

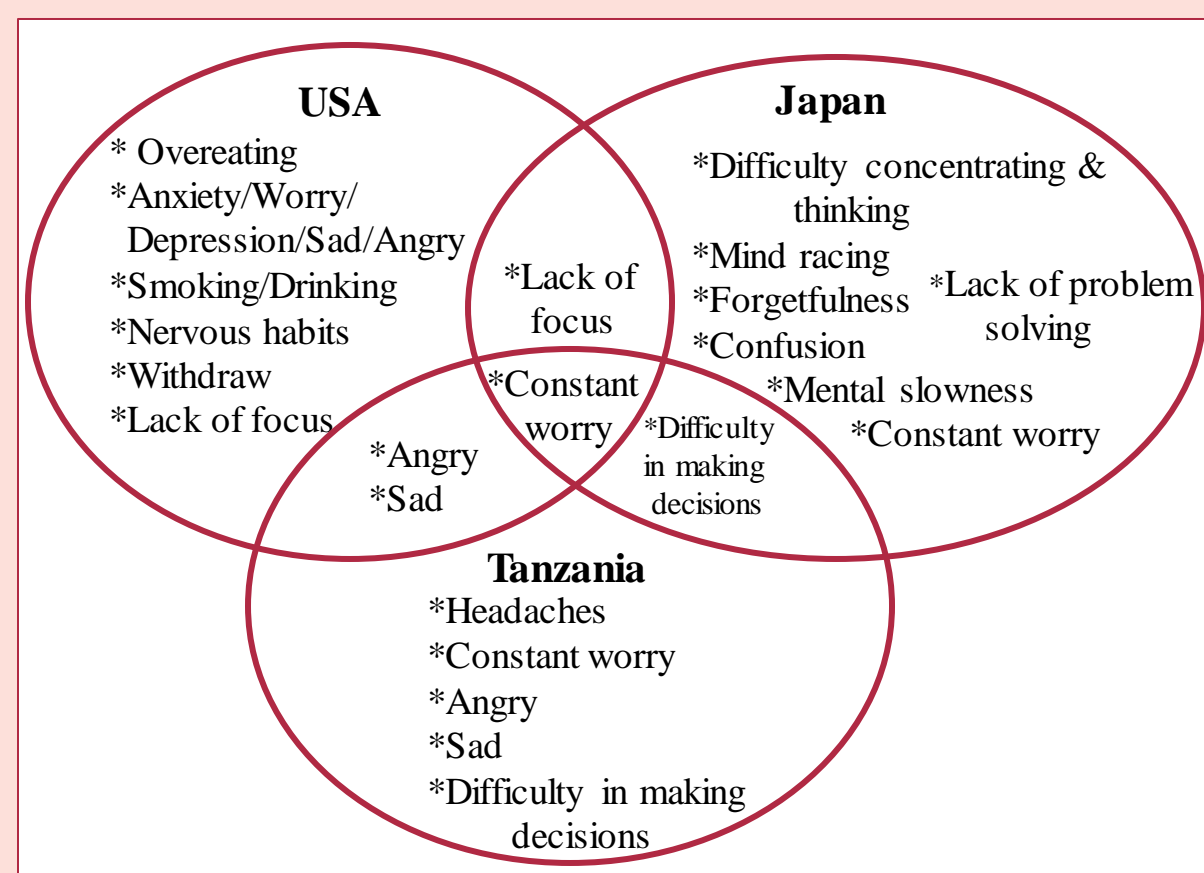
Chronic Stress in College Students across Countries

BY: Kathryn Francis, Laura Hofmeyer, Amisha Patel, Lucy Wess Yauss and Kimmie Yeboah

Introduction

- PICO -In college students do the Counseling and Psychological resources available compared to those of other developing countries decrease the risk of chronic stress?
- College students around the world undergo excessive amounts of stress that have effects on their mental health, physical health and academic performance.
- The purpose of this evidence-based Capstone project is to educate our peers and listeners about mental health among students in the U.S., Tanzania, and Japan. We will compare coping mechanisms among these countries and provide knowledge on adequate resources available for students at the University of Cincinnati.

