

## Positive Art Impact On healing therapy “Review Study”

By  
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### Introduction

Stress is the most widespread disease of modern age. Scientists have analyzed stress from a biological (Selye, 1956 as cited in Martin, et al., 2018), psychological (Folkman, Lazarus, Gruen, & DeLongis, 1986 & Folkman, Stress: Appraisal and coping, 2013 as cited in Martin, et al., 2018) and sociological (Thoits, 2010 as cited in Martin, et al., 2018) point of view and have created a number of explanatory theories and models. Thus, active art interventions, such as drawing or working with clay significantly reduced stress and anxiety; (Martin, et al., 2018, p. 13). Meanwhile, creative arts interventions’ impact on perceived stress and stress management could not be evaluated by means of an overall effect size for each arts modality (Martin, et al., 2018, p. 14)

As per the description of “American Art Therapy Association”, art therapy is a mental health profession practiced around the world where “clients, facilitated by art therapists, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts [and] foster self-awareness” (American Art Therapy Association (AATA), 2013, p. 1 para 1)

Art Therapy is a tool that can favor social, educational and cultural integration for disadvantaged children and minority communities. “Artistic activities promote tolerance, dialogue, respect for diversity and interaction among others”. (Buchanan, 2016)

Arts and crafts play an important role in controlling stress and enhancing relaxation. (Huotilainen, Rankanen, Groth, Seitamaa-Hakkarainen, & Mäkelä, 2018).

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Several studies have focused on the benefits of using of hand craft and art therapy with social problems. (Sarahsbag, 2019); (Salom, 2017); (Lee & Peng, 2017); (Huotilainen, Rankanen, Groth, Seitamaa-Hakkarainen, & Mäkelä, 2018); ((OJJDP) & Development Services Group, 2016, p. 3); (Nigmatullinaa & Gerasimenko, 2016); (Taylor, 2018); (Coholic, 2011); (Decker, Deaver, Abbey, Campbell, & Turpin, 2019); (Lobban, 2014); (Feen-Calligan & Matthews, 2016); (Wang, Kim, & Oh, 2019)

Art therapy is practiced in mental health, rehabilitation, medical, educational, forensic, wellness, private practice and community settings with diverse client populations in individual, couples, family, and group therapy formats. Art therapy is an effective treatment for people experiencing developmental, medical, educational, and social or psychological impairment. Individuals who benefit from art therapy include those who have survived trauma resulting from combat, abuse, and natural disaster; persons with adverse physical health conditions such as cancer, traumatic brain injury, and other health disability; and persons with autism, dementia, depression, and other disorders. Art therapy helps people resolve conflicts, improve interpersonal skills, manage problematic behaviors, reduce negative stress, and achieve personal insight. Art therapy also provides an opportunity to enjoy the life-affirming pleasures of art making.” (American Art Therapy Association (AATA), 2013, p. 1 para 3).

#### **A. Art therapy**

Juliet King, an associate professor of art therapy at George Washington University, has maintained that "art therapy helps people “tap into aspects of the self and the psyche that aren’t always accessible,” (Beans, 2019). Where art therapy interventions are perceived as effective tool in helping patients, such as cancer patients, reduce stress, cope with current conditions, improve quality of life, and express emotions, during and after cancer treatment; (Garcia, 2019).

In his Book, "Art therapy: Programs, Uses and Benefits", Vincent Buchanan examines the three assumptions that underlie the field of art therapy and their relations to art therapy theory and practice. He reviews the model of the Expressive Therapies Continuum (ETC) and illustrates its use in assessment and treatment planning with case examples. The book introduces aesthetics as it informs art therapy intervention; present the concept of ritual and

explores the possibility of creating spontaneous rituals as a central axis in art therapy, in drama therapy and in nature therapy in particular. Moreover, it provides a literature review relevant to the use of visual journaling with military veterans, studies art therapy for mobilizing personal resources in the elderly; describes the Videinsight® Method and its applications in the psychotherapeutic setting, in distress prevention and in promoting well-being and early recovery during rehabilitation following surgery; and provides an overview of the application of LEGO® block creations as a medium for art therapy. (Buchanan, 2016)

