

# Soul Mandala, Art Therapy and Family Therapy in Managing Acute Stress Disorder in Adolescent: A Case Study

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## Abstract

Adolescents pursuing academic excellence, particularly in competitive fields like medicine, are increasingly prone to stress and anxiety, which can significantly affect their physical, emotional, and mental health. This case study explores the effectiveness of art therapy and psychoeducation as therapeutic interventions for managing severe academic stress in a 16-year-old female aspiring to enter the medical field. The patient presented with acute anxiety, disrupted sleep, loss of appetite, and panic attacks, which were exacerbated by an overwhelming fear of failure and an inability to balance her studies with personal well-being. Over six therapeutic sessions, the intervention focused on psychoeducation, relaxation techniques, art therapy, time management strategies, and emotional expression. Early sessions emphasized understanding the importance of breaks, developing a structured timetable, and introducing relaxation through creative outlets such as mandala art. Subsequent sessions aimed at channeling her anxiety into constructive emotional expression, addressing physical symptoms like nausea and weakness, and fostering healthier daily habits, including improved sleep and appetite patterns. A pivotal aspect of the therapy involved using art as a medium to identify triggers and promote emotional regulation, culminating in the introduction of journaling and gratitude practices to help her let go of negative emotions and adopt a more balanced perspective. The intervention resulted in noticeable improvements, including enhanced emotional regulation, normalized appetite, better sleep, and the ability to integrate academic and personal responsibilities. This study underscores the efficacy of patient-centered, integrative approaches in managing adolescent academic stress, while highlighting the need for further research on sustainable and scalable therapeutic methods.

**Keywords:** academic stress, adolescent anxiety, art therapy, psychoeducation, time management

## Introduction

Adolescents face intense academic demands, particularly in competitive fields like medicine, often leading to chronic stress and anxiety disorders. Studies show that unmanaged academic stress can result in physical symptoms, emotional dysregulation, and burnout (Sujatha et al., 2020). Psychoeducation and art therapy have emerged as effective therapeutic tools, offering coping mechanisms and emotional outlets

(Malchiodi, 2012). This case study focuses on a 16-year-old aspiring medical student who experienced debilitating anxiety, panic attacks, and academic burnout. The intervention integrated psychoeducation and art therapy to promote relaxation, improve self-regulation, and achieve a balance between academic and personal life. Adolescents face immense academic demands, particularly in high-pressure fields like medicine. Interventions such as psychoeducation have proven effective in equipping adolescents with coping strategies to manage stress, improve resilience, and foster emotional well-being (Wang et al., 2017). Art therapy is another evidence-based intervention that offers non-verbal means of expressing emotions, particularly for adolescents who may struggle with verbalizing their stress (Malchiodi, 2012). Studies have shown that engaging in artistic activities can reduce physiological markers of stress, improve mood, and foster emotional insight (Kaimal et al., 2016). Combining art therapy with psychoeducation can thus provide a comprehensive approach to managing academic stress by addressing both cognitive and emotional aspects. This case study focuses on a 16-year-old aspiring medical student experiencing severe academic stress, panic attacks, and anxiety. A six-session intervention was designed to integrate psychoeducation, relaxation techniques, art therapy, and time management strategies. The goal was to promote relaxation, improve self-regulation, and achieve a sustainable balance between academic demands and personal well-being. The following review of literature provides a theoretical foundation for the intervention and its potential impact. The study utilized standardized tools, including the Adolescents Social Competence Scale (Devassy & Raji, 2012), the Self-esteem Scale (Rosenberg, 1965), and the Personal Growth Initiative Scale (Robitscheck, 2008). A total of 60 tribal adolescents participated in the research. The intervention included activities such as painting, role-playing, storytelling, finger painting, and collage-making. Statistical analyses using paired t-tests and independent t-tests revealed significant improvements in social competence, self-esteem, and personal growth initiative among the experimental group compared to the control group. These findings underscore the effectiveness of integrated art therapies in enhancing these key developmental outcomes.

### **Psychoeducation in Stress Management**

Wang et al. (2017) examined the role of psychoeducation in helping students cope with academic stress. Psychoeducation equips adolescents with knowledge about stress triggers and coping mechanisms, fostering a sense of control over their circumstances. The study emphasized the importance of teaching problem-solving skills, cognitive restructuring, and relaxation techniques. These strategies empower adolescents to approach their academic challenges with a more positive and resilient mindset.

