

## ORIGINAL

# Five Finger Hypnosis Therapy for Anxiety: A Case Study

*Terapia de hipnosis con cinco dedos para la ansiedad: un estudio de caso*

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## Abstract

**Introduction:** Student anxiety can affect personal well-being and academic performance. Nursing care intervention should be given to cope with anxiety. The purpose of the study was to report the effect of five-finger hypnotic therapy in reducing anxiety in college students.

**Methods:** A case study was conducted in West Java, Indonesia. The implementation uses the nursing process, the Roy adaptation model and instruments to measure anxiety. Participants were selected by purposive sampling. Eight participants were selected for nursing care with an intervention focus on five-finger hypnosis therapy.

**Results:** Subjective evaluation of participants stated a decrease in anxiety, and the results of pre- and post-administration of five-finger hypnotic therapy using the Beck Anxiety Inventory (BAI) showed a significant decrease in anxiety.

**Conclusions:** Five-finger hypnotic therapy is influential in reducing anxiety experienced by students. It can be done alone by students. The therapy can be one of the skills trained in college students to reduce anxiety independently.

**Key words:** Anxiety, student, case study, hypnosis.

## Resumen

**Introducción:** La ansiedad de los estudiantes puede afectar el bienestar personal y el rendimiento académico. Se debe realizar una intervención de cuidados de enfermería para afrontar la ansiedad. El propósito del estudio fue informar el efecto de la terapia hipnótica con cinco dedos para reducir la ansiedad en estudiantes universitarios.

**Metodología:** Se llevó a cabo un estudio de casos en Java Occidental, Indonesia. La implementación utiliza el proceso de enfermería, el modelo de adaptación de Roy e instrumentos para medir la ansiedad. Los participantes fueron seleccionados mediante muestreo intencional. Se seleccionaron ocho participantes para recibir atención de enfermería con una intervención centrada en la terapia de hipnosis con cinco dedos.

**Resultados:** La evaluación subjetiva de los participantes indicó una disminución de la ansiedad, y los resultados de la administración previa y posterior de la terapia hipnótica con cinco dedos utilizando el Inventario de Ansiedad de Beck (BAI) mostraron una disminución significativa de la ansiedad.

**Conclusiones:** La terapia hipnótica con cinco dedos influye en la reducción de la ansiedad que experimentan los estudiantes. Los estudiantes pueden hacerlo solos. La terapia puede ser una de las habilidades entrenadas en estudiantes universitarios para reducir la ansiedad de forma independiente.

**Palabras clave:** Ansiedad, estudiante, estudio de caso, hipnosis.

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## Introduction

Students entering university education experience a period of developmental crisis. These developments include biological, psychological, and social. This results from the creation of new relationships, new identities and increased autonomy and responsibility<sup>1,2</sup>. Students are at risk of stress, anxiety and depression. This condition can have an impact on academic performance<sup>3,4</sup>. Study results estimate that 12-50% of college students worldwide have at least one diagnostic criterion for one or more mental health problems<sup>5,4</sup>. The most common mental health problems are anxiety and depression<sup>6</sup>. Mental health problems can be experienced in life as a student.

Causes of psychological problems during campus life include academic pressure (such as exams and college load), lack of free time, competition, worries about not being able to meet parental expectations, establishing new personal relationships and studying in a foreign place<sup>7,4</sup>; biological factors such as age and gender, predominantly female<sup>8,4</sup>; and financial burden<sup>9,4</sup>. Many factors that trigger psychological problems in students.

The systematic review results suggest that mental health problems among students have become a global concern. The prevalence of anxiety and depression in health students is also reported to be higher than the general population in low-income and middle-income countries<sup>10</sup>. Another study found that 7.04% of students in Asia had anxiety disorders and one-fifth of students in China experienced stress, depression and anxiety<sup>11,12</sup>. The anxiety experienced can have an impact on various aspects of student life.

