



Original Research Article

## **Skill Is Strength: Empowering the Student Nurses through Skill Training On Selected Psychotherapy**

Sheela Upendra<sup>1</sup>, Sheetal Barde<sup>2</sup>

<sup>1</sup>Assoc. Professor, <sup>2</sup>Asst. Professor,  
Symbiosis College of Nursing, Symbiosis International University, Pune, Maharashtra, India.

Corresponding Author: Sheela Upendra

Received: 25/12/2014

Revised: 22/01/2015

Accepted: 29/01/2015

### **ABSTRACT**

Psychotherapy helps in the exploration of thoughts, feelings and behavior for the purpose of problem solving or achieving higher levels of functioning. The study is focused on to empowering the student nurses through skill training on selected psychotherapy. One group Pre and Post test - pre experimental Design was used. Sample size was 60 student nurses. Structured Skill questionnaire on six psychotherapies was administered along with baseline Performa. Followed by workshop, where skill stations were organized and then Post test was administered. Majority of 53% of the student nurses had average skill score, 45 % of them had poor skill score and only 2% of them had good skill score regarding psychotherapy. There is highly significant difference in pre test and post test skill score (P value is <0.0001). It means workshop on skill training on psychotherapy was effective. Education and experience found to have association with skills of student nurses regarding psychotherapy. There is no association of age and gender with skills of student nurses about psychotherapy

**Key words:** Skill training; psychotherapy; student nurses.

### **INTRODUCTION**

Psychotherapy includes interactive processes between a person or group and a qualified mental health professional - psychiatrist, psychologist, clinical social worker, licensed counselor, or other trained practitioner. Its purpose is the exploration of thoughts, feelings and behavior for the purpose of problem solving or achieving higher levels of functioning. <sup>[1]</sup>

The psychiatrist Jerome Frank defined psychotherapy as the relief of distress or disability in one person by another, using an approach based on a

particular theory or paradigm, and a requirement that the agent performing the therapy has had some form of training in delivering this. It is these latter two points which distinguish psychotherapy from other forms of counseling or caregiving. <sup>[2]</sup>

Psychotherapy with children and their parents often involves play, dramatization (i.e. role-play), and drawing, with a co-constructed narrative from these non-verbal and displaced modes of interacting. <sup>[3]</sup>

Psychotherapy often includes techniques to increase awareness and the

capacity for self-observation, change behavior and cognition, and develop insight and empathy. Desired results may be to enable other choices of thought, feeling or action, and to increase the sense of well-being and to better manage subjective discomfort or distress. Psychotherapists use a range of techniques to influence or persuade the client to adapt or change in the direction the client has chosen. There is considerable controversy about which form of psychotherapy is most effective, and more specifically, which types of therapy are optimal for treating which sorts of problems. [4]

As early as 1952, in one of the earliest studies of psychotherapy treatment, Hans Eysenck reported that two thirds of therapy patients improved significantly or recovered on their own within two years, whether or not they received psychotherapy. [5]

Psychotherapy is indeed effective. The theoretical bases of the techniques used and the strictness of adherence to those techniques are both not factors. The therapist's strength of belief in the efficacy of the technique is a factor. The personality of the therapist is a significant factor. The alliance between the patient(s) and the therapist (meaning affectionate and trusting feelings toward the therapist, motivation and collaboration of the client, and empathic response of the therapist) is a key factor. [6]

Psychoanalytic psychotherapy has been found to be as effective as Cognitive Behavioral Therapy for immediate relief and more effective over the long term. [7,8]

### **Statement of the Problem**

“Skill is strength: Empowering the student nurses through skill training on selected psychotherapy”

### **Objectives**

1. To assess the skill on psychotherapy among student nurses.

2. To evaluate the effectiveness of skill training on selected psychotherapy among student nurses.
3. To find the association between skill of student nurses on psychotherapy and selected demographic variables.

## **MATERIALS AND METHODS**

### **Research approach and design and setting**

The study was Quantitative evaluative approach. One group Pre and Post test - pre experimental design was used. Setting for the study was Symbiosis College of Nursing of Pune city.

**Sample size:** 60 student nurses

**Samples:** Student nurses of Symbiosis College of Nursing of Pune city

**Sampling technique:** Stratified random sampling technique

**Section I:** It consisted of Information on demographic variables like the Age, Gender, education and experience.

**Section II:** This section consisted of Skill questionnaire that comprised of total of forty (40) – related to selected psychotherapy: person centered psychotherapy, family therapy, behavior therapy, rational emotional behavior therapy, cognitive therapy and Brief therapy.

