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Signature Marie Elaine Hansen

Date December 2, 1970

OPINIONS OF TWO GROUPS OF STUDENT NURSES

ABOUT THE USE OF THERAPEUTIC TOUCH

by

Marie Elaine Hansen

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Approved:

Mrs. Laura Walker R.N. Ph.D.  
Head, Major Department

Marjorie B. Ferguson R.N. M.N.  
Chairman, Examining Committee

J. Boering  
Graduate Dean

MONTANA STATE UNIVERSITY  
Bozeman, Montana

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## ABSTRACT

A quick review of the American culture shows us that a norm of aloofness has been established among its people. At some point in the child's life he is taught not to touch others and to keep his hands to himself. However, a new trend seems to be emerging with emphasis being placed on tactile contact. The papers are filled with articles about the activities of sensitivity groups, workshop laboratories and other methods of sensory awakening. There is much told about the use of touch and its medicinal value. This study was developed to explore the opinions of student nurses about touch and the use of touch as a therapeutic communication tool.

The survey method was used in this study utilizing one hundred-seventeen freshmen and sixty-eight senior nursing students. Of the one hundred-seventeen freshmen, sixty-eight were selected by random method so that each class group were of equal numbers. A questionnaire, consisting of sixty questions, was devised by the researcher and given to these students in the Spring Quarter of 1970. Evaluation was researched by scoring the total score of positive attitudes expressed by the freshmen students and comparing this with the total score of positive attitudes of the senior class group.

No significant differences were found in the students' opinions concerning the use of touch in forming a nurse-patient relationship and in the opinions referring to their own behavior in the use of touch. The senior nursing students expressed a more positive attitude in the questions referring to the use of touch in the promotion of optimum health, and in the use of touch for communication. The seniors also scored higher in the questions which required more knowledge to answer. The freshmen showed a more positive attitude in the area concerning the use of touch to give reassurance and comfort.

It is the researcher's opinion that touch could be used more effectively in the practice of nursing if more instruction were given to student nurses. Students should be made aware of the hazards as well as the benefits that may be encountered in the use of tactile contact. It is also recommended that a replication of this study be accomplished in other nursing programs.

## Chapter I

### INTRODUCTION

Touch and the laying on of hands has always been used in some form in medicine. But if the history of the American culture and customs were reviewed, it could be seen that a taboo against touching others has been established. At some point in the child's life, people quit touching him and teach him not to touch others. He is taught to keep his hands to himself. "Puritanism" has put an unwritten implication in this form of communication. A new trend, however, seems to be in the early stages of development in the United States. Tactile communication, stimulation and expression are now echoed in the works of men like William C. Schutz, Bernard Gunther and many others. Because of this recent reversal of the custom, and its unavoidable implication for medicine, the attitudes and opinions of nurses should be studied.

#### Statement of the Problem

The nonverbal behavior, touch, can be one of the most meaningful forms of communication and can enhance all relationships and communications. Having a great adaptive value, the tactile sense appears to be in operation when other senses are not working; therefore, nurses must learn how to employ this basic concept and therapy in their practice. This study explored the opinions of student nurses about touch

as a therapeutic communication tool.

### Purpose

The purpose of this study was to compare and contrast the opinions of freshmen and senior nursing students about touch as a therapeutic communication tool. It was an attempt to determine the students' opinions about touch in the areas of: (1) the value of tactile contact in the promotion of optimum health in all people, (2) the use of touch in forming a nurse-patient relationship, (3) the use of touch as a therapeutic means to give reassurance and comfort, (4) the use of touch as a goal-directed communication tool.

It was not the purpose of this study to determine the relationship between the student nurses's knowledge of the basic concept of therapeutic touch and their application of these concepts when caring for patients.

### Assumptions

In this study, the researcher adhered to the following assumptions:

1. Touch is a significant factor in interactions with others; it is necessary for growth, learning, physical survival and the development of emotional self-esteem.

2. Touch can easily be misinterpreted because people have different perceptions of being touched, as well as of touching others.
3. Touch can be a meaningful form of behavior in the practice of nursing.
4. The patient-nurse relationship, the nurse's role, and verbal communication will be affected by the nurse's and the patient's perception of touch.

#### Definitions

For the purpose of this paper, the following terms were defined in this manner:

1. Therapeutic communication attempts to improve the method of previous communication. It utilizes naturally existing conditions and practices of any culture, educational or social groups. The communication has a goal and the communications are controlled to achieve this goal. Its motivation is to influence the patient for his own good, and will not be used for personal achievements or advantages. Its form promotes further growth and development. Its aim is to improve the ability of the person to function better when alone or with other people.

The person directing the communication must understand the message of the patient and must phrase his reply in a manner which is comprehensible to the patient, and is effective in its impact. The communication is steered in a direction which will benefit the patient through the selection of reply or nonreply.<sup>1</sup>

2. "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons. The exchange is successful only when mutual understanding results. . . . The receiver and sender may not agree, but communication has occurred when one at least understands what the other means to convey."<sup>2</sup>
3. Therapeutic tactile contact is all physical contact which has a specific aim such as giving support or establishing a relationship. In nursing this might consist of: (a) hand holding, (b) back rubbing, (c) wiping the brow, (d) wiping the lips, (e) hugging, (f) patting, (g) rocking or (h) any other contact which utilizes touch for an aim and a goal to benefit the patient.

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1. Ruesch, Jurgen, Therapeutic Communication, W. W. Norton, New York, New York, 1961, pp. xiii-52.

2. Newman, William, Charles Summers and E. Kirby Warren, The Process of Management, Second Edition, Prentice-Hall, Inc., New Jersey, 1967, p. 219.

### Methodology

The survey method of research was used in this study. A questionnaire, devised by the researcher, was given to one hundred-seventeen freshmen: of these one hundred-seventeen freshmen surveyed, sixty-eight were selected by random method to be used in this study; and sixty-eight senior student nurses at Montana State University, Bozeman, Montana, during the spring quarter of 1970.

The questionnaire consisted of sixty questions, which were designed to test general knowledge and positive and negative opinions about the use of touch when caring for a patient. Results were obtained by tabulating the positive replies. Evaluation was made of the results by comparing the responses of the freshmen student nurses, using appropriate statistical tools.

### Hypotheses

It was hypothesized that there would be no significant differences between freshmen student nurses and senior student nurses in their opinions about the positive aspects of the use of touch as a therapeutic communication tool.

### Limitations

The limitations of this study as calculated by the researcher were found to be as follows:

1. The questionnaire, which was devised by the researcher, had not been used prior to this investigation. Therefore, the reliability and the validity of the questionnaire is unknown.
2. All students responding to the questionnaire were enrolled in the same school, therefore limiting the population to the same area.

### Justification

The improvement of nursing care is a continual goal of nursing personnel. It is believed that touch can be used to great advantages in the practice of nursing. Gunther made the statement that, "touch sometimes can be as effective as drugs or surgery."<sup>3</sup> It is interesting to note that Harlow demonstrated in monkeys that touching other monkeys and being touched is necessary for every monkeys well-being.<sup>4</sup> Touch and tactile contact is receiving much attention at this time. It is much discussed and emphasized in some areas. Because of its potential value and the emphasis it receives, it is crucial that this area be studied and explored.

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3. Gunther, Bernard, Sense Relaxation, Collier Books, Toronto, Ontario, 1968, pp. 112.

