PSS – Study: An Exploration of Physiotherapy Student-Perceived Stress and the Related Coping Strategies whilst on Placement

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Rationale

**Problem**

- *Work-related stress* has been linked to illness and absence (Health and Safety Executive, 2016).
- *37% of all NHS staff* reported feeling unwell due to work-related stress (NHS, 2016).
- *Those studying healthcare courses* have the highest levels of perceived stress (Jacob; Itzchak; Raz; 2012).
- *High levels of stress* have specifically been reported in *physiotherapy students* (Walsh; Feeney; Hussey; Donnellan; 2010).

**Definition of Stress**

The nature of stress is variable. Therefore multiple definitions of stress are considered (Briner, 2004)

- *The transactional Model of Stress* (Bailey and Clark, 1989)
- The Demand-Control Model of Stress (Karasek and Theorell, 1990)
Background

- Stress and response to stress varies according to the individual and is influenced by different demographics (Walsh; Feeney; Hussey; Donnellan; 2010).

- Coping strategies are suggested as a variable worth exploring within a physiotherapy student cohort (Walsh; Feeney; Hussey; Donnellan; 2010).

- There is a lack of literature exploring levels of stress and coping strategies among physiotherapy students (Jacob; Itzchak; Raz; 2012).

- Accurate identification of stressors and coping strategies and their relationship to students’ demographics is required. (Incomes Data Services, 2004).
Aims

**Primary Aim**
To identify:
Common stressors & coping strategies of physiotherapy students on clinical placement.

**Secondary Aim**
To explore:
The relationship between the primary aim & demographics of age, gender and year of study.
Methodology

Design
- Exploratory cross-sectional study
  - September 2016 – April 2017

Participants
- Purposive sample population
  - 129 physiotherapy pre-registration students

Procedure
- Pilot questionnaire
- Five-Part closed checklist questionnaire
Analysis

Frequencies %

Pearson Chi Square

Odds Ratio
**Results**

**Common Stressors**

<table>
<thead>
<tr>
<th>Stressor</th>
<th>Frequency %</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Ward experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling emergencies in the clinical area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with unwell children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with a patient's relatives</td>
<td></td>
<td></td>
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<tr>
<td>Relationships with clinical staff</td>
<td></td>
<td></td>
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<tr>
<td>Dealing with patients relatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negatives attitudes of ward staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of practical skills</td>
<td></td>
<td></td>
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<tr>
<td>Death of a patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accumulation of academic workload during...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical workload</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of placement presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete practical skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative attitudes of ward staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived expectations of knowledge needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of support from university or clinical staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</table>

**Frequencies %**
The relationship of year of study and negative attitudes of ward staff as a stressor

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Negative Attitudes of Ward Staff</th>
<th>Expected Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>second year BSc</td>
<td>5</td>
<td>26</td>
<td>31</td>
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<tr>
<td>Expected Count</td>
<td>10.9</td>
<td>20.1</td>
<td>31.0</td>
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<tr>
<td>Third year BSc</td>
<td>19</td>
<td>14</td>
<td>33</td>
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<td>11.6</td>
<td>21.4</td>
<td>33.0</td>
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<td>Second year MSc</td>
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<td>10</td>
<td>13</td>
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<tr>
<td>Expected Count</td>
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<td>8.4</td>
<td>13.0</td>
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</tbody>
</table>

Pearson Chi-Square

p = .001
Results

Year of Study & Negative Attitudes of Ward Staff

Odds Ratios
Future Implications

- Students
- Educators
- Research
Thanks!

Any questions?

You can find me at
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References

References


References