**Data Collection Procedure:** The study was approved by the ethical committee. After obtaining permission from the concerned authority and informed consent from the samples, the investigator administered the tool. Skill questionnaire on psychotherapy was administered along with baseline Proforma followed by workshop on psychotherapy; expertise on the field took the therapies in groups on : person centered psychotherapy, family therapy, behavior therapy, rational emotional behavior therapy, cognitive therapy and Brief therapy. Post test after the workshop was administered to evaluate the effectiveness of workshop.

## RESULTS

### Section I: Description of demographic variables of student nurses

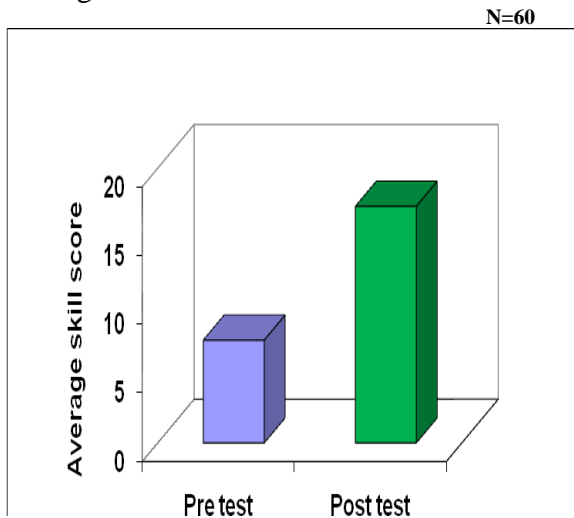
**Table 1.** Frequency and Percentage distribution of demographic variables of student nurses. N= 60

Demographic variable		Frequency	Percentage (%)
Age (Yrs)	21 – 25	54	90
	26 – 30	06	10
Gender	Male	17	28
	Female	43	72
Educational status	M.Sc. ( N)	13	22
	Post Basic B.Sc. Nursing	30	50
	B.Sc. (N)	17	28
Experience (Yrs)	No experience	22	37
	01	16	27
	02	20	33
	03 or more	02	03

### Section II: An analysis of data related to the skill score on psychotherapy among student nurses

Majority of 53% of the student nurses had average skill score (21-40), 45 % of them had poor skill score (0-20) and only 2% of them had good skill score (41-60) regarding psychotherapy.

### Section III: Analysis of data related to effectiveness of workshop on psychotherapy among student nurses

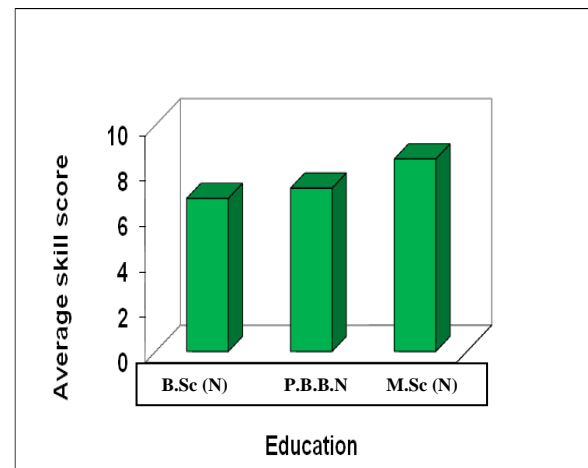


**Figure 1:** Bar Diagram showing overall comparison of pre and post test skill score among student nurses

This figure shows that average skill score of post test is more than the average skill score of pre test in respondents. It

means there is improvement in the post test skill score respondents. There is highly significant difference in pre test and post test skill score (P value is <0.0001). It means workshop was effective. Mean pre test skill score is 7.48 and mean post test skill score is 17.22.

### Section IV: An association of skill score of student nurses regarding psychotherapy with selected demographic variables.



**Figure 2:** Bar diagram shows frequency distribution of skill score according to their education of respondents.

This figure predicts that M.Sc. (N) students have more skill score on psychotherapy than P.B.B.N and B.Sc. (N) students. It also shows that there is less difference in the skill of P.B.B.N and B.Sc. (N) students. M.Sc. (N) students have more knowledge (mean score is 8.50) than the P.B.B.N (mean score 7.21) and B.Sc. (N) students (mean score 6.76).

Fisher's exact test used for association of skill score regarding psychotherapy with selected demographic variables. Since p-values corresponding to education and experience are small (less than 0.05), the null hypothesis is rejected. Education and experience found to have association with skill of student nurses regarding psychotherapy. There is no association of age and gender with skill of student nurses about psychotherapy.

## DISCUSSION

The findings of the present study revealed that majority of 53% of the student nurses had average skill score (21-40), 45 % of them had poor skill score (0-20) and only 2% of them had good skill score (41-60) regarding psychotherapy. Findings obtained by Gimba, Solomon Musa <sup>[9]</sup> shows nurses knowledge and practice was adequate related to psychotherapy.