4. Harlow, Harry F., "The Nature of Love", The American Psychologist, December 1958, 13:12, pp. 673-685.

Nursing, however, extends further than hospital care. Its practices have far reaching implications into the community, homes and environments of its patients. The American culture has been known as having the custom of aloofness, as its products have shown. The cars built were big so that contact was not necessary with other passengers. The houses were big and spacious with each member of the family having his own place of isolation.

Modern houses, however, are being built with family rooms, the automobile companies are producing smaller and more compact cars, magazines are filled with stories of sensitivity training groups, laboratories to aid in the fight against alienation, and authorities are stating the lack of tactile stimulation causes emotional starvation, and in some cases psychiatric repression.

Youth have emphasized this starvation of contact by the exaggerated demonstrations of packed phone booths and the need for skin stimulation given to them by the vibrations of deafening music. What this all is leading to and where it is going to stop is hard to say. But research is one avenue for the exploration of the effect this movement has on people. Through research, attitudes and opinions can be accumulated, measured in mass quantities, and analyzed. With the analysis we can find where we are, and from there it can be decided in

what direction we must move to either lead in the promotion of health,  
or follow the directions of other leaders in this necessary endeavor.

## Chapter II

### REVIEW OF LITERATURE

Physical love is a basic need of all of us, and physical love can be expressed through touch. As Dorothy Graves put it, "Right from the start, the child experiences through the sense of touch the feeling of being loved and wanted, or being someone worthwhile in a world not to be feared."<sup>1</sup> A mother transmits her own security in herself to her child through her touch and his responses to her touch are essential for her well-being as well as the child's. Touching others and being touched is necessary for everyone's well-being. One of the first examples of this concept was demonstrated by Harlow in monkeys. He showed that young monkeys deprived of touch and closeness had a stunted physical and emotional growth.<sup>2</sup> They could not relate to other monkeys and to other objects. He proved this contact provides comfort, security and strength for new experiences and this intimate physical contact is a need that must be met for growth and adjustment to the environment by the monkey.

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1. Graves, Dorothy, "Right from the Start," 11 PTA, May 1969, pp. 22-24.

2. Harlow, Harry F., and Robert R. Zimmermann, "Affectional Responses in the Infant Monkey," Science, August 21, 1959, pp. 130-421.

Anna Freud observed children under periods of stress. She noted that they had an increased need for contact and touch during stressful times.<sup>3</sup> Some authorities believe touch is important in the formation of the personality (self-concept-ego)<sup>4</sup> and touch does seem to be a significant factor for growth and learning. It is important for the development of how one sees ones-self as a physical person. A lack of physical contact can lead to depression and irritability; whereas, physical contact can revitalize our sense of self-identity and well-being.

It must be noted, however, that too much tactile contact can also be harmful. Emerson once said, "With excessive amounts of food, the child is likely to choke. Overfed with affection and protection, the child is likely to feel smothered, this urge to independence stifled. . . ."<sup>5</sup> It is possible to over-stimulate or repulse a person with tactile contact. It must be remembered that each person is an individual and as his need for food differs from others, also his need for tactile sensations differ from others.

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3. Rubin, Reva, "Maternal Touch," Nursing Outlook, November 1963, p. 828.

4. Daly, May McDermid and John E. Carr, Tactile Contact: "A Measure of Therapeutic Progress," Nursing Research, Winter 1967, p. 20.

5. Graves, Dorothy, "Right from the Start," il PTA, May 1969, p. 93.

Each person has his own touch as he has his own personality. People react differently to being touched and touching. The varied meanings to both the person's being touched and the person's touching relate to his culture, his background and his social maturity. The person's perception of being touched related to the comfort he experiences when touching others. The concept and need for touch he forms as an adult reflects on how he was touched in childhood. As nurses, it is vitally important that we distinguish between our own responses of touching and the patients' perceptions of how they have been touched. Becoming comfortable with touch requires patience and awareness.

In all our relationships and interactions with others, touch is a very important communication device. Professor Frank A. Gelard of Princeton University, contends that the skin can offer a valuable supplement to the ears and eyes in some kinds of messages.<sup>6</sup> Jerold Lageman said, "The sense of touch is capable of extraordinary development."<sup>7</sup> The tactile senses, having a great adaptive value, appear to be in operation when other senses are not working.

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6. Snider, A. J., "Ears and Eyes in Your Skin," il Science Digest, June 1967, p. 75.

7. Lageman, J. K., "Who Says Do Not Touch?," Reader's Digest, January 1964, Volume 84: p. 26.

In the spoken word, the formation of words and sentences require organization of thought processes. Some patients under sedation or with handicapped mental processes, either through disease such as a stroke, or a naturally occurring circumstance such as in mental retardation, are not capable of organizing their thoughts, words and sentences. Often times these are the patients with whom the nurse must work. In these instances communication must rely on more than the spoken word. We do not communicate merely by words alone, but also by the tone of voice, choice of words, bodily posture and our behavior. Non-verbal interaction plays a big part in all communication.

The sense of touch can be trained and used as a communication tool. Touch communication is individualized and can achieve a higher avenue of interpersonal communication than verbal communication. However, the dangers of misinterpretation must be employed within the contexts of the role the nurse wishes to establish. Also, all forms of communication are improved when accompanied by appropriate non-verbal behavior. Combining the nonverbal and the verbal seems to be the most effective way to create human growth and understanding.

Touch may be used to convey warmth, love, understanding and confidence. It has its place in the hospital. As Dr. Jess Lair, a professor at Montana State University, once expressed, "I think

part of this is that when we go to the hospital we become like children, so far more touching is appropriate in the hospital for those nurses who can do it."<sup>8</sup> Helen Keller was exposed to her world through the use of touch. She expressed the importance of touch this way, "I have touched my dog. . . . If he could speak, I believe he would say with me, paradise is attained by touch."<sup>9</sup>

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8. Lair, Jess, "I Ain't Much Baby - - But I'm All I've Got," Unpublished Manuscript, Bozeman, Montana, 1969, p. 36.

9. Lageman, J. K. "Who Says Do Not Touch?," Reader's Digest, January 1964, Volume 84: p. 128.

### Chapter III

#### ANALYSIS OF DATA

A questionnaire (see appendix B, page ) which was devised by the researcher was given to sixty-eight senior student nurses in April of 1970. This sampling consisted of 100% of the senior student nurse population at Montana State University. In May of the same year the questionnaire was given to one hundred-seventeen freshmen nursing students. Not all of the freshmen tests were scored; sixty-eight of the sample were selected by random method to be used in this study. This was done so that the number of freshmen and senior students would be identical.

The questionnaire consisted of sixty questions and was scored according to the number of positive opinions answered by the student class group. In evaluation of the significant differences between the freshmen and the senior students, the Wilcoxon Pairs-Signed Ranks Test was used, except in cases where another test is specified. The Wilcoxon Pairs-Signed Ranks Test was chosen because: (1) There is a possibility of related samples, i.e., the freshmen's responses may be dependent upon the seniors' responses. This could be possible because nursing may attract one type of person, and the people that nursing

attracts may have similar opinions about the use of touch.<sup>1</sup> (2) The exact distributions of this sample are unknown, and this test is distribution free, i.e., it is valid for any distribution. (3) The different scores can be ranked in order of absolute magnitude, i.e., one can say that a difference in scores of twenty, shows more variation than a difference in scores of two, but not necessarily ten times more.