Anxiety Worry Fear Sad Confused
Headaches Terrified Stress Angry
Nervous Panic depression
Anxious



Literature Search

SEARCH ENGINES- PubMed, CINHAL, Google Scholar

SEARCH TERMS- “stressors”, “college”, “international”, “resources”, “cope”, “stress”, “chronic stress”, “Japan”, “Tanzania”, “United States”.

SEARCH STRATEGIES- focused on filtering literature based on search terms, credentials of authors, relation to research area, date of publication.

ARTICLE DATE RANGE- 2015-2020

Current Evidence

Number of Articles used: 8

Current Statistics in the United States:

- 30% rise in students seeking appointments at counseling services between 2009-2015
- The percentage of college students in seeking counseling services report:
 - 61% report anxiety
 - 49% report depression
 - 45% report stress

Perceived Chronic Stress:

- Throughout all three countries, women perceived greater reactions to stressors than men.
- The most frequent reactions to stressors are cognitive and emotional.



Tanzanian students	American students	Japanese students
<ul style="list-style-type: none">• Most common sources of stress: Financial burden of school and achieving passing grades (external).• Socialization with friends• Confiding solely in a parent, teacher or pastor.• Relaxation is important.	<ul style="list-style-type: none">• Most common source of stress: Self Imposed• More open to self disclosure of chronic stress• Value competition• Behavioral/emotional reactions to stress	<ul style="list-style-type: none">• Most common source of stress: External pressure (family/friends)• Self-disclosure stress may be regarded as immaturity and weakness• Cognitive reactions to stress

Education Plan/ Implementation

Target Audience- University of Cincinnati, College of Nursing, Mental Health Class consisting of 67 3rd year nursing students

Purpose

- Educate our peers on the similarities of stressors in college across focused countries and how to use the resources provided to you, to cope with that stress.

Learning Objectives

1. Discover psychological and counseling resources that the University of Cincinnati provides
2. Identify positive coping mechanisms in the student’s lives and establish positive alternatives.

Education Session

- Our group provided a twenty-minute narrated power point presentation.
- The power point included topics such as the definition of chronic stress, signs and symptoms of stress, examples of stressors exhibited in each country, various coping mechanisms related to each country and resources available.
- Contact information for resources available at U.C. were provided.

Feedback

Question or Statement	% of audience that “Strongly agreed” out of 67 students.	% of audience that “Agreed” out of 67 students.
A survey consisting of 7 questions or statements was provided to our audience of 67 students through the website SurveyMonkey, the questions or statements are as follows. The answer options were "Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree"		
1. I am now familiar with 1-2 services that UC provides.	70.15%	28.36%
2. I am comfortable with reaching out to psychological services offered by UC.	40.91%	40.91%
3. This presentation helped me to understand common stressors during college.	80.30%	18.18%
4. This presentation helped me to identify my own positive and negative coping strategies?	53.03%	39.39%
5. This presentation is something I can readily apply to my own life.	57.58%	42.42%
6. The presenters demonstrated professionalism throughout the presentation?	73.85%	26.15%
7. Do you have any other feedback or remarks relating to this topic? A textbox was provided for students to type in a response.	19/67 audience members wrote in remarks.	

"The presentation was professional and visually appealing, very applicable especially with what we are dealing with currently. I like the addition of the quotes from the international students!"

Lessons Learned

Recommendations:

- From the evidence reviewed, there were many practice change recommendations that were supported. It was mostly found that mental health providers on college campuses need to enhance their training and knowledge on the topic so more students feel comfortable reaching out and getting help that will carry on during and long after their college experience.
- A recent study conducted by Pedrelli, Nyer, Yeung, Zulauf, & Wilens (2015) found that, “it is critical for clinicians to ensure that college students receive treatment throughout the year and to coordinate with other clinicians that may be involved in the students' care”.
- It was supported that not only should students receive help during school, but also have the choice to continue their progress at home.

References

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