In a study titled: **Creative Arts Interventions for Stress Management and Prevention—A Systematic Review**, Martin L and others describe stress as one of the world's largest health problems, leading to exhaustion, burnout, anxiety, a weak immune system, or even organ damage. The study indicates that in Germany alone, stress-induced work absenteeism costs about 20 billion Euros per year, and hence, it is not surprising that the Central Federal Association of the public Health Insurance Funds in Germany ascribes particular importance to stress prevention and stress management as well as health enhancing measures. Building on current integrative and embodied stress theories, Creative Arts Therapies (CATs) or arts interventions are an innovative way to prevent stress and improve stress management. CATs encompass art, music, dance/movement, and drama therapy as their four major modalities.

In order to obtain an overview of CATs and arts interventions' efficacy in the context of stress reduction and management, a systematic review with a search in the following data bases: Academic Search Complete, ERIC, Medline, Psyn dex, PsycINFO and SocINDEX was conducted. Studies were included employing the PICOS principle and rated according to their evidence level. The authors focused on 37 studies, 73% of which were randomized controlled trials. where in total, 2136 subjects were included: 465 took part in AT or art interventions for stress management, 1241 in MT or musical interventions, and 430 in DMT or dance interventions. Most participants were women. (Martin, et al., 2018, p. 13) 81.1% of the included studies reported a significant reduction of stress in the participants due to interventions of one of the four arts modalities. (Martin, et al., 2018)

Additionally, a study titled: **"Quantitatively Improved Treatment Outcomes for Combat-Associated PTSD with Adjunctive Art Therapy: Randomized Controlled Trial"** described a

randomized, controlled trial (N = 38) that compared art therapy in conjunction with cognitive processing therapy (CPT) to CPT alone for veterans with combat-related posttraumatic stress disorder. Participants were randomized to either the experimental condition of 8 sessions of CPT or 8 sessions of individual art therapy or to the control condition of 8 sessions of CPT and 8 individual sessions of supportive psychotherapy. Outcome measures included the Beck Depression Inventory-II (BDI-II), PTSD Checklist-Military (PCL-M), and self-ratings of perceived treatment benefits. Findings of this study have shown that experimental group participants had statistically significantly greater reduction in PCL-M and BDI-II scores compared to the control group. Moreover, the perceived benefit of treatment was greater for art therapy as compared to CPT. (Decker, Deaver, Abbey, Campbell, & Turpin, 2019)

Art therapy with veterans who have post-traumatic stress disorder (PTSD) has been highlighted in Janice Lobban's article titled: "the invisible wound: Veterans' art therapy. Lobban refers to the BBC's broadcast of a Culture Show special, entitled 'Art for Heroes'. The BBC's show involved the filming of an art therapy group at a Surrey treatment center for veterans. Lobban' article was based on the transcript of that group of veterans and take a thematic analysis approach towards understanding the benefits of art therapy for those veterans. It also explored the neurobiological processes involved in PTSD and in art therapy, examining how the latter might assist recovery on a structural level. (Lobban, 2014)

Moreover, the impact of art therapy among older adults suffering from depression symptoms has been examined in a recent study titled: "Impact of Art-Based Life Review on Depression Symptoms among Older Adults". In this study, the authors examined the impact of drawing among Iranian older adults (N = 54). Participants were randomly assigned to either an experimental art group of 6 weekly sessions or a control group of the same duration; both groups participated in various leisure activities. Intervention goals focused on reducing depression symptoms. Short- and long-term effects of the drawing interventions were analyzed and compared with the controls. Participants were shown to have a decrease in depression symptoms after the art sessions, supporting the need for increased access to opportunities for arts engagement and access to art therapy services among older adults in Iran. (Ilali, Mokhtary, Mousavinasab, & Tirgari, 2018)

Suicide remains a major world concern with over 800,000 individuals dying from suicide every year. Suicide among youth is

especially serious due to the years of life lost when a young person takes their own life. Several factors have been associated with suicide ideation, including social interactions, perceived support, genetic predisposition and mental illnesses.

