Assessment of Stress in Young Adults: Resource Awareness and Utilization

Rosine Der-Tavitian, DNP, MPH, RN, CNS and Loucine Huckabay, PhD, RN, PNP

Purpose

- To identify the stressors of nursing students in a public university that are causing common health problems.
- Assess the students’ awareness of the resources that are available on the university campus.
- Determine the extent to which they use those resources.
- Compare the experiences of nursing students enrolled in the three types of BSN nursing programs: Stressors, awareness of resources, and use of the resources.

Background

College Students having health problems:
- Anxiety 19.4%
- Colds 15.8%
- Sleep difficulties 21.3%
- Alcohol use 2.4%

Other concerns affecting student health:
- Financial 44%
- Employment 20.1%
- Seeking professional help 48.7%

Methods

Design: Comparative exploratory with 3 groups of nursing students: Accelerated BSN, RN-BSN, and Collaborative AND-BSN

Major Variables: Stressors causing health problems, awareness of available resources, and use of the resources.

Instruments: Demographics, PSS (measures stress level), ICHP (index of common health problems), and AUURQ (awareness and use of university resources).

Procedure: IRB approval & individual consent. Each student answered the 4 questionnaires.

Data Analysis: SPSS, Pearson Correlation, Chi square, and ANOVA.

Research Findings

- Figure 5: Mean of Scores for Total Stress & Total Health Problems by group
- Figure 11: Comparison for Awareness and use of UR by group

Table 11: Correlation of the Main Variables Scale Scores Based on the Nursing Program

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Accelerated</th>
<th>RN-BSN</th>
<th>ADN-BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Stress Score</td>
<td>-0.20 *</td>
<td>-0.30 *</td>
<td>-0.16 *</td>
</tr>
<tr>
<td>Total Health Problems</td>
<td>-0.25 ***</td>
<td>-0.23 *</td>
<td>-0.10</td>
</tr>
<tr>
<td>Total Awareness</td>
<td>-0.10</td>
<td>-0.25</td>
<td>-0.15</td>
</tr>
<tr>
<td>Aware-Physical Health</td>
<td>-0.20</td>
<td>-0.13</td>
<td>-0.21</td>
</tr>
<tr>
<td>Aware-Psychosocial</td>
<td>-0.15</td>
<td>-0.23</td>
<td>-0.13</td>
</tr>
<tr>
<td>Aware-Financial</td>
<td>-0.21</td>
<td>-0.20</td>
<td>-0.01</td>
</tr>
<tr>
<td>Aware-Educational</td>
<td>-0.10</td>
<td>-0.16</td>
<td>-0.07</td>
</tr>
<tr>
<td>Aware-Health Promotion</td>
<td>-0.19</td>
<td>-0.13</td>
<td>-0.12</td>
</tr>
</tbody>
</table>

Implications

I. The importance of health promotion of nursing students by reducing their stress levels.

II. Health policy development at the university and at the department of nursing levels:
- Students felt powerless over the situations and difficulty coping.
- Faculty need to take the student’s feedback in the development of curriculum.
- During orientation, teach them time management.

III. Implications for administration
Awareness of Resources does not mean utilization.

Recommendations

- Attention needs to be given to students’ health problems that are due to stressors in support of awareness of the resources available for them to use and support them to utilize those resources.
- Additional research is needed to further improve the wellness of nursing students based on the students’ needs for resources.
- Further research needs to be done on the nursing students who are returning to school and continue to work such as the RN-BSN students in this study where they had the highest level of stress scores and worked with financial responsibility of family and education.
- The returning RN-BSN students are the endangered professionals in need of advocates for support.

For more information, contact
Rosine Der-Tavitian, DNP, MPH, RN, CNS
Nursing Faculty, Clinical Coordinator
Rosine.DerTavitian@csun.edu