Anxiety is one of the mental health problems in college students. The anxieties faced by students include facing new changes and challenges. When students deal with anxiety, they will succeed in their study careers. The anxiety they initially met motivated their success<sup>13</sup>. Anxiety experienced by students will adversely affect academic performance, quality of life, decreased empathy, academic dishonesty, have contributed to alcohol and drug abuse<sup>14,5,15</sup>. Despite the adverse effects of anxiety on students, the study's results stated that most students did not receive or seek treatment<sup>16,17</sup>. Only one-fifth of students in high-income countries seek health help to cope with anxiety<sup>18,19,17</sup>. The anxiety experienced by students needs to be addressed.

Psychotherapy underwent an evolution, with different modalities and evolved as a branch of the existing approach. Changes have occurred in response to theories, research evidence and attempts to understand individual vulnerability, psychopathology and psychiatric disorders<sup>20</sup>. Psychotherapeutic interventions that have been given and proven to overcome anxiety in students are yoga and meditation<sup>21</sup>, meditation and *Cognitive Behavioral Therapy*<sup>22</sup>, Mindfulness<sup>23</sup>. Anxiety in students can be overcome with psychotherapy.

Handling anxiety in the campus environment through practical psychotherapy interventions is essential to help students who are identified as experiencing anxiety. Finding cases and managing anxiety early can prevent worsening anxiety experienced by students. The psychotherapeutic intervention given by mental health nurses is five-finger hypnosis. Five-finger hypnosis refers to the theory of hypnosis carried out by mental health nurses to focus, relax, concentrate and suggest through words to relaxation and lower symptoms. Five-finger hypnosis is also self-hypnotic so that after being trained by a mental health nurse, the client can perform independently<sup>24</sup>. The study focused on the use of five-finger hypnosis on college students with anxiety. In-depth case analysis is performed using a case study design.

## Methods

### Purpose

Describes the effect of five-finger hypnosis as a nursing intervention on nursing anxiety diagnosis. The theoretical framework used in nursing care draws on Roy's adaptation model.

### Ethical aspects

The study was conducted on eight participants. Participants have received an explanation and filled out an approval form related to research and publication of case data. The institution's research ethics committee has approved the research activities numbered 031/USTB/Ethics/Results/VI/2023. Participants have read, understood the case report's contents and signed an agreement to publish the data submitted to the researcher.

### Type of study

Descriptive research involving eight cases. Research is developed according to CARE guidelines (CaseReport) which aims to create, disseminate and implement adequately according to the standards that case studies do, transparently inform results and guide clinical practice<sup>25,26</sup>.

### Methodological procedures

This case study describes nursing care provided from June 19-25, 2023, to eight participants who experienced anxiety. Nursing care is carried out based on the nursing process. The assessment was conducted by nursing students and psychiatric nursing specialist nurses who are experienced in their fields. Determination of diagnoses, interventions and outcomes refers to NANDA International Nursing Diagnoses: Definitions and Classification<sup>27</sup>, Nursing Intervention Classification (NIC)<sup>28</sup> and Nursing Outcomes Classification (NOC)<sup>29</sup>.

## Study site

The study site was a university in West Bandung District, Indonesia.

## Data collection and organization

An instrument used to measure anxiety before and after nursing intervention: Beck Anxiety Inventory (BAI). BAI is an instrument measuring anxiety level consisting of 21 questions. Participants answered according to each symptom felt by choosing 0 (not at all), 1 (little/mild), 2 (sufficient/moderate), and 3 (very disturbing/severe). Total 0-21 (mild anxiety), 22-35 (moderate anxiety) and 36-63 (severe anxiety)<sup>21,26</sup>.

## Data analysis

Quantitative data (Table IV) were obtained from BAI instruments, measured and analyzed using descriptive statistics to assess the outcome of five-finger hypnotic therapy. Nursing care activities are made in a systematic report guided by the stage of the nursing process. Roy's adaptation model is used as a theoretical foundation for predicting and assessing behavior as an adaptation process.

## Results

### Case Overview

Eight students from one of the West Java universities were willing to participate in this study. The results of the nursing assessment obtained 2 participants were male and 6 participants were female. All participants were 21 years old and expressed worry caused by coursework that had to be completed. The worry experienced has a physical impact in the form of dizziness, uncomplicated diarrhoea and difficulty sleeping. Participants also expressed difficulty concentrating and always thinking about worries (Table I).