It was hypothesized that there would be no significant differences between the freshmen student nurses and the senior student nurses in their opinions about the positive aspects of the use of touch as a therapeutic communication tool. Disproving of this null hypothesis suggests that: Freshmen student nurses will score lower than the senior student nurses on this portion of the questionnaire.

The findings of this study are presented in the following tables. The freshmen student nurses' and the senior student nurses' positive responses were calculated which produced "n", the number of rank order. The "difference", which is the divergence between the freshmen student nurses and the senior student nurses were tabulated and ranked on a degree scale presented in the tables under the column "rank". The

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1. Note: This test is applicable even if the samples are unrelated. The  $X^2$  test for example, is not applicable if the samples are related.

final calculation produced "p", which is the probability level.

In the calculation of the results, it was found that there was a probability of  $p=0.16$  in the questions numbered from one to fifty (See Table I). Therefore, it was necessary to reject the null hypothesis. The freshmen student nurses did score lower than the senior student nurses in this portion of the questionnaire.

On the remainder of the questionnaire, items fifty through sixty, (See Table II) it was found that  $p=0.4562$ . It was therefore necessary to accept the null hypothesis that there would be no significant differences in the freshmen and senior student nurses' opinions.

Table I

Comparison of Opinions of Senior Student Nurses and  
Freshmen Student Nurses About Therapeutic Touch

Questions numbered from one to fifty.  
Scored by the Wilcoxon Pairs-Signed Ranks Test.

| p=0.16          |                  | n=41            | LEVEL OF SIGNIFICANCE |                   | p=0.40 |  |
|-----------------|------------------|-----------------|-----------------------|-------------------|--------|--|
| Question Number | Freshmen Correct | Seniors Correct | Difference            | Rank              |        |  |
| 1               | 57               | 62              | 5                     | 26 $\frac{1}{2}$  |        |  |
| 2               | 68               | 68              | 0                     |                   |        |  |
| 3               | 68               | 68              | 0                     |                   |        |  |
| 4               | 65               | 62              | -3                    | -18               |        |  |
| 5               | 67               | 66              | -1                    | -5                |        |  |
| 6               | 68               | 68              | 0                     |                   |        |  |
| 7               | 67               | 67              | 0                     |                   |        |  |
| 8               | 67               | 67              | 0                     |                   |        |  |
| 9               | 56               | 63              | 7                     | 31                |        |  |
| 10              | 62               | 59              | -3                    | -18               |        |  |
| 11              | 57               | 60              | 3                     | 18                |        |  |
| 12              | 63               | 65              | 2                     | 12 $\frac{1}{2}$  |        |  |
| 13              | 55               | 61              | 6                     | 29 $\frac{1}{2}$  |        |  |
| 14              | 65               | 68              | 3                     | 18                |        |  |
| 15              | 58               | 53              | -5                    | -26 $\frac{1}{2}$ |        |  |
| 16              | 66               | 68              | 2                     | 12 $\frac{1}{2}$  |        |  |
| 17              | 34               | 43              | 9                     | 34                |        |  |
| 18              | 67               | 65              | -2                    | -12 $\frac{1}{2}$ |        |  |
| 19              | 67               | 67              | 0                     |                   |        |  |
| 20              | 57               | 65              | 8                     | 32 $\frac{1}{2}$  |        |  |
| 21              | 48               | 40              | -8                    | -32 $\frac{1}{2}$ |        |  |
| 22              | 66               | 67              | 1                     | 5                 |        |  |
| 23              | 45               | 35              | -10                   | -35               |        |  |
| 24              | 46               | 57              | 11                    | 37                |        |  |
| 25              | 58               | 62              | 4                     | 22 $\frac{1}{2}$  |        |  |
| 26              | 66               | 66              | 0                     |                   |        |  |
| 27              | 64               | 63              | -1                    | -5                |        |  |
| 28              | 37               | 43              | 6                     | 29 $\frac{1}{2}$  |        |  |
| 29              | 66               | 68              | 2                     | 12 $\frac{1}{2}$  |        |  |

Table I (Continued)

| Question Number | Freshmen Correct | Seniors Correct | Difference | Rank             |
|-----------------|------------------|-----------------|------------|------------------|
| 30              | 64               | 65              | 1          | 5                |
| 31              | 61               | 62              | 1          | 5                |
| 32              | 66               | 66              | 0          |                  |
| 33              | 16               | 15              | -1         | -5               |
| 34              | 38               | 49              | 11         | 37               |
| 35              | 65               | 63              | -2         | $-12\frac{1}{2}$ |
| 36              | 62               | 66              | 4          | $22\frac{1}{2}$  |
| 37              | 31               | 43              | 12         | $39\frac{1}{2}$  |
| 38              | 67               | 68              | 1          | 5                |
| 39              | 43               | 43              | 0          |                  |
| 40              | 59               | 35              | -14        | -41              |
| 41              | 66               | 59              | -5         | $-26\frac{1}{2}$ |
| 42              | 61               | 59              | -2         | $-12\frac{1}{2}$ |
| 43              | 60               | 55              | -5         | $-26\frac{1}{2}$ |
| 44              | 61               | 65              | 4          | $22\frac{1}{2}$  |
| 45              | 53               | 65              | 12         | $39\frac{1}{2}$  |
| 46              | 46               | 42              | -4         | $-22\frac{1}{2}$ |
| 47              | 66               | 67              | 1          | 5                |
| 48              | 65               | 62              | -3         | -18              |
| 49              | 39               | 28              | -11        | -37              |
| 50              | 40               | 41              | 1          | 5                |

p: Probability level.

n: Number of rank order.

Difference: The quantitative difference between the freshmen and senior student nurses. A positive number signified a higher score for the senior students, whereas, a negative number depicts a higher score for the freshmen students.

Table I (Continued)

Rank: The arrangement of the numbers on a degree scale, i.e., five ranks higher than six, and minus thirty-two ranks higher than minus thirty-three.

Table II

Comparison of Senior and Freshmen Student Nurses  
Opinions About the use of Therapeutic Touch

Questions numbered from fifty to sixth.  
Scored by the Wilcoxon Matched Pairs-Signed Ranks Test.

| p=0.4562        | n=15             | LEVEL OF SIGNIFICANCE |            | p=0.40           |
|-----------------|------------------|-----------------------|------------|------------------|
| Question Number | Freshmen Correct | Seniors Correct       | Difference | Rank             |
| 51              | 65               | 64                    | 1          | 1                |
| 52              | 46               | 4                     | 42         | 15               |
| 53              | 65               | 63                    | 2          | 2 $\frac{1}{2}$  |
| 54              | 40               | 42                    | -2         | -2 $\frac{1}{2}$ |
| 55              | 61               | 66                    | -5         | -7               |
| 56              | 39               | 58                    | -21        | -13              |
| 57              | 32               | 29                    | 3          | 4 $\frac{1}{2}$  |
| 58              | 49               | 11                    | 38         | 14               |
| 59 (a)          | 29               | 32                    | -3         | -4 $\frac{1}{2}$ |
| 59 (b)          | 15               | 34                    | -19        | -12              |
| 59 (c)          | 18               | 2                     | 16         | 11               |
| 60 (a)          | 38               | 26                    | 12         | 10               |
| 60 (b)          | 12               | 18                    | -6         | -8               |
| 60 (c)          | 8                | 18                    | -10        | -9               |
| 60 (d)          | 2                | 6                     | -4         | -6               |

Table II (Continued)

p: Probability level.

n: Number of rank order.