In a recent study titled: A qualitative systematic review of experiences and perceptions of youth suicide, (Jessica Grimmond et al, 2019), the authors aimed To review and synthesize qualitative studies that explored the experiences and perceptions of suicide in people 25 years old and younger. PubMed, PsycINFO, Scopus and CINAHL were searched alongside hand-searching reference lists up to October 2018.

Qualitative Critical Appraisal Skills Programme checklist was used to assess the methodological quality. The review included 27 studies all of which focused on youth suicide and included several interviews with young people and members of the wider community. Thematic synthesis focused on factors leading to suicide attempts, elements important to recovery, beliefs within the community, and treatment/prevention strategies.

Thematic analysis of the articles identified four key categories: i) triggers and risks leading to suicidality; ii) factors involved in recovery; iii) need for institutional treatment/prevention strategies; and iv) beliefs about suicide at a community level. The first category was further subdivided into: i) behaviors; ii) feelings/emotions; iii) family influences; iv) peer influences; and v) other. The second category was split into: i) interpersonal; ii) cultural; and iii) individual influences, while the third category was divided into i) education; and ii) treatment.

The study concluded that youth suicide is a critical issue that has many causes and risks factors interacting with one another, and that a shift in societal attitudes toward emotional expression and suicide is needed for successful treatment and prevention.

## **B. Art therapy and disabilities**

An article titled: "The Dis-Art Creative Journey, Art Therapy for Persons with Disabilities: Adaptation of the Creative Journey" details a 10-session group art therapy program for people with physical and neurological disabilities. This program was adapted from the Creative Journey used with cancer patients and was tested in Italy by 4 art therapists. The 5-step structure of each session and the 10 facilitating techniques used for image making are explained. All 55 participants engaged in image making and 50 out of 55 were

observed to show some improvement using the evaluation measures. Completing 2 cycles of the program provided increased benefit for participants. (Luzzatto, et al., 2017)

The effects of art therapy were further explored by Lee & Peng's study titled "the Effects of Group Art Therapy on Mothers of Children with Special Educational Needs". A total of eleven mothers of children who were diagnosed with at least 1 kind of special educational need participated in a 16-week program. The authors hypothesized that the art therapy group would help the mothers improve their emotional well-being and reduce parenting stress in comparison to a control group who received no intervention. The hypotheses were supported by the results from weekly ratings, interviews, and artwork. (Lee & Peng, 2017)

Ostensive communication theory and the development of epistemic trust in art therapy was the topic of Neil Springham & Val Huet's article titled: "Art as Relational Encounter: An Ostensive Communication Theory of Art Therapy". In this article, the authors maintained that biopsychosocial theory is strengthening psychotherapy by focusing on interactions that engage the attachment system. It further explains that art therapy has the potential to align coherently with current theory provided it addresses the value of art in engaging with the attachment system.

The article describes an interpersonal theory of art therapy based on a model of ostensive communication that supports the attachment system as a mechanism of change in the art therapy triangular relationship of client, therapist, and art object. A clinical case vignette, derived from a client's description of her art therapy experiences in an audio-image interview, illustrates ostensive communication theory and the development of epistemic trust in art therapy.