Assessments related to medical history were carried out with a focus on focal, contextual and residual stimuli by Roy's adaptation model (Table II).

### Nursing diagnosis and intervention

Based on the study's results, eight participants obtained behavioral and emotional characteristics: crying, expressing fear / worry, expressing distress and unable to sleep. The physiological characteristics found are uncomplicated diarrhoea, no appetite and dizziness. Found cognitive characteristics: difficulty concentrating and always thinking about problems.

Table I: Results of nursing assessment.

Participants	Age (years)	Gender	Results
P1	21	Man	Worry about the final project. Things that are felt are not calm, dizziness, there is a feeling of fear, uncomplicated diarrhoea, difficulty sleeping, and always thinking about what is worrying. I tried to reduce the anxiety experienced by praying and telling others, but I failed.
P2	21	Man	Worry about lectures in the last semester. Things that are felt are often not calm, dizziness, a feeling of fear, and always thinking about what is worrying so it is challenging to concentrate. Trying to reduce anxiety experienced by praying but has not succeeded.
P3	21	Girl	Worry about the tasks that need to be completed. Things that are felt are often not calm; there is a feeling of fear, no appetite, always thinking about what is worrying.
P4	21	Girl	Worry about being at the final level with many heavy tasks. Things that are felt are often not calm, crying, difficulty sleeping, fear, and always thinking about what is worrying, so it is not easy to concentrate.
P5	21	Girl	Worry about a lot of tasks. Things that are felt are often not calm, difficulty sleeping, a feeling of fear, always thinking about what is worrying so it is difficult to concentrate.
P6	21	Girl	There is a fear of not being able to complete learning well. Things that are felt are often not calm, difficulty sleeping, a feeling of fear, always thinking about what is worrying, so it is difficult to concentrate.
P7	21	Girl	The task is increasing, afraid to do well or not, often not calm, difficulty sleeping, a feeling of fear, and always thinking about what is worrying, make it difficult to concentrate.
P8	21	Girl	I was confused about what kind of final project I did, often not calm, having difficulty sleeping, a fear of being unable to finish, and always thinking about what was worrying so it was not easy to concentrate.

Table II: Focal, contextual and residual stimuli studied based on Roy adaptation model.

Participants	Focal	Contextual	Residual
P1	Tasks of scientific work at the final level	Having parents, academic supervisors, and friends but not yet providing comfort (fear of telling parents or supervisors, feeling friends also have the same problem)	Fear of failure and not completing tasks well
P2			Fear of a prolonged study period
P3			Fear of not finishing on time
P4			Fear of the study period lengthening and becoming a burden on parents
P5			Fear of not being able to complete the final task
P6			Fear of failure and disappointing parents
P7			Fear of lower achievements
P8			Fear of not being able to finish well

Behavioral and emotional, physiological and cognitive characteristics, according to NANDA 2021 refer to nursing diagnoses: anxiety (Herdman et al., 2021). Nursing intervention refers to the NIC (Bulechek et al., 2013) with implementation as per **table III** and focused on five-finger hypnotic therapy.

The stages of five-finger hypnotic therapy include:

1. Set a comfortable position.
2. Take a deep breath for one minute while closing the eyes.
3. Insist in my heart that "I intend to enter physical and mental relaxation".
4. Give gratitude and deeply enjoy the breath that relaxes the body and mind.
5. Feel the present time the body becomes really relaxed, comfortable, and very light.
6. Counting down from ten to one will help to enter more profound relaxation.
7. Impart and feel how grateful you are when you find out about your circumstances, bring up your feelings of pleasure, happiness and pleasure for your current condition (while touching your thumb with your index finger).
8. Imagine and feel that your friends, family, relatives, and relatives are always present and supporting you during this time. Friends who accompany you and help during lectures bring

encouragement, courage and positive thinking at all times (while touching the thumb with the middle finger).

