

For the course project, you are required to finalize the proposal you have been developing on a topic of your choice throughout this course. You chose your topic in Unit 2 and wrote drafts of each section (Introduction, Literature Review, and Methodology) in Units 4, 6, and 8, respectively. In this unit, you will revise your proposal draft based on feedback received from your instructor for the assignments in Units 2, 4, 6, and 8, and submit your final research proposal for grading. Your proposal should be 20–25 pages, including your title page and reference page, with a minimum of 10 references from scholarly resources.

To ensure you are meeting the objectives of this assignment, please review the Research Proposal Scoring Guide. In your paper, include in-text citations and a reference section at the end. Make sure your paper is formatted based on current APA guidelines. Refer to APA Style Central for guidance in using proper APA style. See the APA Style and Format section of the Writing Center for instructions on accessing and using APA Style Central.

Levels of stress are higher for health professionals than for other workers. A higher number of stressors with negative health consequences are present, especially among nursing professionals. Stress is a psychosocial factor that influences the academic performance and well-being of this group. The interest in analyzing sources of stress in nursing students is due to the influence that their training period may have on their perceptions of stress on their future work (Pulido-Martos, Augusto-Landa, & Lopez-Zafra, 2012).

Research Problem: To identify the major sources of stress among nursing students and how the stressors evolve over the period of nursing training.

Research Question: How can the sources of stress among nursing students be analyzed throughout their training period? What are their perceptions on stress towards their future working endeavors?

References:

Pulido-Martos, M., Augusto-Landa, J.M., & Lopez-Zafra, E. (2012). Sources of stress in nursing students: a systematic review of quantitative studies. *International Nursing Review*, 59(1), 15-25.

THIS IS my RESEARCH Problem *
Which is a Qualitative Study

Research Paper Introduction: Investigation of Stress Sources, Coping, and Response Strategies

Among Nursing Students

Angelia Bell

Psyc 4600

Professor Matthews

April 30, 2018

Research Paper Introduction

Statement of the Problem

Healthcare professionals face some of the highest levels of stress of all careers. This is particularly true to nursing students, who are not only confronted with academic stress, but also stressful conditions at work and during their practical training period. How they cope with these stressors may influence their performance and productivity (Pulido et al. 2012). These stressors normally adversely affect their mental and physical wellbeing. Some of the most common stressors that nursing students undergo include time pressures, work overload, decision-making challenges, constant changes and economic mistakes within the work environment. While nurses continue to face these challenges, scholars are yet to develop long-standing remedies to work- and training related stress for nursing students. Healthcare professionals acknowledge the need to develop avoidance of physical dangers to a global approach. With this being said, the emerging psychosocial risks that stem from work-related stress are of specific interests to stakeholders interested in improving the physical and emotional wellbeing of nurses (Pulido et al. 2012). The contributions of nurses to patients' quality of life cannot be overlooked. Therefore, nurses must be in their right state of mind if they are to deliver the desired health outcomes for patients.

Stress can have adverse effects on nursing students. These problems range from individual level, physical, psychosocial, and behavioral disorders. In turn, stress is strongly related to organizations-level problems, such as increased levels of absenteeism, reduction in quality of life and a sharp decline in performance and productivity (Pulido et al. 2012). While stress negatively affects almost all disciplines and careers, the degree of stress that nursing students are exposed to are not only higher, but they stem from multiple sources. The negative effects of stress go beyond their work environments to include the poor academic performance

and imbalance in work and life-related issues (Pulido et al. 2012). Pressure or tension in nursing is regarded as one of the most significant problems in the contemporary world. In particular, psychosocial stress stem from poor relations between the nursing student and their immediate environments. This problem emerges from environmental conditions that are that nursing students regard as taxing or exceeding their resources and endangering their wellbeing (Labrague, 2014). The existence of imbalance between their environmental demands and their perceived resources that the individual nurses have available to cater for these demands can also generate adverse effects. In the event that the demands exceed the resources, stress can take place at the individual levels. Secondary appraisal takes place when a person defines their capability to manage and control the environmental demands (Labrague, 2014). Healthcare professionals and policymakers have the task of addressing the mental, physical, and psychosocial stressors that affect nursing students for them to provide high quality of care to patients.

Background of the Problem

Stress has been acknowledged in the nursing literature as one of the most challenging problems that nursing students confront. Some of the most renowned studies on stress and coping strategies among nursing students can be traced back to the works of Gorostidi et al. (2007) and Singh and Kohli (2015). In their attempt to investigate the evolution and changes in nursing students' perception of stressors associated to clinical practices and environments, Gorostidi et al. (2007) found that the most powerful stressors that students complained about include lack of ability, uncertainties and fear of being subjected to harm as a result of the relationships and interactions that they have with patients, and extreme emotional engagements that they are subjected to within their clinical contexts. Therefore, scholars agree that stressors

differ in the way that they impact on nursing students' ability to work effectively. Top on the list of sources of stress include feeling of having less control over their connections with patients, contacts with suffering, and connections with their senators and tutors. Further, nursing students complain of work overload, which interfere with their goal of attaining work-life balance in their career and social lives. In the same vein, Singh and Kohli (2015) argue that professional learning can prove to be psychologically overburdening and mentally distressing. This can result in negative effects on the physical and mental wellbeing of students. Of much concern by scholars has been the need to examine the psychological wellbeing of nursing students in order to determine the extent to which they are affected by their professional environments. Singh and Kohli (2015) identified the levels of stressors that nursing students are exposed to, their stress response mechanisms, and managing strategies that are applied by nursing students in response to the distressing environments. Seeking social support have been identified as some of the main coping mechanisms that nursing students employ. As such, there is need to develop effective interventions to reduce stress among nursing students.