*Figure 1: reducing stress by art (Huotilainen, Rankanen, Groth, Seitamaa-Hakkarainen, & Mäkelä, 2018)*

### **C. Art therapy and other disorders**

Individual and group art therapy is beneficial for individuals with Alzheimer's disease (AD). Progression of this disease negatively affects visual processing, which suggests the need to modify art-based interventions. In a case study titled: "Bridging Art Therapy and Neuroscience: Emotional Expression and Communication in an Individual With Late-Stage Alzheimer's" (N=1) a psychological well-being scale was used to compare non-modified art therapy for an individual with advanced AD and a modified, visually enhanced art therapy intervention for the participant's emotional expression and communication skills. The intervention was tailored to overcome disease-related visuo-perceptual deficits. Findings of this study suggested positive changes in 4 domains of psychological well-being: (a) engagement, (b) expression of pleasure, (c) enhanced self-esteem, and (d) expression of emotions and feelings during AD adapted, visually enhanced art therapy sessions.(Guseva, 2019)

Furthermore, Martine Guay's study, "Impact of Group Art Therapy on the Quality of Life for Acquired Brain Injury Survivors", examined group art therapy as a means for increasing communication and socialization and enhancing quality of life for people (51–93 years old) with acquired brain injury. Participants self-selected a 10-week program according to interest that was either an art therapy group (n = 11) or the regular communication skills group (n = 8), which served as a control and was facilitated by speech-language pathologists and communicative disorders assistants. Findings of this study mentioned from pre- and postmeasures did not show statistically significant between-group differences. However, qualitative findings from observations, artwork, and feedback questionnaires indicated that group art therapy increased socialization and improved emotional state for participants. (Guay, 2019)

In a study titled: "Claiming the Polarity of Art Therapy: Lessons from the Field in Colombia" Salom stated that long-posed questions about art therapy's artistic and psychological polarity are revisited when the profession is introduced into a new country. (Salom, 2017). In a symposium dedicated to the process of advancing the profession in Colombia, attendees who were unfamiliar with art therapy raised questions that resonated with the historical polarity of art versus therapy. To address these questions through analysis of the local context, the author reviewed historical and cultural links between art and psychology in Colombia. However, the study

concluded that it would be advantageous for art therapists worldwide to explicitly recognize the natural presence of the polarity in art therapy and to claim its benefits. Where analyses of both poles point to a unified identity for the profession.

#### **D. Art therapists**

Art therapists have long theorized about the healing properties of visual expression through various media and have articulated the importance of media choices based on individual client needs for self-expression and healing. (Buchanan, 2016)

In her study, " Visual Conversation with Trauma: Visual Journaling in Art Therapy to Combat Vicarious Trauma", Gibson noted that therapists who treat trauma are at risk of developing symptoms of vicarious trauma, experiences that "result from a cumulative and empathetic engagement with another's traumatic experiences that can lead to long-term changes in an individual's way of experiencing themselves, others, and the world". This viewpoint explores the effectiveness of using a visual journal as a processing tool in response to the lived experience of a therapist working with a trauma population of clients in a pediatric hospital setting. Gibson concludes that through stories and images, the therapist explored the possibilities of a visual journal to be an effective tool for resiliency, processing, and ethical boundaries between work and home. (Gibson, 2018)

Art therapists hold a unique position to facilitate healing during a time of intense sociopolitical trauma according to Owen Paul Karcher's article "Sociopolitical Oppression, Trauma, and Healing: Moving toward a Social Justice Art Therapy Framework". In this article, Karcher stated that the current U.S. political climate is causing harm to marginalized groups, which necessitates an intentional exploration of how art therapists hold and wield power and privilege and how this can affect client outcomes. Karcher offered an expanded definition of trauma as it relates to social and political oppression, and "examined the privileges and assumptions he holds as a therapist". Meanwhile, the author provided case examples from her clinical practice of client responses to political and societal trauma, ending with suggestions for critical self-reflection for art therapists invested in a social justice framework. (Karcher, 2017).