### **Art Therapy for Emotional Expression**

Malchiodi (2012) emphasized the therapeutic potential of art therapy for adolescents struggling with emotional expression. Adolescents often find it challenging to articulate their emotions verbally, and art therapy provides an alternative medium for exploring and processing their feelings. By engaging in creative activities like drawing or painting, adolescents can externalize their emotions in a non-threatening way, gaining insights into their emotional states and developing healthier coping mechanisms.

### **Physiological Benefits of Art Therapy**

Kaimal et al. (2016) conducted a study on the physiological effects of art-making, focusing on stress reduction. Their research demonstrated that engaging in art activities significantly reduces cortisol levels, a biomarker of stress. Participants reported feeling more relaxed and emotionally balanced after art

sessions. This finding highlights the dual benefits of art therapy, which not only alleviates emotional stress but also has measurable physiological effects that contribute to overall well-being.

### **Integration of Art Therapy and Psychoeducation**

Slayton et al. (2010) argued for the integration of art therapy and psychoeducation as a comprehensive approach to stress management. While psychoeducation addresses the cognitive understanding of stress and equips individuals with coping strategies, art therapy facilitates emotional exploration and expression. Together, these modalities provide a balanced intervention that addresses both the cognitive and emotional dimensions of stress, making them particularly effective for adolescents.

### **Time Management and Academic Stress**

Häfner et al. (2014) highlighted the critical role of time management skills in alleviating academic stress. Their study revealed that students who received time management training reported lower stress levels and higher academic competence. Strategies such as creating to-do lists, prioritizing tasks, and allocating specific times for breaks help students manage their workload more effectively and reduce feelings of overwhelm.

### **The Role of Mindfulness in Emotional Regulation**

Grossman et al. (2021) investigated the effects of mindfulness-based interventions on emotional regulation and stress management. They found that mindfulness practices, such as meditation and deep breathing exercises, enhance self-awareness and emotional resilience. By focusing on the present moment, adolescents can reduce rumination and anxiety, improving their overall emotional stability. This aligns with the goals of interventions like art therapy, which also promote mindfulness through creative engagement.

### **Gratitude Practices in Stress Reduction**

Emmons and McCullough (2003) explored the impact of gratitude practices on stress and emotional well-being. Their findings indicated that individuals who regularly practice gratitude experience improved mood, greater life satisfaction, and enhanced resilience to stress. Gratitude journaling, in particular, helps adolescents focus on positive aspects of their lives, fostering a sense of hope and balance even amidst academic pressures.

### **Adolescent Development and Stress**

Blakemore and Mills (2014) delved into the unique vulnerabilities of the adolescent brain, which is still developing and highly sensitive to environmental stressors. They noted that the prefrontal cortex, responsible for decision-making and impulse control, is not fully matured in adolescents, making them more susceptible to stress-induced emotional dysregulation. This developmental perspective highlights the importance of tailored interventions that consider the neurological and psychological needs of adolescents.

### **Methodology**

#### **Case History**

A 16-year-old female patient was admitted to a clinical setting after experiencing severe academic stress

related to her aspirations of pursuing a career in medicine. The pressure to meet high academic expectations triggered acute anxiety, leading to social withdrawal, sleep disturbances, loss of appetite, and physical symptoms such as jitters when attempting to relax. The situation escalated when she experienced a panic attack, rendering her unable to breathe, eat, or speak, necessitating immediate medical intervention. She was stabilized using intravenous medications, Atizolm and Escteoflam, and monitored under observation for 24 hours before being recommended for therapeutic intervention to address the root causes of her distress.

### **Intervention Overview**

The therapeutic process aimed to provide the patient with a holistic framework for managing her stress, encompassing psychoeducation, creative therapies, and emotional regulation techniques. The intervention was structured across six sessions, each designed to address specific aspects of her condition.

#### **Session 1: Psychoeducation on Time Management and Breaks**

The first session introduced the patient to the importance of structured breaks and time management as a countermeasure to her overwhelming academic workload. Psychoeducation focused on explaining how continuous study without breaks diminishes productivity and can worsen stress levels. Although initially resistant due to her fear of academic failure, the session laid the foundation for improved self-care by emphasizing the physiological and psychological necessity of balance. This discussion planted the seeds for better awareness of managing her time and energy without guilt.

#### **Session 2: Mandala Art Therapy**

In the second session, Mandala Art Therapy was used as a relaxation tool. Engaging in coloring intricate mandala designs provided the patient with an opportunity to immerse herself in a calming activity, which helped her focus on the present moment. This non-verbal method of emotional expression allowed her to connect with her inner self, enabling her to experience a sense of peace. Mandala art also served as a medium for the patient to process her emotions subconsciously, offering a sense of accomplishment in creating something tangible and beautiful.