Stress can be defined as coercive interaction between an individual and the environment. This interaction is comprised of work-related boundaries that may be threatening to overcome the individual's resources and skills. Stress is not synonymous to nervousness or anxiety. However, it offers the originality, capability and energies, although it can result in fatigue and illness at mental and physical levels (Inyat & Paveen, 2017). Stress is a psychological variable that affects the educational performance of nursing students. While all areas of professionalisms are affected by stress, healthcare professionals run a higher risk of stress, particularly nursing profession. Stress and anxieties are not just a workplace challenge, but different levels of stressors might exert major impacts on the students' ability to operate within their practical

environments (Inyat & Paveen, 2017). Although the main causes of stress among nursing students have been identified by Singh and Kohli (2015), other causes of stress include negative insights towards nursing profession, disrespectful attitude towards nurses, and embarrassing behavior. Nursing students also struggle to overcome the feeling of lack of self-confidence, negative attitude, and low temper. In addition, nurses may experience tiredness and sleep disorders, accompanied by low satisfaction with their performance environment (Inyat & Paveen, 2017). However, timely detection of causes of stress has the prospect of bringing positive change in the student's performance and the instructors' perception towards the students, which is often more aggressive and ignoring in nature. The stressors can be defined in terms of the conditions or actions that have the potentiality to affect human health. Timely identification and mitigation of these stressors can improve nursing student's level of performance and productivity (Inyat & Paveen, 2017). Therefore, there is need o identify mechanisms through which nursing students can cope with stress in order to deliver proper services and quality of life to patients and clients later in their careers.

Purpose and Significance of the Proposal

The primary goal surrounding the study is to identify the leading causes of stress among nursing students and identify ways of mitigating and responding to them. This study is informed by the fact that reducing distressful environmental conditions in the nursing students' learning and clinical environments can help to improve their academic and professional performance. Stress is an inevitable part of lives of all individuals across the world. It arises and affects people's internal sense of wellbeing, how they relate with their family members, friends, coworkers, and patients. It also adversely affects their ability to function within their educational and career settings (Zamshidi et al. 2016). When excessive, it might result in mental and physical

symptoms. When it is prolonged, stress might result in disability and illnesses. Stress has the ability to modify a person's perceptions, feelings, attitudes, and behaviors and affects nursing students' organizations and activities that they carry out. Therefore, identifying the leading causes of stress helps to determine ways of developing effective interventions in order to generate positive outcomes for nursing students. For instance, it is important to develop strategies of improving nursing students' work-life balance in order to reduce stress. Improved work-life balance results in multiple additional benefits for nursing students. For example, they can be better able to cater for the sick and their family members and be available for important family and friends' commitments. Nursing students also need to reduce the overload that they go through in order to be able to attend to their personal needs.

Reducing stress is also associated with improvements in nursing students' overall quality of life, which can translate to excellent academic and professional performance. Stress may be a stumbling block to students' realization of quality of life. However, gaining insights into mitigation strategies can contribute to improvements in quality of life for nurses owing to many positive effects such as feeling good about the self and easing oneself of burdens. Nurses should be given some degree of flexibility for them to perform their tasks optimally. Job stress can be reduced by ensuring that students are able to separate their work from non-career issues. Stress might stem from having to grapple with work intruding on home life and vice versa. In most studies that have been undertaken on stress that affect students, it is commonly agreed across the scholarly divide that nurses hold that their work arrangements and conditions are the leading promoters of stress. Therefore, it is important to improve the operating environments and climate of nursing students for them to perform well academically and within their nursing environments.

Summary of Research Methods and Design

Random stratified sampling procedure will be used to select the participants of the survey. A total of 100 nursing students from first to third year will be selected. Half of the participants will be comprised of males and the rest will be female participants. Thereafter, the students will be subject to a mixed-method design in which questionnaire and interviews will be used to gather their view about the leading stressors and the steps that they normally take to cope with them. All the leading stressors will be identified and ranked using a 5-point Likert scale from least stressful to most stressful. The study will also attempt to investigate the best coping mechanisms and implications for the field of nursing and healthcare in general.

Guiding Research Questions and Hypothesis**Research Questions**

1. What are the leading contributors of stress among nursing students?
2. What are nursing student's coping mechanisms to these stresses?
3. What are the effects of these stressors on nursing students' academic and clinical environments?
4. How can policymakers and healthcare professionals mitigate or address these challenges?

Hypothesis:

1. Stressful environments reduce the academic performance of nursing students.

Assumptions and Limitations of the Study**Assumptions**

The study is founded on the assumption that all the nursing students who have participated in the research also participate in clinical activities. Another major assumption of the study is that it applies to all nursing students at college and university levels. In addition, the study presumes that both male and female nurses are exposed to the same clinical and academic settings within which they deliver their roles and responsibilities. Thus, the strength of this study rests in its inclusion of junior and senior student nurses in the university as respondents in the investigation. This reduces likelihood of selection biases because respondents are not selected purposively.

Limitations

One major limitation of this study is that it is going to be conducted among student nurses from solely one institution of higher learning. Therefore, the “n” value is going to be small. The fact that students from other universities have been excluded has the potential to limit the generalizability of this investigative research (Salazar, Crosby & DiClemente, 2015). In addition, the research design may be affected by the responses of the respondents because they are requested to remember their past clinical experiences, including important stressful experiences that they underwent.

Operational Definition of Terms

Stress- Coercive interaction between an individual and the environment, affecting social, mental, and physical wellbeing of nurses. This interaction is comprised of work-related boundaries that may be threatening to overcome the individual’s resources and skills.

Stressors- Factors that contribute to stress among nursing students.

Expected Findings

There are various issues that this study seeks to address. One expected outcome of this study is an exploration of the leading factors that generate stress among nursing students in colleges and universities. Another expected outcome is the identification of the degree of severity of each of the stressors that have been investigated and identified. This will be attained by ranking them in order of most stressful to least stressful accordingly. Further, the expected study outcome would be an exploration of all the coping mechanisms that students have employed to respond or reduce the adverse impacts of these stressors. Most importantly, the study attempts to determine methods that can be used by healthcare professionals to address the stressful challenges that nursing students undergo.