Difference: The quantitative difference between the freshmen and senior student nurses. A positive number signified a higher score for the freshmen students, whereas, a negative number depicts a higher score for the senior students.

Rank: The arrangement of the numbers on a degree scale, i.e., five ranks higher than six, and minus thirty-two ranks higher than minus thirty-three.

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The questionnaire was further broken down into four areas to test different aspects of the students' opinions about touch. These areas were:

1. The use of touch in the promotion of optimum health in all people.
2. The use of touch in forming a nurse-patient relationship.
3. The use of touch in forming a therapeutic means to give reassurance and comfort.
4. The use of touch as a goal-directed communication tool.

The first area tested was the students' opinions about the value of tactile contact in the promotion of optimum health in all people. It was found that the probability level was 0.4052 (See Table III).

The researcher decided to accept this level of 0.4052 as significant. Therefore, the null hypothesis that there will be no significant difference between the freshmen and senior student nurses' opinions about the use of touch in the promotion of optimum health was accepted.

Table III

Opinions Elicited from Senior and Freshmen Student Nurses  
About the Use of Touch in the Promotion of Health

Scored by the Wilcoxon Matched Pairs-Signed Ranks Test.

| p=0.4052        |                  | n=20            | LEVEL OF SIGNIFICANCE |                 | p=0.40 |  |
|-----------------|------------------|-----------------|-----------------------|-----------------|--------|--|
| Question Number | Freshmen Correct | Seniors Correct | Difference            | Rank            |        |  |
| 1               | 57               | 62              | 5                     | 12              |        |  |
| 2               | 68               | 68              | 0                     |                 |        |  |
| 4               | 65               | 62              | -3                    | $-8\frac{1}{2}$ |        |  |
| 5               | 67               | 66              | -1                    | $-2\frac{1}{2}$ |        |  |
| 8               | 67               | 67              | 0                     |                 |        |  |
| 10              | 62               | 59              | -3                    | $-8\frac{1}{2}$ |        |  |
| 11              | 57               | 60              | 3                     | $8\frac{1}{2}$  |        |  |
| 14              | 65               | 68              | 3                     | $8\frac{1}{2}$  |        |  |
| 17              | 34               | 43              | 9                     | 15              |        |  |
| 19              | 67               | 67              | 0                     |                 |        |  |
| 21              | 48               | 40              | -8                    | -14             |        |  |
| 22              | 66               | 67              | 1                     | $2\frac{1}{2}$  |        |  |
| 23              | 45               | 35              | -10                   | -16             |        |  |
| 24              | 46               | 57              | 11                    | 17              |        |  |
| 30              | 64               | 65              | 1                     | $2\frac{1}{2}$  |        |  |
| 31              | 61               | 62              | 1                     | $2\frac{1}{2}$  |        |  |
| 34              | 38               | 18              | -20                   | -18             |        |  |
| 35              | 65               | 63              | -2                    | $-5\frac{1}{2}$ |        |  |
| 37              | 31               | 25              | -6                    | -13             |        |  |
| 39              | 43               | 43              | 0                     |                 |        |  |
| 40              | 59               | 35              | -24                   | -20             |        |  |

Table III (Continued)

| Question Number | Freshmen Correct | Seniors Correct | Difference | Rank             |
|-----------------|------------------|-----------------|------------|------------------|
| 42              | 61               | 59              | -2         | -5 $\frac{1}{2}$ |
| 44              | 61               | 65              | 4          | 11               |
| 45              | 46               | 65              | 21         | 19               |

p: Probability level.

n: Number of rank order.

Difference: The quantitative difference between the freshmen and senior student nurses. A positive number signified a higher score for the senior students, whereas, a negative number depicts a higher score for the freshmen students.

Rank: The arrangement of the numbers on a degree scale, i.e., five ranks higher than six, and minus thirty-two ranks higher than minus thirty-three.

The second area tested was the students' opinions about the use of touch in forming a nurse-patient relationship. (See Table IV) For measurement of significance of this test, the Randomization Test of Matched Pairs was used. This test was selected because it is also distribution free, is valid for related samples and is simple to use when the number of pairs is small. It was found that the probability

was 0.5 and therefore, the null hypothesis that the freshmen and senior students would score the same was accepted.

Table IV

Opinions of Freshmen and Senior Student Nurses Obtained From  
Specific Questions About The Use of Touch In  
Forming A Nurse-Patient Relationship

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Scored by the Randomization Test of Matched Pairs.

p=0.5                                      LEVEL OF SIGNIFICANCE                                      p=0.40

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| Question Number | Freshmen Correct | Seniors Correct | Difference | Rank |
|-----------------|------------------|-----------------|------------|------|
| 3               | 68               | 68              | 0          |      |
| 7               | 67               | 67              | 0          |      |
| 16              | 66               | 68              | 2          |      |
| 20              | 57               | 65              | 8          |      |
| 32              | 66               | 66              | 0          |      |

---

p: Probability level.

n: Number of rank order.

Difference: The quantitative difference between the freshmen and senior student nurses. A positive number signified a higher score for the senior students, whereas, a negative number depicts a higher score for the freshmen students.

Rank: The arrangement of the numbers on a degree scale, i.e., five ranks higher than six, and minus thirty-two ranks higher than minus thirty-three.

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The third area tested was the use of touch as a therapeutic means to give reassurance and comfort. For this test, the Randomization Test for Matched Pairs, was used. (See Table V) It was found that  $p=0.20$ ; therefore the null hypothesis that there would be no significant difference was rejected. The seniors scored lower than the freshmen.

Table V

Opinions of Freshmen and Senior Student Nurses Obtained From  
The Specific Questions About The Use Of Touch To  
Give Reassurance and Comfort

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Scored by the Randomization Test for Matched Pairs.

| $p=0.20$        | LEVEL OF SIGNIFICANCE |                 |            | $p=0.40$ |
|-----------------|-----------------------|-----------------|------------|----------|
| Question Number | Freshmen Correct      | Seniors Correct | Difference | Rank     |
| 29              | 66                    | 68              | 2          |          |
| 43              | 60                    | 55              | -5         |          |
| 49              | 39                    | 28              | -11        |          |
| 50              | 40                    | 41              | 1          |          |

---

p: Probability level.

n: Number of rank order.

Difference: The quantitative difference between the freshmen and senior student nurses. A positive number signified a higher score for the senior students, whereas, a negative number depicts a higher score for the freshmen students.

Table V (Continued)

Rank: The arrangement of the numbers on a degree scale, i.e., five ranks higher than six, and minus thirty-two ranks higher than minus thirty-three.

The fourth and final area tested was the students' opinions about the use of touch as a goal-directed communication tool. (See Table VI) For this test the Wilcoxon Matched Pairs-Signed Rank Test was used. It was found that the probability level was 0.2743. Therefore, the null hypothesis was rejected; the freshmen student nurses scored lower than the senior student nurses on the questions designed to measure opinions about the use of touch as a goal-directed communication tool.

