

# The effect of Opening Minds Through Art on the self-esteem of older adults in independent living facilities

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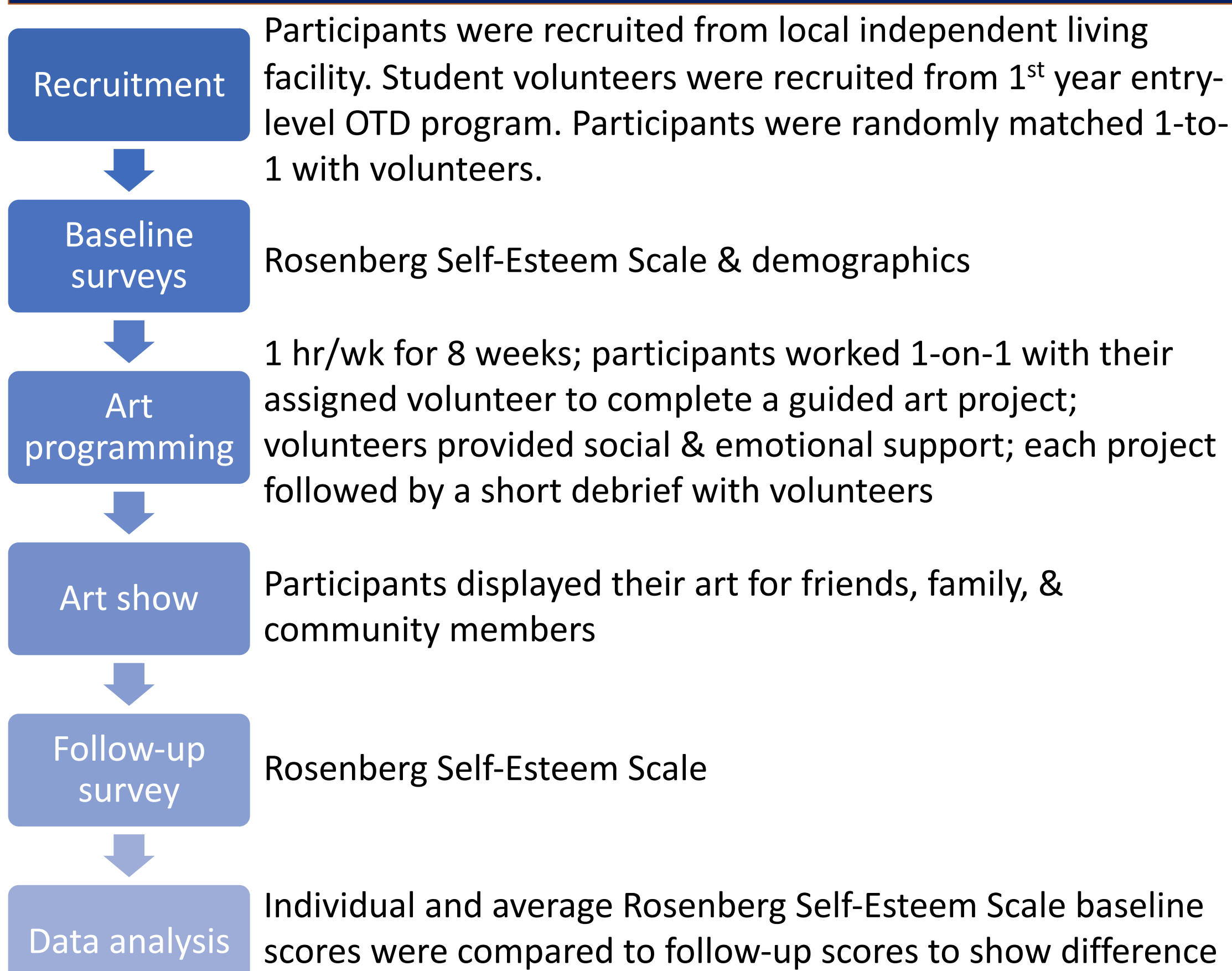
## Introduction

**Purpose: To determine if Opening Minds Through Art (OMA) has an effect on the self-esteem of older adults living in independent living facilities**

- ❖ Self-esteem declines after age 70 (Stokes, 2019)
  - ❖ May be due to changes in living environment & absence of families (Ching-Teng et al., 2019)
- ❖ High self-esteem → allows older adults to cope with the threats and stressful events of life without negative experience & psychological disorders (Frankak et al., 2015)
- ❖ Low self-esteem → ↑ anxious mood & ↑ depressive symptoms (Demeyer et al., 2018)
  - ❖ Depression → psychological symptoms (loneliness, apathy), somatic symptoms (pain, fatigue, appetite changes), cognitive changes, & social isolation → Decreased quality of life (Fiske et al., 2009)
- ❖ OMA is a person-centered, strengths-based, failure-free art program developed for individuals with dementia (Lokon et al., 2019)
- ❖ OMA may ↑ self-esteem as it incorporates social integration (1-to-1 volunteers) and art which can contribute to social support, a sense of belonging, as well as allowing for opportunities for self-reflection, relaxation, and acquiring new skills and a sense of happiness (Ching-Teng et al., 2019; Thoits, 2011)

**Currently, there is no research describing how OMA effects the self-esteem of older adults in independent living facilities**