References

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PSYC4600 - Section 01
[U04A1] - INTRODUCTION

BELL, ANGELIA

Overall Comments

Hi Angelia,

Good work! Please see my comments below in the rubric cells. I would recommend a qualitative study approach for this topic--let me know if you have questions, Please be sure to revise before adding this to the 10a proposal.

Prof M

CRITERION 1

Describe the background of the problem to be studied and the purpose and significance of the proposed study.

(15%)

COMPETENCY

Design an ethically appropriate plan for a psychological research study.

NON- PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Does not describe the background of the problem to be studied and the purpose and significance of the proposed study.	Attempts to describe the background of the problem to be studied and the purpose and significance of the proposed study but the description is incomplete.	Describes the background of the problem to be studied and the purpose and significance of the proposed study.	Describes in a clear and compelling manner the background of the problem to be studied and the purpose and significance of the proposed study.

COMMENTS:

CRITERION 2

Identify the research question and hypothesis, as appropriate, for a proposed study.

(15%)

COMPETENCY

Describe types of psychological research methods.

NON-PERFORMANCE	 BASIC	PROFICIENT	DISTINGUISHED
Does not identify the research question and hypothesis, as appropriate, for a proposed study.	Attempts to identify the research question and hypothesis, as appropriate, for a proposed study but it is incomplete or not appropriately written.	Identifies the research question and hypothesis, as appropriate, for a proposed study.	Identifies the research question and hypothesis, as appropriate, for a proposed study, writes the question or hypothesis in a clear and concise manner, and defines the terms used.

COMMENTS:

this needs to be written as either a qualitative or quantitative question--- "What are the stress experiences of nurses students?" would be a way to write a qualitative study design . Otherwise " The impact of stress on nursing students Y (you need to define the outcome variable)"

CRITERION 3

Demonstrate knowledge of psychological research methods by outlining the research method and design for a proposed study.

(15%)

COMPETENCY

Describe types of psychological research methods.

NON-PERFORMANCE	 BASIC	PROFICIENT	DISTINGUISHED
Does not outline the research method and design for a proposed study.	Begins to outline the research method or design for a proposed study but the outline is incomplete.	Demonstrates knowledge of psychological research methods by outlining the research method and design for a proposed study.	Demonstrates knowledge of psychological research methods by outlining the research method and design for a proposed study, and provides a rationale for the methods chosen.

COMMENTS:

In this section select either a quantitative or qualitative approach--this is all that is needed at this stage, (in addition to the rationale). I'm not sure why the "n" would be small as you noted 100 students? Regardless, my suggestion is to eliminate all of this and then write the methods in the week 8 paper (methods section)

CRITERION 4

Describe the assumptions and limitations of a proposed study.

(15%)

COMPETENCY

Analyze research methods and psychological research findings.

NON-PERFORMANCE	BASIC	✓ PROFICIENT	DISTINGUISHED
Does not identify the assumptions and limitations of a proposed study.	Identifies the assumptions and limitations of a proposed study but does not describe them.	Describes the assumptions and limitations of a proposed study.	Describes the assumptions and limitations of a proposed study, and supports the assumptions and explains the limitations fully.

COMMENTS:

identify the methodological limitations

CRITERION 5

Describe the expected findings of proposed study.

(20%)

COMPETENCY

Analyze research methods and psychological research findings.

NON-PERFORMANCE	BASIC	✓ PROFICIENT	DISTINGUISHED
Does not describe the expected findings of proposed study.	Attempts to describe the expected findings of proposed study but is incomplete.	Describes the expected findings of proposed study.	Describes the expected findings of proposed study and supports them with rationale from the psychological literature.

COMMENTS:

be sure to connect the expected findings to the previous literature--the study aim is not to identify treatment (see the sample questions I provided in the second rubric cell)--you can revise the question and resend to me for approval

CRITERION 6

Write coherently to support a central idea with correct grammar, usage, and mechanics as expected of a psychology professional.

(10%)

COMPETENCY

Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

NON-PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Writes in a manner that does not support a central idea, and does not use correct grammar, usage, and mechanics.	Writes in a manner that supports an idea but the writing is inconsistent and contains major errors of grammar, usage, and mechanics.	Writes coherently to support a central idea with few errors of grammar, usage, and mechanics as expected of a psychology professional.	Writes coherently to support a central idea with no errors of grammar, usage, and mechanics as expected of a psychology professional.

COMMENTS:

CRITERION 7

Successfully implement APA style.

(10%)

COMPETENCY

Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

NON-PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Fails to demonstrate the ability to use APA in the scholarly writing of papers.	Implements APA style but there are some major APA errors and inconsistencies.	Successfully implements APA style with only minor errors and inconsistencies.	Successfully implements proper APA formatting and style throughout the assignment.

COMMENTS:

Literature Review

Angelia Bell

Capella University

Prof Matthews

Psyc 4600

May 15, 2018

Literature Review: Major Sources of Stress among Nursing Students and How these Stressors Evolve Over the Period of Nursing Training

Stress is an inevitable part of any academic experience. However, student nurses have additional stressors within clinical and learning experiences that make the nursing populace distinct from other academic and health-related lines of professionalism. In the last ten years, there has been a significant rise in body of literature that attempt to investigate stress, its impacts on academic and career performance, and how the stressors evolve over their period of nursing training. For instance, Sharma and Kaur (2011) sought to investigate the main factors that contribute to stress among nursing students. Using a quantitative design, the researchers selected a total of 37 student participants for the study. In the first stages of the survey, stress was evaluated with the use of a standardized scale. The second part of the research entailed the examination of stressors using subjects experiencing moderate and serious stress using a validated instrument. Sharma and Kaur (2011) found that 97 percent of the participants had moderate levels of stress while 3 percent experienced severe stress.