Table VI

Opinions Elicited From Senior and Freshmen Student Nurses  
From Specific Questions About The Use of Touch As  
A Goal-Directed Communication Tool

Scored by the Wilcoxon Matched Pairs-Signed Rank Test

$p=0.2743$  LEVEL OF SIGNIFICANCE 0.40

| Question Number | Freshmen Correct | Seniors Correct | Difference | Rank             |
|-----------------|------------------|-----------------|------------|------------------|
| 6               | 68               | 68              | 0          |                  |
| 9               | 56               | 63              | 7          | 14 $\frac{1}{2}$ |
| 12              | 63               | 65              | 2          | 5 $\frac{1}{2}$  |

Table VI (Continued)

| Question Number | Freshmen Correct | Seniors Correct | Difference | Rank              |
|-----------------|------------------|-----------------|------------|-------------------|
| 13              | 55               | 61              | 6          | 12 $\frac{1}{2}$  |
| 15              | 58               | 53              | -5         | -11               |
| 18              | 67               | 65              | -2         | -5 $\frac{1}{2}$  |
| 25              | 58               | 62              | 4          | 9                 |
| 26              | 66               | 66              | 0          |                   |
| 27              | 63               | 64              | 1          | 2 $\frac{1}{2}$   |
| 28              | 37               | 43              | 6          | 12 $\frac{1}{2}$  |
| 33              | 16               | 15              | -1         | -2 $\frac{1}{2}$  |
| 36              | 62               | 66              | 4          | 9                 |
| 38              | 67               | 68              | 1          | 2 $\frac{1}{2}$   |
| 41              | 66               | 59              | -7         | -14 $\frac{1}{2}$ |
| 46              | 46               | 42              | -4         | -9                |
| 47              | 66               | 67              | 1          | 2 $\frac{1}{2}$   |
| 48              | 65               | 62              | -3         | -7                |

p: Probability level.

n: Number of rank order.

Difference: The quantitative difference between the freshmen and senior student nurses. A positive number signified a higher score for the senior students, whereas, a negative number depicts a higher score for the freshmen students.

Rank: The arrangement of the numbers on a degree scale, i.e., five ranks higher than six, and minus thirty-two ranks higher than minus thirty-three.

### Question Analysis

There were several items in the questionnaire about which the class group were divided among themselves in the responses given. Because of this division in thought, the researcher thought it was appropriate to elaborate on these particular questions.

Question 17. By twelve years of age, most of the adult patterns of sensation have been established and are taken for granted. This was a knowledge question with a positive answer of "true".<sup>1</sup> The seniors gave a forty-three positive response and twenty-five false answers. The freshmen gave thirty-four true responses, thirty-one false responses and three can't answer. The reason they gave for not being able to answer, and checking the can't answer column was "don't know".

Question 21. Being touched is not necessary in our interactions with others. The need for being touched can be seen in the human infant in the failure to survive syndrome. For what it's worth, Harlow demonstrated that infant monkeys needed tactile contact to survive. A false answer was expected for this question. The freshmen answered twenty true and forty-eight false, whereas, the seniors gave twenty-six true answers and forty false answers.

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1. Wileniz, Joan Stern, The Senses of Man, Thomas Crowell Company, New York, 1968, p. 51.

Question 23. Touch is the earliest sense to mature; it manifests itself in the late embryo stage. This again was a knowledge question requiring a true answer.<sup>2</sup> The freshmen responded with forty-five trues, seventeen falses and six can't answers; giving as a reason for the can't answer column was "don't know". The seniors scored this one with thirty-five trues, thirty falses and three can't answers. Their reason for not being able to answer was also "don't know".

Question 24. Touch involves communication, but does not have any implications for physical survival. This question required a false reply. As demonstrated in a previous question, touch is necessary for physical survival. The freshmen answered this question with twenty trues, forty-six falses and two can't answers. The seniors answered this question with ten trues, fifty-seven falses and one can't answer. No reason was given for those checking the can't answer column.

Question 28. Touch can mean nothing to the person being touched or to the person touching. This question was included to test the students' understanding that all tactile stimulation does not have to be packed with emotional overtones. bump on a crowded street, or even a handshake in the hospital may not at all carry with it any implications

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2. IBID, p. 50

for communication if ignored by the persons involved. The freshmen answered this one with thirty-seven trues, twenty-nine falses and two can't answers. The seniors gave as their answers forty-three trues and twenty-five falses.

Question. 33. Children can learn verbal forms of language, even if they have not been satisfied in non-verbal ways. Studies have shown this not to be the case.<sup>3</sup> The child must have tactile stimulation before he can learn a verbal language. The freshmen responded with fifty-two trues and sixteen falses, whereas, the seniors gave as their answers, fifty-three trues and fifteen falses.

Question 34. "Touch has always been the most effective method of healing." This is a quote taken from Sense Relaxation.<sup>4</sup> The laying on of hands has been used before the time of modern medicines and is still seen in use today. The freshmen answered this one with thirty-eight trues, twenty-six falses and four can't answers. The seniors responded with eighteen trues, forty-nine falses and one can't answer. The senior who checked the can't answer column stated

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3. Ruesch, Jurgen, Therapeutic Communication, W. W. Norton, New York, New York, 1961, p. 372.

4. Gunther, Bernard, Sense Relaxation, Collier Books, Toronto, Ontario, 1968, p. 112.

she did not understand the meaning of healing.

Question 37. Deprivation of touch can cause stunted physical growth.

An answer of true was accepted as a positive answer here. This has been proven in numbers of studies.<sup>5,6,7</sup> The freshmen responded with thirty-one trues, thirty-four falses and three can't answers. The seniors accumulated twenty-five trues and forty-three falses.

Question 39. Mothers who have had a very recent experience of appropriate and meaningful bodily contact such as during labor, delivery or postpartum period, use their own hands more effectively in caring for their infants. Reva Rubin discovered this fact in her study.<sup>8</sup> The freshmen gave forty-three trues, eighteen falses and seven can't answers. The seniors gave forty-three trues, twenty-one falses and four can't answers. The three checking the can't answer

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5. Harlow, Harry, "The Nature of Love," The American Psychologist, December 1953, pp. 673-685.

6. Lageman, J. K., "Who Says Do Not Touch?" Reader's Digest, January 1964, pp. 125-128.

7. Lohsenz, Norman M., "The Loving Message in a Touch," Women's Day, February 1970, p. 94.

8. Rubin, Reva, "Maternal Touch," Nursing Outlook, November 1963, pp. 828-831.

column indicated "don't know" and one stated, "It depends on the person."

Question 40. Human-relations training --"Making well people better" --is established through tactile contact. This question was included to explore the students' opinions about the use of touch in the promotion of optimum health. Four seniors checked the can't answer column stating they were not familiar with this concept. The rest of their class group gave as answers, thirty-five trues and twenty-one falses. The freshmen answered fifty-nine trues, eight falses and one can't answer. The freshmen gave no reason for checking the can't answer column.

Question 46. Infants rely exclusively on touch as a vehicle for communication with other human beings. The first few months after birth the human infant responds to the way he is handled and interprets his world around him through this means. The freshmen gave as their answers, forty-six trues, twenty falses and two can't answers. The seniors responded with forty-two trues and twenty-six falses.

Question 50. The energy that flows through the hands can refresh, but will not revitalize. Bernard Gunther would disagree with this

statement, stating that the energy that flows through the hands can also revitalize.<sup>9</sup> Twenty-six freshmen disagreed with Gunther, whereas, forty agreed with him. Two checked the can't answer column. The seniors checked twenty-six trues, forty-one falses and one senior checked the can't answer column, stating she didn't know the meaning of revitalize.