9. Imagine and feel when getting great happiness, feel when getting the most beautiful gift that until now can not be forgotten, and feel that getting happiness, achievements and praise as something to wait for (while touching the thumb with the ring finger).
10. Imaginate and feel the present moment life becomes colorful with the presence of a significant person, affection, and a warm hug from a very loved one and feel very happy with their presence (while touching the thumb with the little finger).
11. After 5-10 minutes, end the relaxation. Count one to five and will slowly wake up again in a very fresh, healthy, and favourable condition. First, take a deep breath and exhale freely; second, move your fingers, and present yourself entirely in this place; third, you can really be aware of the surroundings completely and clearly; fourth, straighten your body, and prepare to open your eyes; Fifth, please open your eyes and feel a fresh, fit, healthy, and very positive body condition.
12. Feel the condition of the body after relaxing the five fingers.

Nursing intervention five-finger hypnosis therapy was carried out for seven days for 25-30 minutes each time the intervention showed a decrease in anxiety score before and after the intervention (**Table IV**).

**Table III:** Nursing interventions and activities.

Nursing Intervention (NIC)	Nursing activities
Reduction of anxiety	Help clients identify situations that trigger anxiety.
	Use an instrument to measure anxiety levels. Teach breath exercises to promote relaxation. Teach five-finger hypnotic therapy.
Counseling	Educate about anxiety and train clients to replace thoughts that can increase anxiety with positive thoughts.
Distraction	Encourage clients to choose distraction techniques such as listening to music, deep breathing exercises and positive affirmations.

**Table IV:** Results of participants' anxiety levels based on Beck Anxiety Inventory (BAI) instruments before and after nursing interventions.

Participants	Before Intervention		After Intervention	
	Score	Interpretation	Score	Interpretation
I	14	Mild anxiety	5	Mild anxiety
II	36	Severe anxiety	12	Mild anxiety
III	17	Mild anxiety	6	Mild anxiety
IV	25	Moderate anxiety	7	Mild anxiety
V	21	Mild anxiety	8	Mild anxiety
VI	27	Moderate anxiety	9	Mild anxiety
VII	30	Moderate anxiety	9	Mild anxiety
VIII	23	Moderate anxiety	7	Mild anxiety

## Discussion

The results of previous studies stated that 22.2% of students experienced mild anxiety, 1.8% moderate anxiety and 0.7% severe anxiety. Anxiety is more experienced by female students who have a higher educational background<sup>30</sup>. The anxiety experienced by students can affect individual functioning. Anxiety is a mental health problem that students often experience, so prevention programs are needed to reduce the prevalence of anxiety. The results showed that cognitive behavior therapy and mindfulness can be done well among students<sup>31</sup>. The current results, before the intervention, anxiety was in the mild-severe range after five-finger hypnotic therapy changed to mild anxiety.

Five-finger hypnosis is a mind-body intervention that focuses on the interaction of brain, body, mind, spirit and behavior to use the mind to change physical behavioral functions and improve psychologically and thus decrease anxiety. Five-finger hypnosis is self-hypnosis that is useful for psychological intervention in overcoming anxiety. The five-finger hypnosis exercise given to students is a fast, cost-effective and safe way of self-hypnosis to overcome anxiety in students.

Mental health nurses can positively provide nursing care to students to overcome anxiety with a non-pharmacological intervention: five-finger hypnosis exercises. Roy's theoretical framework contributed to the nursing care provided. Individuals in the context of students will be able to improve their health by maintaining adaptive behavior and being able to change ineffective behavior. Students must be able to adapt and maintain psychological well-being.

### Limitations of the study

A limitation of this study is that it is difficult to thoroughly evaluate and explore the components of Roy's theory in the selected case study.

### Contribution to the field of nursing, health or public policy

The case studies conducted contribute to managing anxiety experienced by students in the educational environment. Five-finger hypnotic therapy can be a standard nursing intervention given to anxiety experienced by college students.

## Conclusions

Five-finger hypnotic therapy can be given as a mental health nursing intervention to overcome anxiety experienced by students. Students can do five-finger hypnotic therapy as a form of self-hypnosis to overcome anxiety experienced.

### Competing interests

Authors have declared that they have no competing interests.

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