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FOREWORD

Thanks to God Almighty for his abundance of grace so that the Proceedings Of Update Comprehensive Nursing Care For Diabetes Mellitus Patients With A Multidisciplinary Approach can be solved well. This Proceeding is a collection of research results that are expected to contribute in improving health status in the community. Research results can be a point of reference for developing other research for the welfare of Indonesian society. This Proceeding contains research papers and is created with the aim of providing knowledge to the general public regarding the latest research and scientific developments so that it is expected to increase knowledge, communication and further motivation for the filing of Intellectual Property Rights.

We would like to thank **Mrs. Selvia David Richard, S.Kep., Ns., M.Kep as Chief of STIKES RS. Baptis Kediri, Libest Asia Consultans, Social Welfare Corporation Prefectual Welfare Society, Asia Kyoei Jigyou Kyodokumiai, Kumiai/AO Japan, Seiyukai Foundation, Rakurakuen Foundation and Southeast Asia Ministers of Education Organization Regional Open Learning Center (SEAMEO SEAMOLEC)** in publishing the proceedings that we have held. We realize that this Proceeding certainly does not escape the deficiencies, for that all suggestions and criticism we expect for the improvement of proceedings in the next issue. Finally we would like to thank all those who have assisted in this activity, and we hope that this proceeding can be useful for researchers, academics and the development of science.

Kediri, 29th November 2019
Committee

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THE SOURCES OF PSYCHOLOGICAL DISTRESS AMONG NURSING STUDENTS: A SYSTEMATIC REVIEW

Dyah Ayu Kartika Wulan Sari¹

¹Lecture in STIKES RS Baptis Kediri

Email: dyah.ayu.kartika.w.s@gmail.com

ABSTRACT

The aim of this systematic review is to identify and evaluate the sources of stress among nursing students and variety of strategies to help decrease students' high levels of psychological distress through evidence based practice approach. The process of education can be a very stressful experience for nursing student. The most common sources of stress were academic, relationships with friends and clinical practice. The sources of stress among nursing students can be classified as *academic, clinical, environmental, and personal*. The systematic review was obtained from variety of published literature in 2010 until 2019 year through several journals. The total literature number in this systematic literature review as many as fourteen literature, all of which are associated with nursing students psychological distress. The nursing students sources of psychological distress have been identified under four main categories which are academic, clinical practice, theoretical training, social and personal lives. In other studies related to the subject, the clinical practices are reported to create the highest level of stress. By understanding the various sources of stress, college and parents can use different methods to reduce the levels of stress experienced by nursing students. Thus, many health problems can be avoided and academic achievement can be improved by establishing support systems and designing intervention programs to provide nursing students with effective coping skills.

Keyword: Psychological Distress, Nursing Student, Coping Skills, Nurse Education

Introduction

Regardless of the desired outcome, the process of education can be a very stressful experience. Nursing students are valuable human resources, but there is paucity of comprehensive research in the area of nursing students psychological distress symptoms : anxiety, stress, depression (Gibbons, Dempster, & Moutray, 2011). Several studies report that nursing students are more vulnerable to psychological distress than the general population. They found that the most common sources of stress were academic (e.g., taking tests), followed by relationships with friends and clinical practice. Apart from the personal burden of anxiety, depression and suicidal ideation

that this represents for the student, heightened psychological distress among health students may contribute to impaired academic performance, cynicism and lack of empathy (Martos, Landa & Zafra, 2012).

The negative effects of psychological distress on students' professional identity development have been emphasized in many studies (Mirzaei, Oskouie, & Rafii, 2012; Martos et al., 2012; Yamashita, 2012; Youssef, 2016; Jan & Popescu, 2014; Shudifat & Al-Husban, 2015; Zyga, Sofia, 2013; Altiok & Ustun, 2013). According to professional socialization theory, stress can result in attrition from nursing school and burnout. In response, the focus should be on the training period of nurses, to prevent

workplace stress in the future (Martos et al., 2012). Therefore, students and nurses must take care of their own health and stressors to be able to take care of their patients.

The sources of stress among nursing students identified from the literature can be classified as *academic, clinical, environmental, and personal*. Among these, the most commonly reported sources of stress are academic issues (Mirzaei et al., 2012; Martos et al., 2012; Yamashita K., 2012). The aim of this systematic review is to identify and evaluate the sources of stress among nursing students and variety of strategies to help decrease students' high levels of psychological distress through evidence based practice approach.

The systematic review was obtained from variety of published literature in 2010 until 2019 year through several journals, among others BMC Public Health, Educational Sciences, Journal of Psychosocial Nursing & Mental Health Services, Nursing Standard, International Journal of Caring Science, Academic Psychiatry, Journal Of Nursing Education and Turkish Online Journal Of Educational Technology. Literature in form of original research, literature review, research article and the original article. The total number employed in the systematic literature review as many as fourteen literature, all of which are associated with nursing students psychological distress (stress, anxiety, burnout and depression). This paper present a systematic review of the studies that analyse the sources of psychological distress in nursing students and variety of strategies to help decrease students' high levels of psychological distress. Compared with other reviews, this systematic review considers a greater number of studies.

Result

The Sources of Psychological Distress in Nursing Students

The nursing students' sources of psychological distress have been identified

under four main categories which are academic, clinical practice, theoretical training, social and personal lives. In other studies related to the subject, the students' sources of stress are identified as academic and clinical, personal and the clinical practices are reported to create the highest level of stress (Martos, Landa & Zafra, 2012; Jan & Popescu, 2014; Shudifat & Al-Husban, 2015; Zyga, Sofia, 2013; Altioek & Ustun, 2013; Youssef, 2016).