#### **Session 3: Emotional Channeling and Relaxation**

The third session aimed to help the patient channel her anxiety into constructive emotional outlets. Techniques such as guided imagery and deep-breathing exercises were introduced to counteract her acute physical symptoms, such as nausea and sleep disturbances. Over time, these strategies proved effective in improving her sleep quality. The patient also began to feel more in control of her body and emotions, fostering a sense of empowerment. This progress marked the initial stages of her ability to regulate her emotional responses and break the cycle of stress-induced physical symptoms.

#### **Session 4: Activities of Daily Living (ADLs) and To-Do Lists**

Practical interventions were the focus of the fourth session, which introduced Activities of Daily Living (ADLs) and to-do lists. The patient was guided on how to segment her day into manageable tasks, integrating self-care activities into her routine. The structured approach not only helped her regain her appetite but also provided her with a sense of order and accomplishment. By seeing her tasks laid out visually, the patient could better allocate her time and energy, reducing her feelings of being overwhelmed. This also enhanced her confidence in managing her day-to-day activities.

#### **Session 5: Art Therapy for Emotional Triggers**

In the fifth session, art therapy was revisited with a focus on identifying and addressing emotional triggers. Through drawing and painting, the patient explored themes of stress and anxiety, visually representing the

underlying sources of her distress. This exercise facilitated a deeper understanding of her triggers and allowed her to externalize her worries in a safe and controlled environment. With the therapist's guidance, the patient developed personalized coping mechanisms, such as reframing negative thoughts and practicing mindfulness techniques, to manage these triggers more effectively in the future.

### **Session 6: Emotional Acceptance, Journaling, and Gratitude**

The final session emphasized emotional acceptance and positive reframing through journaling and gratitude exercises. The patient was encouraged to acknowledge her anxiety and stress without judgment, learning that these emotions are natural responses to challenging situations. Journaling provided an outlet for her thoughts and feelings, helping her articulate her inner experiences. Gratitude exercises shifted her focus toward the positive aspects of her life, fostering a sense of contentment and resilience. By the end of this session, the patient demonstrated improved emotional regulation, a healthier outlook toward her academic goals, and an enhanced ability to manage stress constructively.

### **Outcome**

Collectively, the sessions resulted in significant improvements in the patient's well-being. She exhibited better emotional resilience, normalized sleep patterns, improved appetite, and a more structured approach to managing her academic workload. Through the integration of creative therapies and practical tools, the patient developed a healthier relationship with her ambitions and the challenges they presented. Her ability to balance self-care with academic responsibilities highlighted the success of the intervention, providing her with sustainable strategies to navigate future stressors.

### **Discussion**

The intervention employed an integrative approach combining art therapy and psychoeducation, which yielded significant improvements in managing the patient's severe academic stress and anxiety. This dual approach addressed both emotional and cognitive dimensions of the patient's distress, demonstrating its efficacy in providing immediate relief and promoting adaptive coping mechanisms. Art therapy, a core component of the intervention, served as a non-verbal outlet for the patient to explore and express her emotions creatively. By engaging in activities like mandala coloring, the patient connected with her emotional states in a safe and constructive manner, leading to enhanced emotional regulation. These findings echo those of Chilton et al. (2015), who emphasized the role of art therapy in reducing emotional dysregulation and promoting mindfulness. The structured, calming nature of art-making likely contributed to a reduction in the patient's anxiety and physical symptoms such as nausea and jitteriness.

Psychoeducation complemented art therapy by equipping the patient with cognitive tools for understanding and managing stress. Through sessions focused on time management, ADLs, and emotional acceptance, the patient developed practical strategies to navigate academic pressures. This aligns with Grossman et al. (2021), who found psychoeducation to be effective in enhancing emotional awareness and promoting healthier responses to stressors. Despite the positive outcomes, the short-term nature of the intervention raises questions about its long-term effectiveness. Sustained benefits require follow-up to ensure the patient continues to implement coping strategies and maintain progress. Future research could explore extending the intervention, incorporating booster sessions, or evaluating the impact of similar integrative approaches across diverse adolescent populations. The findings highlight the potential of combining art therapy and psychoeducation as a holistic intervention for adolescents facing academic

stress. However, additional studies are needed to validate these outcomes and develop scalable, long-term solutions.