According to Sharma and Kaur (2011), the leading causes of stress included environmental factors (40 percent) closely followed by interpersonal factors at 30 percent. Although the researchers acknowledge that students in the nursing programs are often revealed to all forms of stress related factors, including pressure of academics with a notion to succeed, their research revealed that academic factors only accounted for 19 percent of stress while intrapersonal issues had minimal contributions. Sharma and Kaur (2011) further define stress as an emotional and physical strain brought by people's reaction to pressures from the outside

world. Examples of environmental stress in their order of influence included: change in living environments, insufficient telephone and communication facilities, insufficient provision of safety and security measures, and insufficient recreational facilities and canteen/ mess. Examples of interpersonal factors identified included change in social activities, conflicts with colleagues and seniors, lack of cooperation from colleagues, and conflicts with roommates.

While Sharma and Kaur (2011) group the leading sources of stress in order of severity as environmental, interpersonal, academic, and intrapersonal factors, Junious, Malecha, Tart & Young (2010) state that academic factors are the main sources of stress followed by clinical factors. The objectives of their research were to look at the main causes of stress among students in the nursing program and their subsequent evolution and progress during training periods. This survey was driven by the assumption that the degree of stress is high among health professionals than other experts. It is argued that most of these stressors have adverse health implications, and are found particularly among nursing professionals.

In order to comprehensively examine these factors, Junious, Malecha, Tart, & Young (2010) undertook a structured look at the scientific literature on stress related factors among nursing students. Their searches included some of the articles that were previously published at the end of 2010. The study findings suggest that the common causes of stress are mainly associated with academic matters. These academic factors include reviews, work overload, as well as problems related to studying. The second most serious cause of tension include impersonal factors such as perceived danger of unknown circumstances, errors with handling patients, and lack of familiarity with technical equipment. In general sense, Pulido- Martos, Augusto- Landa and Lopez- Zafra (2012) observed that there were no significant evolutions or changes that took place at different periods of students' education. Consequently, the researchers

suggest that stakeholders in the healthcare and education sectors should look closely at the time spent by nursing students on the proposed tasks in order to avert work overload. Further, other arrangements of evaluations past the possession of skills for testing, such as learning-oriented evaluation can be helpful in minimizing academic tension among students and the reduction of negative mental symptoms.

In a different survey, Aedh, Elfaki and Mohamed (2015) identified tedious schedules, critical thinking examinations, and clinical experiences in hospital environments as the leading causes of stress among nursing students. According to their research, students are often overburdened by the multiple demands of the nursing curriculum. All these issues in correlation with outside responsibilities such as family, children, and work issues, have the potential to bring about intense stress in students' lives. In order to affirm this argument, Aedh, Elfaki and Mohamed (2015) evaluate the levels of tension among students in the nursing program apart from investigating the stress sources and their subsequent impacts. Using a cross-sectional analysis and descriptive research design, the researchers evaluated the levels of tension that affect nursing students in Najran University. After employing a convenient sampling strategy, 50 people were selected in their third year of study. After administering the participants with a self-reported questionnaire to gather information, the results indicated that nursing students in their third year of study exhibited the highest levels of stress in comparison with their counterparts in their first and second years respectively. The most common form of tension related to stress disorders identified by the students mainly stemmed from insufficient comprehension and skills, followed by stress emerging from burdensome assignments and work overloads. On the other hand, the least perceived sources of stress identified by the researchers included stress from peers and colleagues and daily life. The findings further indicated that the students in the nursing

program's academic year or study were directly correlated with the student's level of stress. The study undertaken by Aedh, Elfaki and Mohamed (2015) also delved into the coping techniques employed by students who are exposed to different types of stressors. In this respect, Aedh, Elfaki and Mohamed (2015) revealed that the main coping technique employed by students was transferring the stress to other leisure activities. The researchers infer that students in the program are exposed to different types of stressors. These stressors have the potential to inhibit positive learning experiences and outcomes. In order to reverse these negative effects, the scholars propose the introduction of stress management workshops and programs to enlighten students on different ways in which they can deal with and adapt to the unprecedented stressors that pose obstruction to their learning experiences and career goals.

Taking yet another different position, Alzayyat and Al- Gamal (2014) argue that the stress that nursing students go through mainly stems from their clinical environment and education. In response to the widespread concerns by scholars about stress among nursing students, Alzayyat and Al- Gamal (2014) argue that clinical education and activities generate the most stressful experiences for nursing students. In light of the above, the researchers critically evaluate previous researchers associated with levels of tension and the types of stress related factors that can be found among undergraduate nursing students during their clinical activities. The data gathering methodology employed by these scholars included use of databases such as Medline, CINAHL, and PubMed to gather medical and psychological data respectively. The study outcomes revealed four major themes associated with stress. They include early clinical exposure, collation across different academic years, cross-cultural comparison, and eustress elements of clinical experiences. The most stressful part of their clinical education is the initial clinical experiences. According to Alzayyat and Al- Gamal (2014), the early periods of clinical

exposure is highly depressing for nursing students. During these stages, the most contributing factors include insufficient knowledge and skills, taking time to attend to patients, and assignment overloads. Therefore, the researchers propose that stakeholders in the nursing education sector can exploit these findings to move their students during clinical practice in order to avert stressful experiences. This can be instrumental in enhancing the clinical education initiatives in order to foster the psychosocial wellbeing of the students, and as such improve the patients' quality of life. The researchers also put forward for consideration that nursing professionals should offer supportive evidence-based interventions for students from their initial time of clinical exposure. Most significantly, Alzayyat and Al- Gamal (2014) urge educators to persuade nursing students to openly discuss their issues and stress related factors in order to offer appropriate interventions.