Question 52. A twenty-eight year old woman has just had a hysterectomy. She is crying, upset and states she is no longer a woman. In giving her consolation would you, as her nurse, hug her? In answering this question, the freshmen answered forty-six trues, nineteen falses and three can't answers, whereas, the seniors answered with four trues, sixty-two falses and two can't answers. The two seniors who marked the can't answer column stated it depended on the relationship established.

Question 56. Have your nursing instructors ever emphasized the importance of using tactile contact in caring for your patients?

The freshmen answered this question with thirty-nine trues, twenty-eight falses and one can't answer. The seniors responded with fifty-eight trues and ten falses.

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9. Gunther, Bernard, Sense Relaxation, Collier Books, Toronto, Ontario, 1968, p. 112.

Question 58. A twenty-five year old male is admitted to the hospital following a car accident. He has a compound fracture of the left leg and other minor lacerations. His pupils are pinpointed, but no other indication of head injury. His blood pressure is 160/110. He has never been in the hospital before and appears frightened. A nursing intervention would be to acquaint him with the hospital routine and reduce his fears. In reducing his fears you may sit down beside him and explain the hospital routine. Would you at this time take his hand and hold it? The freshmen responded with forty-nine trues, seventeen falses and two can't answers. One freshmen answering the can't answer column stated "maybe" and the other gave her reason as "don't know". The seniors stated eleven trues, fifty-four falses and three can't answers. These three gave as their reasons: (1) "I would probably put my hand on his arm. It's hard to say. It would depend on the nurse and the patient. I might lay my hand over his." (2) "I would not explain hospital procedure as such, if I felt the person needed a hand, yes." (3) The third gave no reason.

Question 59. If you feel that touching a patient is important, how did you realize its value? The students responded that they realized the values of touching patients either: (1) accidentally (not a planned action), (2) from an instructor or (3) from experience with working with people. Twenty-nine of the freshmen answered

that they accidentally realized the importance of touching patients. Fifteen indicated they realized the value from an instructor and eighteen stated that they realized its value from experience. Thirty-two seniors realized the value of touching patients accidentally, whereas, thirty-four seniors stated they realized the value from an instructor and eighteen stated from experience.

Question 60. How do you feel about touching your patients? It was found that the material in this brief essay could be sorted into five categories. The first category was "acceptance" meaning that they thought touching their patients was the right thing to do and should be done in the hospital. Twenty-six seniors and thirty-eight freshmen answered this way. The next category was "acceptance with limitations". This meant that touching should be done for some patients but not for others, for instance, touching is quite permissible on pediatrics but should never be done on the psychiatric ward. Eighteen seniors and twelve freshmen responded this way. The third category states it "depends on the situation". Eighteen seniors and eight freshmen gave this response. The fourth category was total "nonacceptance", meaning that touching patients should never be done under any circumstances. Two freshmen and six senior nursing students gave this reply. The last category was "no opinion," with eight freshmen responding in this manner.

In almost every case the student who checked the can't answer column gave a reason of "don't know". Because of this fact, little emphasis was given to this column in the evaluation of the data.

## Chapter IV

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The purpose of this study was to contrast and compare the opinions of freshmen and senior student nurses about the use of touch as a therapeutic communication tool. It stressed the use of touch in regard to: (1) its value in the promotion of optimum health, (2) its use in the formation of a nurse-patient relationship, (3) its use in giving reassurance and comfort and (4) its use as a goal-directed communication tool.

Opinions from sixty-eight freshmen and sixty-eight senior nursing students were solicited by means of a questionnaire which was devised by the researcher. The questionnaire was evaluated by calculating the positive attitudes expressed by the students, and comparing this calculation of one class group against the other class group.

It was hypothesized that there would be no significant difference between freshmen student nurses and senior student nurses in their opinions about the positive aspects of the use of touch as a therapeutic communication tool.

The seniors showed positive attitudes in the questions which required greater knowledge to answer (questions one through fifty).

They also had a higher score than the freshmen in the questions concerning touch in the promotion of health, and in the use of touch for communication. However, the freshmen showed more positive attitudes than the seniors in the area concerning the use of touch to give reassurance and comfort. There were no differences in the freshmen or senior opinions in the question concerning the use of touch in forming a nurse-patient relationship and in the questions referring to their behavior in the use of touch (questions fifty through sixty).

### Conclusion

It was concluded from this study that the senior nursing students had more knowledge about the use of touch than the freshmen nursing students, however, the freshmen and senior student nurses' attitudes about the actual use of touch were similar. In one instance - the use of touch to give reassurance and comfort - the freshmen had a higher number of positive scores. It appears that although the nursing student gains knowledge about the use of touch as a therapeutic communication tool as she advances through her formal education, her attitude about its use remains the same, but she may be able to make better evaluations of patients' needs.

### Recommendations

1. It is recommended that nursing curriculum be reviewed and if necessary be revised to include content in the therapeutic use

of touch. The students should be given time to discuss and experiment with attitudes, application and utilization of touch as a communication tool.

2. It is recommended that a study similar to this one be replicated, and enlarged to include observation of the students' application of these concepts. This would give the researcher an opportunity to explore the student nurses' understanding of these concepts in a working situation.
3. It is recommended that the questionnaire which was used in this study be revised and each question ranked on a seven point rating scale. This would give the student an opportunity to rate their degree of acceptance or rejection of the statements on the questionnaire. The rating scale could be set up so that a score of seven would suggest total acceptance, a score of four would suggest neutrality, and a score of one would suggest nonacceptance.
4. It is recommended that a study similar to this one be repeated and would include a third group of professional nurses. This would give the researcher more information as to the application of these concepts on a professional level.
5. It is recommended that a longitudinal study on touch used as a therapeutic communication tool be accomplished. A group of student nurses would be tested on the freshmen level, senior

level and again when they are professional nurses.. This would give the researcher an opportunity to explore the nurses' change or consistency of attitude as she advances through her nursing career.

6. It is recommended that the study be repeated in other schools of nursing to establish universality.

## APPENDIX A

| Question<br>Number | True | False | Can't<br>Answer |
|--------------------|------|-------|-----------------|
| 1                  | 7    | 57    | 4               |
| 2                  | 0    | 68    | 0               |
| 3                  | 63   | 0     | 0               |
| 4                  | 65   | 3     | 0               |
| 5                  | 67   | 1     | 0               |
| 6                  | 68   | 0     | 0               |
| 7                  | 1    | 67    | 0               |
| 8                  | 1    | 67    | 0               |
| 9                  | 56   | 11    | 0               |
| 10                 | 62   | 6     | 0               |
| 11                 | 57   | 9     | 0               |
| 12                 | 63   | 4     | 0               |
| 13                 | 13   | 55    | 0               |
| 14                 | 65   | 2     | 1               |
| 15                 | 58   | 7     | 3               |
| 16                 | 1    | 66    | 1               |
| 17                 | 34   | 31    | 3               |
| 18                 | 67   | 1     | 0               |
| 19                 | 67   | 1     | 0               |
| 20                 | 10   | 57    | 1               |
| 21                 | 20   | 48    | 0               |
| 22                 | 2    | 66    | 0               |
| 23                 | 45   | 17    | 6               |
| 24                 | 20   | 46    | 2               |
| 25                 | 58   | 9     | 1               |
| 26                 | 66   | 2     | 0               |
| 27                 | 64   | 3     | 0               |
| 28                 | 37   | 29    | 2               |
| 29                 | 66   | 2     | 0               |
| 30                 | 4    | 64    | 0               |
| 31                 | 61   | 6     | 6               |
| 32                 | 66   | 1     | 1               |
| 33                 | 52   | 16    | 0               |
| 34                 | 38   | 26    | 4               |
| 35                 | 65   | 2     | 1               |