In partnership with the NEA, the U.S. Department of Justice's Office of Juvenile Justice & Delinquency Prevention



(OJJDP) published a literature review titled: **Arts-Based Programs and Arts Therapies for At-Risk, Justice-Involved, and Traumatized Youths ((OJJDP) & Development Services Group, 2016, p. 6)**. The review examined how arts-based programs and arts therapies can provide a unique way to help youths in times of transition and development. Additionally, the review indicated that It is sometimes difficult for at-risk, traumatized, and justice-involved youths to express their feelings and experiences. Nevertheless, it emphasized that arts can provide a nonthreatening way for children and adolescents to express their inner feelings, manage emotional and behavioral problems, cope with trauma and victimization, develop artistic talents and skills, and improve strengths and assets they already possess.

In addition, the review maintained that a few theoretical frameworks suggest that arts programs and arts therapies may be important interventions for at-risk, justice-involved, and traumatized youths. For a population whose members feel that their lives are out of control, arts-based programming and arts therapies can provide youths with a greater sense of stability. Therefore, youths can form trusting relationships with prosocial adults (i.e., therapists, master artists, or teachers) who can encourage them to participate in solitary or group activities while reflecting on their problems.

#### **E. Art therapy and children's disorders**

The integration of art therapy into hospital settings was the theme of Kaley Wajcman's article, "Developing an Art Therapy Program in a Children's Hospital". The author indicated that there is a growing understanding for such integration, by a newly introduced art therapy program at Children's Mercy Hospital in Kansas City, Missouri. The success of the privately-funded program has been predicated on communicating the importance of art materials and studio environment, appropriate referrals, session processes, and the patient experience. (Wajcman, 2018)

Additionally, children with autism spectrum disorders (ASD) are often referred to art therapy (Martin N. , 2009; Teeuw, 2011 as cited in Schweizer, Spreen, & Knorth, 2017) with the aim to aid in coping with their communication problems, behavioral problems, and low self-esteem (Schweizer C. , 2014; Schweizer, et al., 2009 as cited Schweizer, Spreen, & Knorth, 2017).

A study titled: "Exploring What Works in Art Therapy with Children with Autism: Tacit Knowledge of Art Therapists", purposed to find and defined promising practice-based elements or components that could contribute to practice-based evidence of art therapy with children with autism.

The study concluded that art therapy with children with ASD contributes to becoming more flexible and expressive, more relaxed, and more able to talk about their problems in the therapeutic setting as well as in their home situation. Moreover, it was maintained that art therapy could have an effect on reducing behavioral problems of children with autism in specific problem areas, including social communicative behavior, flexibility, and self-image. Regarding central coherence, the varied sensory experiences of children in art therapy can be interpreted as stimulating the focusing of attention and broadening of their repertoire of preferences. (Schweizer, Spreen, & Knorth, 2017)



*Figure 2: This picture was drawn by an autistic 11-year-old girl. It shows three friends sitting on the floor, talking and laughing. The friends are characters in a novel written by the artist. (MissLunaRose12, 2007)*

Likewise, an experimental research study titled: "The Effectiveness of Art Therapy for Teaching Social Skills to Children with Autism Spectrum Disorder" was conducted to assess how art therapy can help teach social skills to children with autism spectrum disorder (ASD). The study was structured to provide a therapeutic

setting for children to discuss difficulties they experience in their social interactions and give them opportunities to develop a better understanding of appropriate ways to respond in social situations. The study's findings indicated that art therapy boosted the ability of children with ASD to engage and assert themselves in their social interactions, while reducing hyperactivity and inattention. (Miranda & Lalonde, 2017)

#### **F. Art education**

Many studies focused on the benefits of art therapy, in school or in prison; in work or in social life. Art therapy use handcrafts such embroidery; sculpture; drawing; painting; sewing; cooking; weaving; knitting; and decorating. (Buchanan, 2016); (Grimmond, Kornhaber, Visentin, & Cleary, 2019); (Martin, et al., 2018); (Wajcman, 2018); (Schweizer, Spreen, & Knorth, 2017); (Guseva, 2019); (Guay, 2019); (Gibson, 2018); (Karcher, 2017) & (Potter, 2019).

