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Evaluating stress relief and stress effects with cognitive appraisal and perceived stress constructs

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Researchers investigating cognitive appraisal and stress have focused on applying their findings to the creative arts, pregnancy, psychotherapy, academic and sleep quality. The purpose of this educational intervention was to examine the effects of stress and stressors experienced by first semester Bachelor of Science of Nursing undergraduate students. One-hundred and eighty-four (184) questionnaires were completed. The questionnaire consisted of two sections. The Brief College Student Hassle Scale (BCSHC) measured stressors, where participants rated their school and personal stress levels. Hypothesis-1: Determine whether the stress was a multidimensional construct for BSN students. Using SPSS 25, Exploratory Factor Analysis Principle Axis (EFAPE) was used to select underlying factors and items (loadings >0.50). The EFAPE analysis found two factors (eigenvalues: 2.25, 1.71) based on the scree test accounting for 65.9% of the variance. Six of the BCSHC hassles/frustrations had factor loadings greater than 0.50. The common factors were named School (three questions) Personal (three questions). Hypothesis-2: Determine if the coefficient alpha reliability coefficients for the EFAPE common factors had estimates greater than 0.70. Coefficient alpha estimates: School, 0.748 and Personal, 0.721. Hypothesis-3: Determine the difference between participant ratings on questions measuring School Stress Level and Personal Stress Level. Using SPSS 25, the independent t-test would be to determine significant differences between the two groups. Independent t-test found significant differences for the two groups (School, $p=0.004$; Personal, $p=0.000$). Hypothesis-4: Determine whether a mean difference in the answers measuring stress relieving techniques and the effects of stress was presented for the fore-mentioned groups. Using SPSS 25, chi-square test evaluated this hypothesis. Chi-square test was applied to relieving stress techniques and stress effects data, resulting significant findings ($p=0.012-0.041$).

Biography

Dale M Hilty is an Associate Professor at the Mount Carmel College of Nursing, USA. He has received his PhD in Counseling Psychology from the Department of Psychology at The Ohio State University, USA. He has published studies in the areas of psychology, sociology and religion.

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