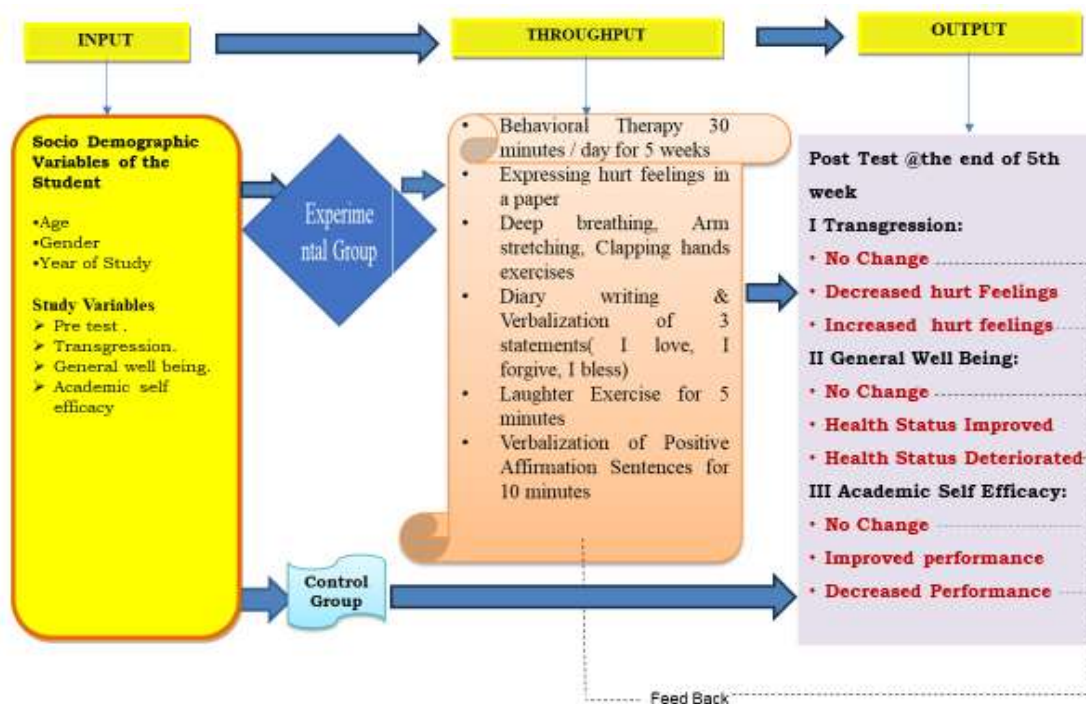


Figure 1: Conceptual Frame work based on Modified J.W Kenny's Open System Model- 1990

Many qualities that have been listed as prerequisites for effective behavioral treatment include interpersonal abilities, good communication, engagement skills with the students, openness and curiosity of the students, and a peaceful environment. When creating the wellness and academic self-efficacy questionnaire, these characteristics were taken into account. The behavioral therapy sessions were centered on letting go of negative emotions and effective mental relaxation, which improved the students' academic self-efficacy and decreased their level of retaliation toward others.

The impact of behavioral therapy intervention was intended to reduce the amount of retaliation, increase academic self-efficacy, promote psychological well-being, and help the student reach self-esteem objectives. These results were highlighted in the post-test surveys.

DISCUSSION

Behavioral therapy enables children to increase their sense of self-worth. As students learn the solutions, their self-confidence soars and they are able to

overcome the disorder. Negative thought patterns form and take control of the person's life in many mental diseases. Many individuals develop automatic negative thinking. Patients who receive behavioral therapy learn how to change their negative thoughts into realistic, constructive ones. Patients with mental illnesses frequently experience relapses. Patients receive the resources they need in behavioral therapy to help them avoid relapses. Patients are better able to identify the thought patterns they need to avoid since they have learned to understand their difficulties and develop coping mechanisms. (9)

The use of the open system concept in behavioral therapy nursing represents a paradigm shift in the way we care for hurt students. By putting the individual at the center of their educational journey, this strategy gives priority to their particular basic requirements, depressive emotions, loneliness, values, and preferences, promoting a greater sense of enjoyment, wellbeing, and comfort during their time as a student. Students can develop deep relationships with their peers and families through the use of active writing of hurt

sentiments, verbalization of I forgive- I love- I bless, and repeating of positive affirmation sentences. This will result in more individualized and compassionate behavior.

It has been demonstrated that behavioral therapy can assist both children and adults in managing mental health-related symptoms such as stress, anxiety, and any others. Long-term advantages for students include the ability to use the skills whenever they need to deal with unpleasant feelings. Behavioral therapy teaches young people how to retrain their thinking. It aids them in managing the stress of daily life. Children and adults who struggle with somatoform disorders, general stress, or anger management issues can benefit from pediatric behavioral therapy. (10)

Behavior, ideas, and feelings are related to one another. In contrast to other types of psychotherapy, where the patient reflects on their thoughts and feelings with the therapists acting as a guide, the patient and therapist actively collaborate to heal in behavioral therapy. Numerous mental illnesses, including anxiety disorders, panic attacks, post-traumatic stress disorder, addiction, depression, and obsessive-compulsive disorder, are treated with this technique. Cognitive behavioral therapy emphasizes taking concrete steps to solve problems. In behavioral therapy students are aware that they can turn to someone as they work through their issue because it is action-based. Students can change harmful behaviors by working to change them when they are aware that someone cares about them and their recovery. (11)

Healthcare professionals must adopt an all-encompassing behavioral therapy strategy because we believe that every student's life narrative deserves to be valued and acknowledged within the context of the school.

CONCLUSION

This conceptual framework provides a new and creative viewpoint on improving behavior modification for students by

incorporating the open system framework created by J.W. Kenney within the context of behavioral therapy. The open system framework opens the door for more thorough and efficient teaching in this crucial area by expanding its applicability to the special difficulties and sensitivities present in academic contexts.

Declaration by Authors

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