Further, Behere, Yadav and Behere (2011) compare the levels of stress that nursing, medicine, and engineering students are faced with. In one of the few available comparative studies on the subject, Behere, Yadav and Behere (2011) conducted a cross-sectional study with the use of questionnaires that were administered to 100 randomly selected participants from the nursing, medical, and engineering colleges. In order to boost reliability, the researchers maintained the anonymity of the participants. Thereafter, they utilized stress measurement scale that had closed ended questions as metrics for evaluating the degree of stress that affected each student groups. The results of the comparative study suggested that stress in totality, is common across different students in all these lines of professionalism, regardless of their gender, ages, and socioeconomic statuses. However, nursing students experienced the highest levels of tension compared to their engineering and medical counterparts. The study also suggested that students in all these three major lines of professionalism expressed denial to the existence of problems,

with utmost denial students from the nursing profession. In view of these findings, Behere, Yadav and Behere (2011) observe that there is an emerging pattern among students of overlooking the current stress, which pose serious challenges and might worsen their mental and psychosocial wellbeing.

Behere, Yadav and Behere (2011) assert that there is a significant increase in pressure and stress among nursing students. This could be associated with studying, examination, peer pressures, educators, and partners' pressures. Stress is sometimes hard to define. However, Behere, Yadav and Behere (2011) develop a definition that borrows highly from Selye's description of stress as the rate of damage in the human body. Based on this understanding, the researchers regard stress as the external stimulus that brings about damage or to the resultant internal damages. Psychological models of stress often subscribe to the transactional approach, which stresses on interceding psychological processes. In such models, tension is regarded only to take place when the individual becomes aware of an external demand as extending their capacity to cope with tension. Therefore, the personal assessment of the kind of the command of the available resources and personal skills, and the assumed outcomes, determine whether stress is felt. This approach both recognizes and touches on the individual differences.

Reading from the same script, Schwarze and Gerler Jr (2015) urge stakeholders in the healthcare sector to seek urgent ways of reducing key stressors among nursing students in order to improve patient outcomes. Using an exploratory design, Schwarze and Gerler Jr (2015) examine the effectiveness of adjusted mindfulness-based cognitive therapy intervention with the use of one on one counseling sessions to minimize stress and improve levels of mindfulness among nursing students. In order to realize this goal, the scholars utilize an AB experimental research that was replicated thrice. Their study showed reduced tension in a couple of people

included in the three participants and widespread mindfulness levels among all the three participants. The research implies that university and college professionals who engage with clients in high-stress occupations should consider the use of this model to reduce stress. This is particularly true for nursing students, who are constantly exposed to distressing clinical environments during most times of their studies. The mindful-based cognitive therapy (MBCBT) can be regarded as an important part of third generation of cognitive therapies. When examined together with dialectical behavioral therapy, the MBCBT integrates the concepts of mindfulness with standardized cognitive behavioral models. This framework can be traced back to the works of Kabat-Zinn's mindfulness-based stress minimization initiatives. It is an eight-week group-based intervention initiative that is comprised of mindfulness medication practices to support students to cope with stress and physical fatigue.

Finally, Turner and McCarthy (2017) argue that the stress that is experienced by nursing undergraduate students have the potential to inhibit their learning and increase attrition rates. To investigate this concern, the researchers selected a total of twenty-six intervention studies and examined them. Out of these studies, three major themes were identified: stressors, coping strategies, and appraisal. Most of these interventions sought to minimize cases of severity of stressors through the development of initiatives such as curriculum development and improve students' coping capabilities. While qualitative results indicated the existence of potential benefits of these strategies to reduce stress, there were no statistically compelling studies that utilized reappraisal, either alone or when merged with other approaches. Turner and McCarthy (2017) also took note of progress from 2008 in terms of increased cases of studies and improved utilization of validated outcome evaluations. However, they also took note of the fact that the review needed further methodologically sound, sufficiently powered studies. This is particularly

true when it comes to the need to use randomized controlled trials, which are required for the determination of the most appropriate interventions to tackle the problem of excessive tension and anxiety among undergraduate nursing professionals.

References

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11/11/11



PSYC4600 - Section 01

[U06A1] - LITERATURE REVIEW

BELL, ANGELIA

Overall Comments

Angelia, good work here with your literature review. One area to work on here is connecting the literature review to the proposal you are developing. You want to make a case for what methods/measures used are appropriate (or not) for your study and in the final section, make a clear rationale for your proposal.

See the rubric cells below and make the needed changes prior to adding this section to the 10a proposal.

Prof M

CRITERION 1

Analyze research studies on the research problem, research question, and significance of a proposed research study.

(20%)

COMPETENCY

Analyze research methods and psychological research findings.

NON- PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Does not describe research studies on the research problem, research question, and significance of a proposed research study.	Describes research studies on the research problem, research question, and significance of a proposed research study but provides little critical analysis.	Analyzes research studies on the research problem, research question, and significance of a proposed research study.	Analyzes research studies on the research problem, research question, and significance of a proposed research study, and provides a comprehensive review of the literature.

COMMENTS:

CRITERION 2

Evaluate research studies that present the theoretical framework for a proposed research study.

(20%)

COMPETENCY

Analyze research methods and psychological research findings.

NON- PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Does not describe research studies that present the theoretical framework for a proposed research study.	Describes research studies that present the theoretical framework for a proposed research study but provides little evaluation.	Evaluates research studies that present the theoretical framework for a proposed research study.	Evaluates research studies that present the theoretical framework for a proposed research study and provides a critical analysis of each one.

COMMENTS:

CRITERION 3

Assess instruments, measures, and methods for collecting data from studies in the review to determine appropriateness for proposed research study.

(20%)

COMPETENCY

Design an ethically appropriate plan for a psychological research study.