Study result of Henry, Willaims <sup>[10]</sup> shows the training program successfully changed therapist' technical interventions where 16 therapists participated in a year-long manualized training program as part of the Vanderbilt II study of time-limited dynamic psychotherapy. Changes in therapist behavior were measured with the Vanderbilt Therapeutic Strategies Scale (an adherence measure), the Vanderbilt Psychotherapy Process Scale (VPPS), and interpersonal process codings using the Structural Analysis of Social Behavior (SASB).

Study done by Derek Milne <sup>[11]</sup> described structured learning was effective in promoting knowledge and skills with behavioural techniques in the experimental group nurses ( $n = 41$ ). There were no significant improvements in the scores obtained by the matched control group of nurses ( $n = 18$ ). Study described the comprehensive evaluation of a large-scale training programme, incorporating a control group design and 10 'outcome' measures. These results were maintained at a one-year follow-up assessment and indicated that psychiatric nurses can acquire and maintain behavioural techniques, and that they can apply them successfully with their long-stay patients

Study of John Wright <sup>[12]</sup> on behavior therapy training revealed that the self report questionnaire of therapists' knowledge did not prove reliable. Observer ratings of therapist behavior (RTBS) in a simulated

situation reached 0.85 reliability. Eight therapists experienced in social skill training proved superior to 8 inexperienced therapists on the total ratings of therapist behavior score.

## CONCLUSION

The present study revealed student nurses had considerably average skill regarding psychotherapy. The skill score of the student nurses regarding psychotherapy increased after the workshop on psychotherapy. Education and experience were found to have significant association with skill score of student nurses regarding psychotherapy. Resulted improved psychotherapy skills are useful for the better health outcomes of patients.

*Source Of Funding- Self*

*Conflict Of Interest - Nil*

## REFERENCE

1. "Psychoanalysis". www.wellness.com
2. Frank, Jerome (1988) [1979]. "What is Psychotherapy?". In Bloch, Sidney. An Introduction to the Psychotherapies. Oxford University Press. pp. 1–2. ISBN 019261469X.
3. Schechter, Daniel S.; Coates, Susan W. Relationally and Developmentally Focused Interventions with Young Children and Their Caregivers Affected by the Events of 9/11. In Neria, Yuval; Gross, Raz; Marshall, Randall et al. 9/11: Mental Health in the Wake of Terrorist Attacks. Cambridge University Press. 2006. pp. 402–27. ISBN 9781139457729.
4. Carey, Benedict . "For psychotherapy's claims, skeptics demand proof". The New York Times. Retrieved December 2006
5. Eysenck, Hans . "The effects of psychotherapy: An evaluation". Journal of Consulting Psychology .1952;16 (5 319–24):319–24. doi:10.1037/h0063633. PMID 13000035.

6. Wampold, Bruce E. *The Great Psychotherapy Debate: Models, Methods and Findings*. Routledge. 2001;ISBN 9781410604804
7. Milrod, Barbara; Leon, Andrew C.; Busch, Fredric; Rudden, Marie et al. (2007). "A randomized controlled clinical trial of psychoanalytic psychotherapy for panic disorder". *American Journal of Psychiatry* 164 (2): 265–72. doi:10.1176/appi.ajp.164.2.265. PMID 17267789.
8. Blechner, Mark J. (2007). "Approaches to panic attacks". *Neuropsychoanalysis: an Interdisciplinary Journal for Psychoanalysis and the Neurosciences* 9 (1): 91–100. doi:10.1080/15294145.2007.10773545. ISSN 1529-4145.
9. Gimba, Solomon Musa. Assessment of the knowledge and practice of psychotherapy among nurses in the management of psychiatric patients. *International professional nursing journal* 12(2);April 2014 48 – 54
10. Henry, William P.; Strupp, Hans H.; Butler, Stephen F.; Schacht, Thomas E.; Binder, Jeffrey L. Effects of training in time-limited dynamic psychotherapy: Changes in therapist behavior. *Journal of Consulting and Clinical Psychology*, Vol 61(3), Jun 1993, 434-440. <http://dx.doi.org/10.1037/0022-006X.61.3.434>
11. Derek Milne. The development and evaluation of a structured learning format introduction to behaviour therapy for psychiatric nurses. *British Journal of Clinical Psychology*. Vol 23 (3), Sep 1984 ; Pp 175- 185
12. John Wright et al. The development of instruments to assess behavior therapy training. *Journal of behavior therapy and experimental psychiatry*. Vol 8(3), Sep 1977, 281- 286

How to cite this article: Upendra S, Barde S. Skill is strength: empowering the student nurses through skill training on selected psychotherapy. *Int J Health Sci Res*. 2015; 5(2):235-239.

\*\*\*\*\*