Sources of Stress Associated With Academic Issues

The most commonly reported sources of stress are academic issues. (Mirzaei et al., 2012; Martos et al., 2012; Yamashita, Saito, & Takao, 2012; Youssef, 2016). Martos et al. (2012) conducted a systematic review of stress research among nursing students and concluded that the most common sources of stress were academic, followed by clinical sources. They found no difference in stress experience related to the level of education. Similarly, in a study of time management among Iranian nursing students, Mirzaei et al. (2012) found that students spent more of their time trying to reduce academic stress than other sources of stress. Because these students had heavy academic workloads, they believed they did not have enough time to finish all their work, which resulted in feelings of stress. In Japan, Yamashita et al. (2012) identified sources of stress and coping strategies used by nursing students. They found that the most common sources of stress were academic (e.g., taking tests). Others predictors of stress were related to students' perceived lack of control of their daily schedule, requirement to working long hours, and confidence in acquiring the requisite knowledge base to practice medicine. These all point to the academic demands placed upon the students.

Sources of Stress Associated With Clinical Practice

The second source of psychological stress among nursing students is clinical

training ,as highlighted by researchers taking a phenomenological approach (Altiok & Üstun, 2013; Gibbons, Dempster,& Moutray, 2011; Jimenez, 2010). Altiok and Üstun (2013) explored stress among second-year nursing students and identified four main sources: clinical practice, theoretical training, social life and personal life. Similarly, Gibbons et al. (2011) identified sources of stress in the experience of nursing students. Sources of stress were clinical examinations,time-pressure demands, lack of timely feedback, and lack of skills, whereas sources of eustress were the wardteam's perceptions and cooperation, instructor support, peer support, and objective structured clinical examinations.

Jimenez et al. (2010) study, the differences by academic year were in two first-order factors. Stress from assignments and workload, a clinical stressor, was perceived with greater intensity by second year students than first year students. First year students perceived academic factor more intensively than the othergroups.

Sources of Stress Associated With Personal Factor

In contrast to the above studies, Shrestha (2013) explored sources of stress among practical nursing students and discovered that the most common category was personal–environmental. Hamaideh (2011) explored stressors and reactions to stressors among university students. The study revealed that the main sources of stress were self-imposed stressors and pressure. Psychiatric symptoms are also more common among nursing students than the general population, because of students' stressful experienceand exposure to a variety of stressors. More specifically, researches have shown that stress and personality influence the academic progress and adaptation (Da Silva, 2014; Kızılcı, Erdoğan, & Sözen, 2012). However,most of these studies were conducted in Western countries and findings regarding stress may depend on culture (Altiok & Üstun, 2013).

Discussion

The most common sources of psychosocial distress explored were academic, personal and environmental. Similar to Mirzaei et al. (2012) and Yamashita et al.(2012), the top five sources of stress reported were increased class workload, change in living environment, change in social activities, change in eating habits, and change in sleeping habits. Academic sources of stress were among the top five sources of stress in the current study, a result consistent with those of other studies of nursing students (Shudifat & Al-Husban, 2015; Yamashita et al., 2013), whose authors concluded that examinations and course work were major sources of stress among nursing students. This is in part due to the fact that nursing requires a heavy curriculum to develop the required competencies (Altiok & Üstun, 2013; Mirzaei et al., 2012). Furthermore, Mirzaei et al. (2012) found that a considerable level of stress was the main stimulus for students to spend more time trying to reduce it. Thus, eustress, rather than stress, is an important stimulus to achieve goals and success in the nursing profession (Gibbons et al., 2011). Therefore, additional lessons, faculty counseling, and monitoring are recommended to reduce the academic stress experienced by nursing students.

Based on these results, the current study authors believe students may need assistance in adapting to their new environment, thus providing more social and recreational activities to reduce their stress. Among personal factors, changes in social activities constituted the most frequently reported stressor. These sources of stress were also related to loss of social life due to living in an unfamiliar dormitory and having a full schedule of activities, preventing students from conducting a social life beyond their academic and college responsibilities. Therefore, a need exists to improve social activities and coping skills among nursing students to prevent the occulties. New nursing students should also be informed

about academic requirements, rules, campus regulations, and how they can access support persons (e.g., senior students, counselors, lecturers, clinical instructors) as needed. Finally, recreational activities, such as trips, sporting activities and games, may have a significant effect on reducing students' stress levels.

Conclusion

Nursing students are subjected to a variety of stressors, suggesting the need for stress management programs designed for this particular group of students. Considering the impact of stress on health, college administrators should integrate stress management training into the orientation program. In addition, nursing students should be made aware of the college resources available to them to help address these stressors. It is important for administrators, educators, and clinical facilitators to be sensitive to different types of stressors and provide students with efficient strategies to cope with the inevitable sources of stress present during nurse education. These approaches may lead to the reduction of negative psychological symptoms associated with perceptions of stress. It is important that nursing students' concerns about the different types of stress affecting their time at college are acknowledged. By understanding the various sources of stress, college and parents can use different methods to reduce the level of stress experienced by nursing students. Thus, many health problems can be avoided and academic achievement can be improved by establishing support systems and designing intervention programs to provide nursing students with effective coping skills.

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