NON- PERFORMANCE	BASIC	✓ PROFICIENT	DISTINGUISHED
Does not describe instruments, measures, and methods for collecting data from studies in the review.	Describes instruments, measures, and methods for collecting data from studies in the review without assessing appropriateness for proposed research study	Assesses instruments, measures, or methods for collecting data from studies in the review to determine appropriateness for proposed research study.	Assesses instruments, measures, and methods for collecting data from studies in the review to determine appropriateness for proposed research study, and provides compelling and clear support for the assessment.

COMMENTS:

CRITERION 4

Summarize findings from the review of the literature to support a need for additional research in this area.

(20%)

COMPETENCY

Design an ethically appropriate plan for a psychological research study.

✓ NON- PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Does not describe findings from the review of the literature to support a need for additional research in this area.	Describes findings from the review of the literature to support a need for additional research in this area but without synthesis.	Summarizes findings from the review of the literature to support a need for additional research in this area.	Summarizes findings from the review of the literature to support a need for additional research in this area and provides a conclusive rationale for the study.

COMMENTS:

CRITERION 5

Write coherently to support a central idea with correct grammar, usage, and mechanics as expected of a psychology professional.

(10%)

COMPETENCY

Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

NON- PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Writes in a manner that does not support a central idea, and does not use correct grammar, usage, and mechanics.	Writes in a manner that supports an idea but the writing is inconsistent and contains major errors of grammar, usage, and mechanics.	Writes coherently to support a central idea with few errors of grammar, usage, and mechanics as expected of a psychology professional.	Writes coherently to support a central idea with no errors of grammar, usage, and mechanics as expected of a psychology professional.

COMMENTS:

CRITERION 6

Successfully implement APA style.

(10%)

COMPETENCY

Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

NON- PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Fails to demonstrate the ability to use APA in the scholarly writing of papers.	Implements APA style but there are some major APA errors and inconsistencies.	Successfully implements APA style with only minor errors and inconsistencies.	Successfully implements proper APA formatting and style throughout the assignment.

COMMENTS:

Research Methodology

Angelia Bell

Capella University

Psyc 4600

Professor Matthews

May 30, 2018

Research Methodology

Purpose of the Study

The purpose of this study is to investigate the leading causes of stress among nursing students and examine the ways in which they cope with them. The study also attempts to determine strategies that can be employed by health professionals and nursing schools to mitigate or avoid stress among student nurses. Furthermore, the study explores the levels of stress, and the physical, psychological, and social responses to stress among nursing students in the United States' nursing schools. This study is driven by the idea that minimizing distressful conditions in the nursing students' learning and clinical environments can play a significant role in improving their academic and professional performance. Stress form an inevitable component of all peoples' lives across the world. It emerges and affects their internal sense of wellbeing, the manner in which they relate with their family members, colleagues, and patients.

When stress reaches an unprecedented scale, it might lead to mental and physical symptoms. If the problem is left unattended, it has the potential to cause disability and illnesses. Stress modifies an individual's perceptions, feelings, attitudes, and behaviors. In so doing, it affects nursing students' organizations and activities that they conduct. Therefore, it is important to identify the leading causes of stress in order to seek effective ways of developing interventions that generate desired health outcomes. Reducing the levels of stress affecting nursing students is directly correlated with their overall total quality of life. This can result in exemplary intellectual and professional performance. Stress can pose obstructions to students' realization of quality of life. Nonetheless, understanding prevention strategies can play a major role in improving quality of life for both nurses and patients due to numerous positive outcomes such as feeling good

about the self and easing oneself of burdens. Therefore, this study is primarily aimed at reducing job- and education-related stress that affect the performance of nursing students.

Research Method and Study Design

The main research method that will be used for his study is qualitative. Using descriptive design, a survey will be conducted to gather data directly from respondents about their characteristics, opinions, perceptions, and attitudes about stress within their educational and clinical environments (Houser, 2013). The descriptive qualitative design will make use of questionnaires and personal interviews to collect information about the target population. This will be used to answer questions relating to the prevalence, distribution, and interrelationships of stressors within the nursing students' population. In order to strengthen this qualitative survey, the study will focus on obtaining a sufficient sample that is representative of the target population (Houser, 2013). The participants will then be subjected to a series of questions in order to find out what is in their minds about stress and stressors in their learning environments. The surveys will also be used to identify the characteristics of nursing students in terms of their demographic features and how they respond to stress. This will be primarily attained by gathering self-reported data.

Two groups of questions will be used for fact-finding. The first kind of question will emphasize on facts, enabling the researcher to gather information regarding events or individuals (Houser, 2013). Another type of question will emphasize on the perceptions and feelings of nurses in relation to stressful environments. The process of designing this study will be comprised of various major steps. First, an appropriate sample will be selected, after which a research instrument will be planned and developed. Further, the instruments will be administered

and data collection process will commence (Huser, 2013). The planning stage will entail selecting the most appropriate modes of survey, which will mainly be interviews and questionnaires.

There are various reasons why qualitative method has been selected for the study. For instance, qualitative methods are flexible and elastic. Therefore, it is possible to adjust to what is being learned during the course of the data gathering process (Polit & Beck, 2010). Qualitative research also supports the process of merging together several data gathering strategies, a concept referred to as triangulation. Furthermore, qualitative research is often holistic in nature. This characteristic enables the researcher to understand the whole, including all aspects of the study (Polit & Beck, 2010). Furthermore, it gives room for continuous analyses of the data in order to conceptualize subsequent strategies and determine when the field works will be undertaken.

Research Hypotheses and Questions

Research Questions

1. What are the leading causes of stress among nursing students?
2. What are nursing students' coping mechanisms when exposed to these stressors?
3. What are the effects of these stressors on nursing students' academic and clinical environments?
4. How can policymakers and healthcare professionals mitigate or address these challenges?

Hypothesis:

Stressful environments reduce the academic performance and clinical productivity of nursing students.