## Methods

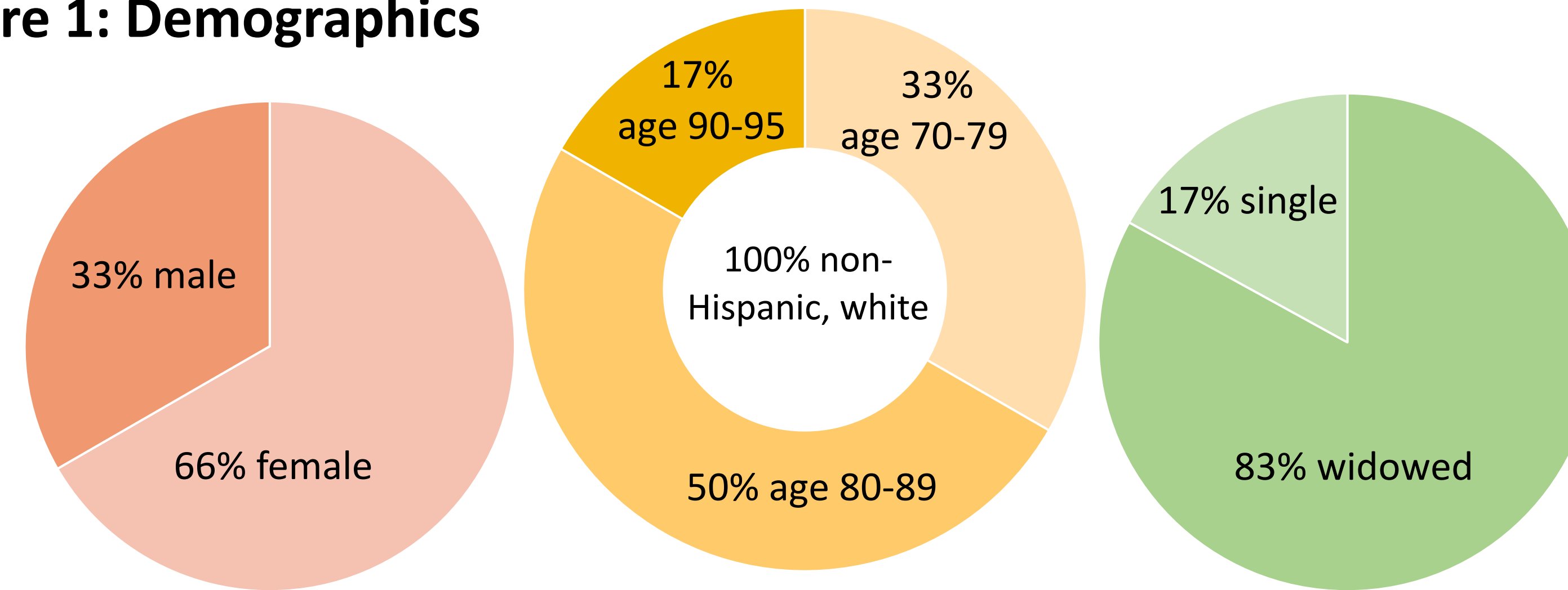


Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> <li>• 70-95 years of age</li> <li>• Living at local independent living facility</li> <li>• 9-week commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Non-English speaking</li> <li>• Inability to accurately answer 2 questions indicating understanding of study requirements</li> </ul>

- ❖ 4 participants randomly selected
- ❖ 4 participants *hand-picked*
- ❖ 2 excluded
- ❖ n = 6
- ❖ 8 student volunteers randomly selected
- ❖ 2 excluded
- ❖ n = 6

## Participants

**Figure 1: Demographics**



## Results

"I hated doing art in school, but this is fun because there are no limits to what you can do."



"I let loose today!"

"The nuns in school told me I'd never be in an art show; Sister Margaret's looking down."



"You feel like you're a real part of what you're doing."

"I'm amazed I did that."

**Figure 2: Rosenberg Self-Esteem Scale**

Participant	Baseline	Category	Follow-up	Category	Difference
1	28	Above normal	27	Above normal	-1
2	23	Normal	25	Normal	2
3	18	Normal	23	Normal	5
4	16	Normal	27	Above normal	11
6	17	Normal	24	Normal	7
8	17	Normal	23	Normal	6
<b>Avg.</b>	<b>19.8</b>		<b>24.8</b>		<b>5.0</b>

## Discussion

- ❖ Participants averaged a **5-point increase** on the follow-up survey compared to the baseline survey
- ❖ Greatest change was **11 points**
- ❖ Smallest change was **-1 point**
- ❖ No way to determine if this increase is statistically significant
  - ❖ Cut-off scores showed that the averages were both within the "normal" range
    - ❖ A tool more sensitive to change would have been beneficial
- ❖ More beneficial to look at self-determination or overall quality of life as opposed to self-esteem based on qualitative data
- ❖ Attendance was taken every week
  - ❖ Each participant attended a minimum of 7 sessions and a maximum of 8 sessions
    - ❖ No trends shown by missed sessions
- ❖ No way to definitively determine why there was an average 5-point increase
  - ❖ Variables include time, temporal context, programming, & social integration

### Study limitations include:

- ❖ Small, non-variable sample size
- ❖ Recruitment: the people who signed up to be in the study weren't necessarily at risk for low self-esteem. They sought out programming by coming to the information session and all fell within the "normal" or "above normal" range at baseline
- ❖ Self-report bias: participants may have answered the survey how they thought they should instead of answering honestly about self-esteem

## Conclusion

- ❖ Results show an average increase of 5 points on the Rosenberg self-esteem scale from baseline to follow-up
- ❖ Results inconclusive: no way to determine whether this change is significant
- ❖ More research needed to determine whether OMA can improve the self-esteem of older adults in independent living facilities

### Future directions:

- ❖ Effect of OMA on the self-esteem of individuals at risk for low self-esteem and social isolation
  - ❖ Inclusion criteria: below normal on Rosenberg Self-Esteem Scale
- ❖ Art aspect vs. social aspect
  - ❖ Different activity, same social support
- ❖ OMA and self-determination/QoL

## References

Please contact for full reference list.

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For more information on Opening Minds Through Art please visit <https://scrippsoma.org/>