A study titled: "Correction of School Inadaptation of Teenagers by Art Therapy Methods" tackles the problem of the growth of number of pupils with school inadaptation that is expressed in problems of development of the school program, socialization problems, and the general trouble. The study is directed to identification or disclosure of opportunities of assistance to teenagers with this problem, to take them in a difficult educational situation, to help to overcome vital difficulties. The leading method in research of this problem was the art therapy method. (Irina A. Nigmatullina and Julia A. Gerasimenkob, 2016)

As per the study, art therapy allows pupils to create the atmosphere of emotional wellbeing in the course of mobilization of creative potential, to find experience of new kinds of activity, to develop creative abilities, to promote internal self-control of feelings and behavior.

Another study titled: "Reaching out to the disaffected: mindfulness and art therapy for building resilience to violent extremism" (Taylor, 2018) suggests that the potent mix between art therapy and mindfulness could help youth become more resilient against violence and extremist ideologies. The author maintained that "mindfulness meditation skills used as an education strategy – especially when paired with art therapy – have the potential to enhance higher-order social thinking, promote deep appreciation and enable the capacity for comparison for others".

This study explored how mindfulness training, especially when paired with art therapy strategies, has great potential for supporting targeted educational measures for building resilience to violent extremism in individuals and communities. During mindfulness-based meditation practice, students learn to acknowledge that unwholesome thoughts arise and, when they do, mindfulness helps students recognize their existence without dwelling on them; and then students learn that mindfulness can – and should – be practiced anywhere – walking, sitting, eating, washing, working, listening – there is no limit.

A study titled: **Exploring the Feasibility and Benefits of Arts-Based Mindfulness-Based Practices with Young People in Need: Aiming to Improve Aspects of Self-Awareness and Resilience**" cited Irwin, E. C. as saying that "arts-based methods can produce enormous pleasure and can stimulate in students a desire to create, express hidden wishes and relieve tension". (Coholic, 2011). The study describes an innovative research-based group program that teaches young people in need mindfulness-based methods using arts-based methods.

The findings of this study, which was conducted in cooperation with the local child protection agency and the children's mental health center who referred the young people to the group program, illustrated how young people in need (children and youth involved with child protection and/or mental health systems) can benefit from a creative approach to mindfulness that can teach them emotional regulation, social and coping skills, and that can improve aspects of their self-awareness, self-esteem, and resilience.

Coholic mentioned that despite the challenges, young people can learn and benefit from mindfulness-based methods if these methods are facilitated in an engaging and non-threatening manner that meets their needs, and promotes and fosters success with the methods. She also added that mindfulness-based practices have the potential to help young people in need learn to focus on their feelings and thoughts without judging these experiences thereby promoting the development of self-awareness. In turn, a foundation of self-awareness can assist youth to build aspects of resilience including improved coping and social skills, problem solving skills, and feelings of self-esteem. (Coholic, 2011)

Furthermore, a study titled: **"Pre-Professional Arts Based Service-Learning in Music Education and Art Therapy"**, describes the effect of art therapy and music on education students at a Midwestern university in the United States (in single-semester

service-learning assignments prior to their clinical internship or student teaching experience). The study focused on undergraduate music teacher-candidates taught music to homeschool students; where art therapy graduate students worked at community centers or other agencies; and students whom preparing to become instrumental music teachers, where the student teacher internship (or student teaching) is an integral part of the curriculum, typically taking place in the last semester before graduation. The study found that service-learning facilitated growth in personal attitudes and professional skills considered important to student preparation for their culminating clinical experiences. (Feen-Calligan & Matthews, 2016)

The positive effect of art therapy on individuals is further evidenced in another study titled "A case study on the collage art therapy for immigrant youths". The study aimed to analyze how immigrant youths' experiences of collage art therapy were shown in their emotional changes. For this end, a research question was drafted as follow: How do the emotional changes of immigrant youths, who participated in the collage group art therapy program, appear in their art works? Three immigrant youths were chosen from a multicultural preliminary school and participated in 10 sessions of collage group art therapy.

The study found that components like symbols, meanings, individual conflict and desire, have positively changed throughout the whole sessions. Their early works showed negative symbols and passive actions as unconscious defense mechanism. Their mid-term works showed their concentration on art activities and dynamics with interest and creativity in art medium. Their late works showed positive symbols like achievement desire and adaptation to reality. (Wang, Kim, & Oh, 2019)

### **G. Case study**

A story of the fashion label and social enterprise "Sarah's Bag" started with works to empower underprivileged women. The signature hand beading and embroidery the bags are known for is meticulously crafted by a team of over 200 women, among whom are female prisoners, ex-prisoners and underprivileged women in Lebanon.

Most of the designs are created to showcase their skills. Those women are trained by the Sarah's Bag team, they are skilled artisans, and some have been with the company since it first

launched in May of 2000. Some of the prisoners used the income they earned to overturn wrongful convictions; others to support their families while they are incarcerated. Once out of prison, Sarah's Bag encourages its artisans to train other women in their towns and villages, thus creating much-needed jobs in some of the poorer communities in Lebanon. Soon after, "Sarah" decided to set up a business that would employ the women she'd met during her fieldwork, and she launched Sarah's Bag in 2000, bringing together her love of fashion and design with the mission to empower underprivileged women. In 2016, the Oslo-based Business for Peace Foundation awarded Sarah its annual prize in recognition of her work as a global business leader who is positively changing the face of business.



*Figure 3: Sarah's Bag fashion label and social enterprise (Sarabsbag, 2019)*

As a result, these women are soon regarded as valuable members of their communities and their new status helps them to reintegrate into society and ease the stigma of being ex-prisoners. Since 2013, Sarah's Bag has also provided the artisans working behind bars with certificates of completion, proof of their training and work experience with the label so they can find work once they are out of prison. In addition, through initiatives like a 2015 exhibition entitled Women Rising, the label collaborated with the prisoners to create hand worked pieces of art to raise funds to improve prison conditions.

The Sarah's Bag team of artisans also includes women from underprivileged backgrounds across the Lebanon. Some are illiterate with few options for employment, while others come from conservative backgrounds and are not allowed to work outside their homes despite desperately needing an income to help support their families. (Sarahsbag, 2019)

### **Conclusion**

Arts-based interventions can take many forms, including visual or theater arts, drama, dance, crafts, literature, and music. ((OJJDP) & Development Services Group, 2016, p. 2). Besides being an important part in clinical health care practice, creative arts interventions have become also an important area of integrative medicine research. In the context of stress prevention, the quality of efficacy studies analyzing creative arts interventions is high. Creative arts interventions seem to have a positive impact on perceived stress and stress management; they reduce anxiety levels and improve subjects' mood. (Martin, et al., 2018, p. 14)

To succeed, therapists should be armed with tools to overcome the inmates' distrust, inherent aggression, and potentially damaged cognitive abilities. (Gussak, 2019) Finally, given the above reviews, we could say that creative arts interventions could help clarify the benefit they bring to the health system and its agents; especially when patients already acknowledged these benefits, and the evidence-base on creative arts interventions is in the process of being built. (Martin, et al., 2018, p. 15)

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## **Abstract**

The value of art production and traditional handicrafts, and their relative effect on the literature of art therapy, are discussed in this review. Art and handicrafts, until recently it was commonly known as “minor” arts.

This paper discusses the use of handicrafts as occupational therapy modalities; where it is highlight and identify how art therapy and Handcrafts could control stress; enhance relaxation and neutralize social problems. Art therapy and handicrafts is defined as embroidery; sculpture; drawing; painting; sewing; Cooking; Weaving; Knitting; and decorating.

This review of several studies centered on the art therapy that benefit persons with physical health conditions such trauma, autism, brain injury, depression, and other disorders. Furthermore, education and art: develop students’ thinking to cope, improve quality of life, to promote internal self-control of feelings and behavior, and express emotions wellbeing by taking visual or theater arts, dance, crafts, and music where creative arts interventions have a positive impact on perceived stress and stress management; and on reducing anxiety levels.

The outcome of this survey cites a several benefits of art therapy in health, education, workplace and social life. Art and handicrafts therapy are a kind of psychotherapy that uses communication arts techniques to improve the emotional and mental wellbeing of the patients. Pablo Picasso states “Art washes away from the soul the dust of everyday life.”

Future research could evaluate the art therapy relationship of patient, therapist, and art object. Furthermore studies, could illustrate the outcome effect of art therapy on stress; healing; and education to discover new kinds of activity.

### **Keywords:**

Art therapy; Stress relief, Handcraft; drawing; painting; sewing; Cooking; Weaving; Knitting; and decorating.

دراسة التأثير الإيجابي لفنون الرسم والتطريز علي  
الأمراض النفسية والعضوية  
" دراسة مرجعية "

الملخص

إن الإنتاج الفني والحرف اليدوية التقليدية لها تأثير نسبي على العلاج الطبي والنفسي والاجتماعي. يركز هذا البحث على الفن والحرف اليدوية، التي كانت تعرف باسم الفنون "الثانوية" حتى يومنا هذا. تتناول هذه الدراسة موضوع استخدام الحرف اليدوية كطرق للعلاج المهني. حيث يتم تسليط الضوء وتحديد كيف يمكن للعلاج الفني والحرف اليدوية التحكم في الإجهاد، والتعب والضغط النفسية، وتعزيز الاسترخاء وتخفيف المشاكل الاجتماعية. كما يحتوي العلاج بالفن في الحرف اليدوية كالتطريز، والنحت، والرسم، والتلوين، والخياطة، والحياكة، والطبخ والتزيين والموسيقى والديكور.

يعرض هذا البحث العديد من الدراسات السابقة التي تناولت موضوع العلاج عن طريق الفن الذي يستفيد منه الأشخاص الذين يعانون من حالات صحية جسدية، مثل الشلل النصفي، والتوحد، وإصابات الدماغ، والاكتهاب واضطرابات أخرى. علاوة على ذلك، فإن في مجال التعليم، يعتبر الفن تطوير لأفكار الطلاب في التعامل مع بعضهم البعض، وتحسين نوعية الحياة، وتعزيز الرقابة الداخلية الذاتية على المشاعر والسلوك، والتعبير عن مشاعر الفرح والسعادة من خلال اتخاذ الفنون البصرية أو المسرح والرقص والحرف اليدوية والموسيقى؛ حيث يكون استخدام مثل هذه الفنون الإبداعية ذو تأثير إيجابي على إدارة الإجهاد والضغط النفسية؛ وعلى خفض مستويات القلق.

تشير نتائج هذه الدراسة إلى العديد من فوائد العلاج بالفن على صعيد الصحة والتعليم وبيئة العمل والحياة الاجتماعية؛ حيث يعد العلاج بالفن والحرف اليدوية نوعاً من العلاج النفسي الذي يستخدم تقنيات فنون الاتصال لتحسين الحالة العاطفية والاستقرار العقلي. أخيراً، يقول بابلو بيكاسو "الفن يغسل الروح من غبار الحياة اليومية". لذا يُمكن أن تقوم الأبحاث المستقبلية بتقييم علاقة العلاج بالفن للمريض والمعالج والأدوات الفنية المستخدمة. وعلاوة على ذلك، يُمكن عمل دراسات توضح تأثير نتائج العلاج عن طريق الفن على الإجهاد، والضغط النفسية، والعلاج الطبي، ومجال التعليم لاكتشاف أنواع جديدة من النشاط الفني.