Target Population and Sampling Techniques

The main target populations for this survey will be undergraduate-level nursing students. These students will be selected from different class levels. The study will also take into account their demographic characteristics such as gender, race, and year of study. A total of 100 nursing students from first, second, to third years of study will be selected to participate in the research. Random stratified sampling will be used as the main sampling procedure. This sampling procedure takes into account the varying characteristics of subpopulations within the total population. They include female and male students from different years of study. Thus, instead of taking a simple random sample from the entire nursing population, it makes more sense to select a simple random sample from each of the stratum separately. This sampling procedure is going to be appropriate for this study, especially when there is considerable variations between the various strata but relatively little variations within a specific stratum. There are various reasons why this sampling procedure has been selected for the study (Albright, Winston & Zappe, 2010). One reason is that separate estimates can be obtained from each stratum, which would not have been possible with a simple random sample from the entire population of participants. Although samples from individual strata are finally pooled, it would not affect the total sample broken down into separate samples initially.

Another reason why this sampling procedure has been selected is that the accuracy of the resultant population estimates can be improved by utilizing appropriately defined strata. This strategy entails defining the strata so that there is minimal variability within each of the

individual strata in comparison with the entire population as a whole (Albright, Winston & Zappe, 2010). The strata might be desired such that there is considerable homogeneity across the strata with regard to the variables that are assessed. By selecting each subpopulation within the entire nursing groups, there is possibility of generally obtaining more accuracy for a specific sampling cost that one can get from a simple random sample at the same cost. As an alternative, the same degree of accuracy can be attained at a relatively lower cost. The key to utilizing stratified sampling efficaciously rests in selecting the appropriate strata relevant to the nursing population that is under survey. Proportionality of the sizes can be important in this case. Proportional of a stratum in the sample will be made to be the same as the proportion of that stratum in the population (Albright, Winston & Zappe, 2010). The benefit that comes with proportionality of sample sizes rests in the fact that they can be easy to determine. In light of the above, the proportions of each subpopulation of nursing students who will participate in the study will be determined.

Instruments

There are various instruments and quantitative measures that will be used to examine the data gathered. This will involve a systematic observation of the variables of interest. For instance, the study will measure the relationships between several variables such as year of study and gender and the levels of stress and length of coping (Macnee & McCabe, 2008). This will also include an investigation of the relationship between stress and student's performance in academic and clinical contexts. Therefore the study will be undertaken in a structured way to ensure that each measurement is accurate and competitive to earlier or later measures. For instance, in order to investigate the factors that cause stress among nursing students, there will be need to operationalize variable stress by indicating that the specific observation needed to

indicate the presence of stress is the presence of factors such as long clinical hours, insufficient skills to serve clients, and distressful supervisor-trainee relationships. In these situations, the variables will be clearly defined, thus the data gathering process will not be interested in conditions that are beyond the study scope (Macnee & McCabe, 2008). Instead, the data collection process will primarily attempt to study information provided by nursing students themselves or patients in order to examine the degree of stress that they are subjected to.

Another measurement method that will be of major importance for the research is use of instruments. Instrument refers to a device or tool that specifies and objectifies the data gathering procedure. The research instruments may be commonly developed or given directly to the subject in order to gather data or might offer subjective description of the gathering process of the types of data that will be investigated. For instance, there will be need to list the most commonly identified levels of stressors and determine their strength in order to find out the leading and least influential stressors (Grove, Burns & Gray, 2012). The Perceived Stress Scale and Likert Scale will be used to compare the degree of strengths of each stressor. The Perceived Stress Scale is commonly used as a tool to measure the degree to which each stressor affects the participants. This instrument requires the participant to rate the listed stressors using a 5-point Likert scale. Under this structure, a list of 10 stressors can be identified within a specified period of time. Thereafter, the nurses will be required to indicate in a scale of 1 to 5 the degree of severity of each scale, where 1 means very minimal while 5 means very often (Grove, Burns & Gray, 2012). The participants' responses to each of the stressors will form the basis of the study's accurate comparison of the severity of each stressor to the nursing students.

Data Collection Procedures

The main data gathering procedures that will be used for this study include interviews and questionnaires. Interviews will be conducted face-to-face. However, participants who will not be available for a face-to-face interview will be contacted through telephone surveys. The main interview will be done on a one-on-one basis in which the interviewer will pose the questions to the respondents in order to extract data or part of a larger focus group. Depending on the responses that will be sort from the participants, both closed and open-ended questions will be used. Questionnaires will be self-administered to the participants. The primary reason why questionnaires will be used is that they appeal to larger studies that require large sample sizes that essentially complement the interviews with written forms of data gathering tools. Elf-administered questionnaires will be important in ensuing that relevant data are extracted from the participants.

There are various reasons why questionnaires and interviews have been selected as the main procedures for gathering data. These tools are significant for engaging with participants and capturing their attitude, beliefs, and behaviors. They are also well suited for conducting descriptive studies such as assessing the number of individuals in a specific population that possesses a specific attribute with respect the stressful situation. If all nursing students have the same standardized questions administered to them and are transparent in ways that data are gathered and reported, then they can significantly boost reliability of the information that is under investigation. Furthermore, their benefits rest in the fact that the methods and processes utilized can be visible and accessible to other parties, thus supporting the procedure of implementing the overall research design. Most significantly, they provide a considerably simple and straightforward approach to the study of attitudes, values, beliefs, and motives, and may be adapted to gather information from almost any human population.

Data Analysis Procedures

The data that has been gathered will be comprised of both qualitative and quantitative data. Content analysis procedures will be used to evaluate qualitative data collected. The characteristics and patterns of the data will be described with the objective of producing simple and well-representing model of the data. Instead of beginning with the researcher defined categories as other content analysis approaches do, room will be given for allowing nodes of activities to emerge from the data. These nodes will then be evaluated for extent of activities and relationships (Krippendorff, 2014). Larger emergent patterns of network relationships emerge from the individuals. Localized relationship will also emerge people and concepts. Using a systems theory perspective, the analysis process will be useful for describing large, sophisticated systems and patterns that emerge within the systems.