## Conclusion

This case study underscores the effectiveness of a tailored, multimodal intervention in managing severe academic stress among adolescents. By integrating art therapy and psychoeducation, the intervention addressed both emotional and cognitive aspects of the patient's distress, leading to significant improvements in emotional resilience, time management, and overall well-being. Art therapy played a pivotal role in providing the patient with a non-verbal, creative medium to process and express her emotions. The structured and mindful nature of activities like mandala coloring enabled her to channel anxiety into constructive outlets, promoting relaxation and emotional self-awareness. Psychoeducation complemented this by offering the patient practical tools, such as to-do lists and techniques for emotional acceptance, which equipped her to navigate academic pressures more effectively. Together, these modalities created a balanced framework that supported both immediate relief and the development of long-term coping strategies.

The outcomes of this case align with existing literature on the benefits of multimodal approaches for stress management. However, the findings also highlight areas for further exploration. Scalability is a key consideration—adapting this intervention for broader adolescent populations in diverse settings would require adjustments to resources and delivery mechanisms. Additionally, the intervention's longitudinal impact remains unexamined. While short-term improvements were evident, future research should evaluate whether the benefits are sustained over time and how the patient's resilience evolves in response to ongoing academic challenges. Overall, this study reinforces the potential of integrative, patient-centered approaches in addressing complex psychological stressors in adolescents. Continued investigation is necessary to refine these methods and expand their applicability to larger, more diverse cohorts.

## Recommendations

### 1. Incorporate Integrative Therapeutic Approaches into Adolescent Mental Health Care

Adolescent mental health care should prioritize holistic, integrative therapeutic approaches that address the multifaceted nature of stress and anxiety. Combining creative outlets such as art therapy with cognitive interventions like psychoeducation offers a balanced framework that caters to emotional expression and cognitive understanding. Therapists and mental health practitioners should be trained in multimodal strategies to provide personalized care that meets the unique needs of adolescents. This integration could also include supplementary techniques such as mindfulness practices, journaling, and gratitude exercises to further enhance emotional regulation and resilience.

### 2. Examining the Long-Term Impact of Art Therapy and Family Therapy in Stress Management

While the short-term benefits of art therapy and psychoeducation are well-recognized, there is a pressing need for research on their long-term effectiveness. Longitudinal studies should focus on assessing whether these interventions promote lasting emotional resilience, enhanced coping strategies, and overall mental well-being over extended periods. Additionally, research should explore the sustained effects of regular participation in these therapies on academic performance, social relationships, and mental health in high-stress settings. Findings from such studies could guide the development of evidence-based practices and standardized protocols for long-term adolescent mental health support.

### 3. Develop Structured Programs Addressing Academic Stress in Competitive Fields

Academic stress is particularly pronounced in competitive fields like medicine and engineering, where expectations are high, and stakes are significant. Structured programs should be designed to proactively address this stress by incorporating elements of time management training, stress-relief techniques, and emotional support systems. These programs could be implemented in educational settings, integrating therapeutic practices like art therapy and psychoeducation into regular curricula or as part of wellness initiatives. Schools and universities could also establish support groups and provide access to trained counselors to create a supportive environment for students navigating academic pressures. By implementing these recommendations, stakeholders in mental health and education can create a more robust framework for supporting adolescents, fostering resilience, and mitigating the adverse effects of academic stress.

#### Research Gap

While the therapeutic benefits of art therapy and psychoeducation are individually well-documented, limited studies have examined their combined effects on managing academic stress in adolescents. The integration of these modalities offers a unique, holistic approach, addressing both emotional expression and cognitive understanding. However, the lack of comprehensive, empirical research in this area presents a significant gap in the literature. Most existing studies focus on either art therapy's role in emotional regulation or psychoeducation's impact on stress management, often isolating these interventions from one another. The synergistic potential of combining these approaches leveraging the creative, non-verbal aspects of art therapy alongside the structured, educational benefits of psychoeducation remains underexplored. This gap is particularly evident in research on adolescents, a population uniquely vulnerable to academic stress due to developmental, social, and cognitive factors.

Furthermore, current findings are often based on small sample sizes or single-case studies, limiting their generalizability. There is a pressing need for large-scale, longitudinal research that evaluates the combined interventions' effectiveness across diverse populations, including variations in age, cultural background, and academic environments. Understanding how these approaches perform in different contexts, such as competitive fields like medicine or engineering, would enhance their applicability and scalability. Addressing these gaps could provide robust evidence to support the integration of art therapy and psychoeducation into standard mental health care practices for adolescents. It would also pave the way for developing tailored, evidence-based programs designed to mitigate academic stress and foster emotional resilience in this critical developmental stage.

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