  

| Question<br>Number | True | False | Can't<br>Answer |
|--------------------|------|-------|-----------------|
| 36                 | 6    | 62    | 0               |
| 37                 | 31   | 34    | 3               |
| 38                 | 1    | 67    | 0               |
| 39                 | 43   | 18    | 7               |
| 40                 | 59   | 8     | 1               |
| 41                 | 66   | 0     | 2               |
| 42                 | 61   | 6     | 1               |
| 43                 | 60   | 4     | 4               |
| 44                 | 61   | 1     | 1               |
| 45                 | 53   | 7     | 8               |
| 46                 | 46   | 20    | 2               |
| 47                 | 66   | 1     | 1               |
| 48                 | 65   | 2     | 1               |
| 49                 | 26   | 39    | 3               |
| 50                 | 26   | 40    | 2               |
| 51                 | 65   | 1     | 2               |
| 52                 | 46   | 19    | 3               |
| 53                 | 65   | 2     | 1               |
| 54                 | 40   | 18    | 8               |
| 55                 | 61   | 5     | 2               |
| 56                 | 39   | 28    | 1               |
| 57                 | 32   | 35    | 1               |
| 58                 | 49   | 17    | 2               |

--- -- -- -- --      Answer

|    |                                 |    |
|----|---------------------------------|----|
| 59 | (a) Accidentally                | 29 |
|    | (b) An Instructor               | 16 |
|    | (c) Experience                  | 18 |
| 60 | (a) Acceptance                  | 38 |
|    | (b) Acceptance with limitations | 12 |
|    | (c) Depends on Situation        | 8  |
|    | (d) Nonacceptance               | 8  |
|    | (e) No Opinion                  | 8  |

Table VIII

Tabulation of Senior Student Nurses Responses to the Questionnaire  
Designed to Evaluate Their Opinions About the Use of  
Touch As A Therapeutic Communication Tool

| Question Number | True | False | Can't Answer | Question Number     | True | False | Can't Answer |
|-----------------|------|-------|--------------|---------------------|------|-------|--------------|
| 1               | 5    | 62    | 1            | 36                  | 2    | 66    | 0            |
| 2               | 0    | 68    | 0            | 37                  | 25   | 43    | 0            |
| 3               | 68   | 0     | 0            | 38                  | 0    | 63    | 0            |
| 4               | 62   | 6     | 0            | 39                  | 43   | 21    | 4            |
| 5               | 66   | 2     | 0            | 40                  | 35   | 28    | 4            |
| 6               | 68   | 0     | 0            | 41                  | 59   | 8     | 1            |
| 7               | 1    | 67    | 0            | 42                  | 59   | 9     | 0            |
| 8               | 1    | 67    | 0            | 43                  | 55   | 10    | 3            |
| 9               | 63   | 5     | 0            | 44                  | 65   | 3     | 0            |
| 10              | 59   | 8     | 1            | 45                  | 65   | 2     | 1            |
| 11              | 60   | 3     | 0            | 46                  | 42   | 26    | 0            |
| 12              | 65   | 3     | 0            | 47                  | 67   | 0     | 1            |
| 13              | 7    | 61    | 0            | 48                  | 62   | 6     | 0            |
| 14              | 68   | 0     | 0            | 49                  | 37   | 28    | 2            |
| 15              | 53   | 14    | 1            | 50                  | 26   | 41    | 0            |
| 16              | 0    | 68    | 0            | 51                  | 64   | 3     | 1            |
| 17              | 43   | 25    | 0            | 52                  | 4    | 62    | 2            |
| 18              | 65   | 3     | 0            | 53                  | 63   | 5     | 0            |
| 19              | 67   | 1     | 0            | 54                  | 42   | 25    | 0            |
| 20              | 3    | 65    | 0            | 55                  | 66   | 2     | 0            |
| 21              | 26   | 40    | 2            | 56                  | 58   | 10    | 0            |
| 22              | 1    | 67    | 0            | 57                  | 29   | 37    | 2            |
| 23              | 35   | 30    | 3            | 58                  | 11   | 54    | 3            |
| 24              | 10   | 57    | 1            |                     |      |       |              |
| 25              | 62   | 6     | 0            | Answer              |      |       |              |
| 26              | 66   | 2     | 0            | 59 (a) Accidentally | 32   |       |              |
| 27              | 64   | 4     | 0            | (b) An Instructor   | 34   |       |              |
| 28              | 43   | 25    | 0            | (c) Experience      | 18   |       |              |
| 29              | 68   | 0     | 0            | 60 (a) Acceptance   | 26   |       |              |
| 30              | 3    | 65    | 0            | (b) Acceptance with |      |       |              |
| 31              | 62   | 6     | 0            | limitations         | 18   |       |              |
| 32              | 66   | 2     | 0            | (c) Depends on      |      |       |              |
| 33              | 53   | 15    | 0            | Situation           | 18   |       |              |
| 34              | 18   | 49    | 1            | (d) Nonacceptance   | 6    |       |              |
| 35              | 63   | 4     | 1            |                     |      |       |              |

## APPENDIX B

This questionnaire will be used for a study and will not affect your grade in any manner. It is not necessary to put your name on this paper. This questionnaire is an attempt to get your opinion. Please be honest in your reply. Check true column for all true answers, check false column for all false answers, if you can't answer the questions with either true or a false, use the third column and state your reason for being unable to answer. Please do not use this column unless you absolutely can not answer either true or false.

## PART I

TRUE    FALSE    CAN'T ANSWER:  
REASON

- |                                                                                                                                                   |       |       |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| 1. It takes three months for the sense of touch to develop in an infant.                                                                          | _____ | _____ | _____ |
| 2. Mothering of an infant such as rocking and cuddling will have no effect on a child.                                                            | _____ | _____ | _____ |
| 3. The relationship between mother and child or between nurse and child is fundamental in determining his later relationship to all human beings. | _____ | _____ | _____ |
| 4. There is a direct relationship between how a child is handled in infancy and his success in establishing an effective communication system.    | _____ | _____ | _____ |
| 5. We learn about our environment by touch in the first years of our life.                                                                        | _____ | _____ | _____ |
| 6. Nurses can learn to touch other people purposefully.                                                                                           | _____ | _____ | _____ |

TRUE FALSE CAN'T ANSWER:  
REASON

- |     |                                                                                                                                                                                                                                      |       |       |       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| 7.  | It is not necessary for the nurse to understand herself before she can understand others, because the people she takes care of are different from her and therefore, she can understand them even if she doesn't understand herself. | _____ | _____ | _____ |
| 8.  | The way baby is handled and held in infancy has little effect on his emotional development in later years.                                                                                                                           | _____ | _____ | _____ |
| 9.  | As a communication tool, non-verbal communication can be misinterpreted.                                                                                                                                                             | _____ | _____ | _____ |
| 10. | Early tactile contact and a flexible routine in a newborn will encourage happiness, stability and independence in the child later on in life.                                                                                        | _____ | _____ | _____ |
| 11. | A child who is not handled lovingly may find reality so frustrating he will refuse to eat.                                                                                                                                           | _____ | _____ | _____ |
| 12. | Becoming comfortable with touch requires patience and awareness.                                                                                                                                                                     | _____ | _____ | _____ |
| 13. | The sense of touch is instinctive and therefore can not be trained.                                                                                                                                                                  | _____ | _____ | _____ |
| 14. | A lack of physical contact in children leads to heightened irritability depression, and in extreme cases, autism and the loss of the will to live.                                                                                   | _____ | _____ | _____ |

15. No matter how skilled we become in verbally expressing ourselves, whenever a situation is highly charged or deeply meaningful, we use touch.
16. Touching should not be done in the hospital because as nurses we are trying to promote independency.
17. By twelve years of age, most of the adult pattern of sensation have been established and are taken for granted.
18. The way the nurse touches a patient in all probability affects wherever verbal structure she has set up within the relationship with the patient.
19. An adult's interpretation of being touched relates to his own experiences in growing up.
20. The nurse's perception of touching her patient will be the same as the patient's perception of being touched.
21. Being touched is not necessary in our interactions with others.
22. Tactile experiences play no part in the formation of the personality.
23. Touch is the earliest sense to become mature, it manifests itself in the late embryo stage.

|                                                                                                                                                                                   | TRUE  | FALSE | CAN'T ANSWER: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|---------------|
| 24. Touch involves communication, but does not have any implications for physical survival.                                                                                       | _____ | _____ | _____         |
| 25. Nonverbal behavior, particularly touch, has a potential for being the most meaningful form of communication.                                                                  | _____ | _____ | _____         |
| 26. Physical contact can convey anger.                                                                                                                                            | _____ | _____ | _____         |
| 27. The bizarre behavior seen in the peak of a severe functional psychosis may be a means the patient uses to communicate frustration and he may be asking for a nonverbal reply. | _____ | _____ | _____         |
| 28. A touch can mean nothing to the person being touched or to the person touching.                                                                                               | _____ | _____ | _____         |
| 29. Physical contact may be irritating if you are not in a mood to be touched.                                                                                                    | _____ | _____ | _____         |
| 30. Being touched has little significance for physical growth and mental growth.                                                                                                  | _____ | _____ | _____         |
| 31. Infants at times resist being touched.                                                                                                                                        | _____ | _____ | _____         |
| 32. A person in fear or pain may recover his equilibrium through tactile contact with a sympathetic person.                                                                       | _____ | _____ | _____         |
| 33. Children can learn verbal forms of language, even if they have not been satisfied in non-verbal ways.                                                                         | _____ | _____ | _____         |

|                                                                                                                                                                                                            | TRUE  | FALSE | CAN'T ANSWER<br>REASON |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|------------------------|
| 34. Touch has always been the most effective method of healing.                                                                                                                                            | _____ | _____ | _____                  |
| 35. Experiences that heighten our tactile responsiveness give us a renewed sense of self-identity and well being.                                                                                          | _____ | _____ | _____                  |
| 36. Age and culture has little bearing on how one interprets being touched.                                                                                                                                | _____ | _____ | _____                  |
| 37. Deprivation of touch can cause stunted physical growth.                                                                                                                                                | _____ | _____ | _____                  |
| 38. Everyone uses the same type of touch.                                                                                                                                                                  | _____ | _____ | _____                  |
| 39. Mothers who have had a very recent experience of appropriate and meaningful bodily contact such as labor, delivery or post-partum period use their hands more effectively in caring for their infants. | _____ | _____ | _____                  |
| 40. Human-relations training--<br>"making well people better"<br>--is established through tactile contact.                                                                                                 | _____ | _____ | _____                  |
| 41. Tactile sense has a high adaptive value when the other sensory apparatus is inadequate.                                                                                                                | _____ | _____ | _____                  |
| 42. Touch can sometimes be as effective as drugs or surgery.                                                                                                                                               | _____ | _____ | _____                  |
| 43. A baby from six weeks to six months of age will cry less intensely and for a shorter time following an injection if held by the mother.                                                                | _____ | _____ | _____                  |

|                                                                                                                                                                        | TRUE  | FALSE | CAN'T ANSWER:<br>REASON |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------------------------|
| 44. Everyone has a need for physical contact.                                                                                                                          | _____ | _____ | _____                   |
| 45. The lack of motor agility seen in the schizophrenic patient may well be the result of insufficient practice in nonverbal interaction during infancy and childhood. | _____ | _____ | _____                   |
| 46. Infants rely exclusively on touch as a vehicle for communication with other human beings.                                                                          | _____ | _____ | _____                   |
| 47. In observing the child's use of touch, one should be able to draw some conclusion as to the child's ability to trust himself and his environment.                  | _____ | _____ | _____                   |
| 48. Touch is the basic language of muscles, nerves and love.                                                                                                           | _____ | _____ | _____                   |
| 49. Physical contact may be reassuring, but it will not cure.                                                                                                          | _____ | _____ | _____                   |
| 50. The energy that flows through the hands can refresh, but will not revitalize.                                                                                      | _____ | _____ | _____                   |

## PART II (Questions 51-60)

Tactile contact or touch will mean the following in this part of the questionnaire:

Therapeutic tactile contact is all physical contact which has a specific aim such as giving support or establishing a relationship. In nursing this might consist of: (a) hand holding, (b) back rubbing, (c) wiping the brow, (d) wiping the lips, (e) hugging, (f) patting, (g) rocking or (h) any other contact which may not be necessary to carry out a specific procedure, but which still utilizes touch for an aim and a goal to benefit the patient.

Check the yes column for all yes answers, check no for all no answers, check the can't answer column if you cannot answer the question, and give your reason for not answering.

|                                                                                                                                                                                                                                                                                            | YES   | NO    | CAN'T ANSWER:<br>REASON |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------------------------|
| 51. Do you feel that touching a patient is beneficial to the patient?                                                                                                                                                                                                                      | _____ | _____ | _____                   |
| 52. A 28 year old woman has just had a hystrectomy. She is crying, upset and states she is no longer a woman. In giving her consolation would you, as her nurse, hug her?                                                                                                                  | _____ | _____ | _____                   |
| 53. Do you feel that the way you use tactile contact reinforces your role as a nurse?                                                                                                                                                                                                      | _____ | _____ | _____                   |
| 54. Nurses are taught to touch their patients.                                                                                                                                                                                                                                             | _____ | _____ | _____                   |
| 55. Have you ever held a patient's hand in giving comfort?                                                                                                                                                                                                                                 | _____ | _____ | _____                   |
| 56. Have your nursing instructors ever emphasized the importance of using tactile contact in caring for your patients?                                                                                                                                                                     | _____ | _____ | _____                   |
| 57. Have your nursing instructors ever told you to hug a patient, or to hold his hand?                                                                                                                                                                                                     | _____ | _____ | _____                   |
| 58. A 25 year old male is admitted to the hospital following a car accident. He has a compound fracture of the left leg and other minor lacerations. His pupils are pinpointed, but no other indication of a head injury. His blood pressure is 180/110. He has never been in the hospital |       |       |                         |

| YES | NO | CAN'T ANSWER:<br>REASON |
|-----|----|-------------------------|
|-----|----|-------------------------|

before and appears frightened. A nursing intervention would be to acquaint him with the hospital routine and reduce his fears. In reducing his fears you may sit down beside him and explain the hospital routine. Would you at this time take his hand and hold it?

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

59. If you do feel that touching a patient is important, how did you realize this value?

- a. accidentally
- b. an instructor
- c. other, specify

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

60. How do you feel about touching your patients?

(Write the answer in this space.)

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