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- Albright, S. C., Winston, W., & Zappe, C. (2010). *Data analysis and decision making*. Boston: Cengage Learning.
- Grove, S. K., Burns, N., & Gray, J. (2012). *The practice of nursing research: Appraisal, synthesis, and generation of evidence*. New York: Elsevier Health Sciences.
- Houser, J. (2013). *Nursing research: Reading, using and creating evidence*. Boca Raton: Jones & Bartlett Publishers.
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- Macnee, C. L., & McCabe, S. (2008). *Understanding nursing research: Using research in evidence-based practice*. New York: Lippincott Williams & Wilkins.
- Polit, D. F., & Beck, C. T. (2010). *Essentials of nursing research: Appraising evidence for nursing practice*. New York: Lippincott Williams & Wilkins.



PSYC4600 - Section 01
[U08A1] - METHODOLOGY

BELL , ANGELIA

Overall Comments

Angelia, good work overall. Please see my comments below and make the needed changes before adding this section to your 10a proposal. I will be posting a checklist for the class to use in finalizing the proposal. Don't hesitate to let me know if you have any questions

Prof M

CRITERION 1

Identify an appropriate research question or hypothesis to be examined.

(16%)

COMPETENCY

Describe types of psychological research methods.

NON- PERFORMANCE	BASIC	✓ PROFICIENT	DISTINGUISHED
Does not identify a research question or hypothesis to be examined.	Identifies a research question or hypothesis to be examined but it is not appropriate.	Identifies an appropriate research question or hypothesis to be examined.	Identifies an appropriate research question or hypothesis to be examined, writes the question or hypothesis in a clear and concise manner, and defines the terms used.

COMMENTS:

good work just remember that your research question does not have to do with policy--you noted you wanted to do a qualitative research study

CRITERION 2

Describe the methodology to be used for a proposed research study.

(16%)

COMPETENCY

Analyze research methods and psychological research findings.

NON-PERFORMANCE	BASIC	✓ PROFICIENT	DISTINGUISHED
Does not describe the methodology to be used for a proposed research study.	Partially describes the methodology to be used for a proposed research study but it is not complete.	Describes the methodology to be used for a proposed research study.	Describes the methodology to be used for a proposed research study and provides a rationale for the methods chosen.

COMMENTS:

good work overall--do review the entire methods section to check for consistency. For example, you note you are using a qualitative design, but then discuss using variables to measure coping and length of time in school--this would suggest a quantitative design

CRITERION 3

Identify the population of interest and describe the sampling procedure for a proposed research study.

(12%)

COMPETENCY

Design an ethically appropriate plan for a psychological research study.

NON-PERFORMANCE	BASIC	✓ PROFICIENT	DISTINGUISHED
Does not identify the population of interest or describe the sampling procedure for a proposed research study.	Identifies the population of interest and attempts to describe the sampling procedure for a proposed research study but the description is incomplete.	Identifies the population of interest and describes the sampling procedure for a proposed research study.	Identifies the population of interest and describes the sampling procedure for a proposed research study, and provides support for the sampling procedure used.

COMMENTS:

provide rationale for sampling procedure

CRITERION 4

Describe the instruments or measures for a proposed research study.

(12%)

COMPETENCY

Analyze research methods and psychological research findings.

NON- PERFORMANCE	BASIC	✓ PROFICIENT	DISTINGUISHED
Does not identify the instruments or measures for a proposed research study.	Identifies the instruments or measures for a proposed research study but does not describe how they will be used.	Describes the instruments or measures for a proposed research study.	Describes the instruments or measures for a proposed research study, and provides support for the instruments or measures used.

COMMENTS:

good start--what kinds of topics will be covered?

CRITERION 5

Describe the methods for data analysis for a proposed research study.

(12%)

COMPETENCY

Analyze research methods and psychological research findings.

NON- PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Does not identify the methods for data analysis for a proposed research study.	Identifies the methods for data analysis for a proposed research study but does not describe how they will be used.	Describes the methods for data analysis for a proposed research study.	Describes the methods for data analysis for a proposed research study in a step-by-step format, and provides a rationale for the methods chosen.

COMMENTS:**CRITERION 6**

Describe the expected findings of a proposed research study.

(12%)

COMPETENCY

Analyze research methods and psychological research findings.

✓ NON- PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Does not describe the expected findings of a proposed research study.	Attempts to describe the expected findings of a proposed research study but they are incomplete or inappropriate.	Describes the expected findings of a proposed research study.	Describes the expected findings of a proposed research study and supports them with rationale from the psychological literature.

COMMENTS:

add this section

CRITERION 7

Write coherently to support a central idea with correct grammar, usage, and mechanics as expected of a psychology professional.

(10%)

COMPETENCY

Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

NON-PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Writes in a manner that does not support a central idea, and does not use correct grammar, usage, and mechanics.	Writes in a manner that supports an idea but the writing is inconsistent and contains major errors of grammar, usage, and mechanics.	Writes coherently to support a central idea with few errors of grammar, usage, and mechanics as expected of a psychology professional.	Writes coherently to support a central idea with no errors of grammar, usage, and mechanics as expected of a psychology professional.

COMMENTS:

CRITERION 8

Successfully implement APA style.

(10%)

COMPETENCY

Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

NON-PERFORMANCE	BASIC	PROFICIENT	✓ DISTINGUISHED
Fails to demonstrate the ability to use APA in the scholarly writing of papers.	Implements APA style but there are some major APA errors and inconsistencies.	Successfully implements APA style with only minor errors and inconsistencies.	Successfully implements proper APA formatting and style throughout the assignment.

COMMENTS: