

PSS – **Study:** An Exploration of **P**hysiotherapy
Student-Perceived **S**tress and the Related
Coping Strategies whilst on Placement

Jacqueline Bennion, Trystan Symons, Ian Shearman, Charlotte Holloway, Richard Kain





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 in 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.

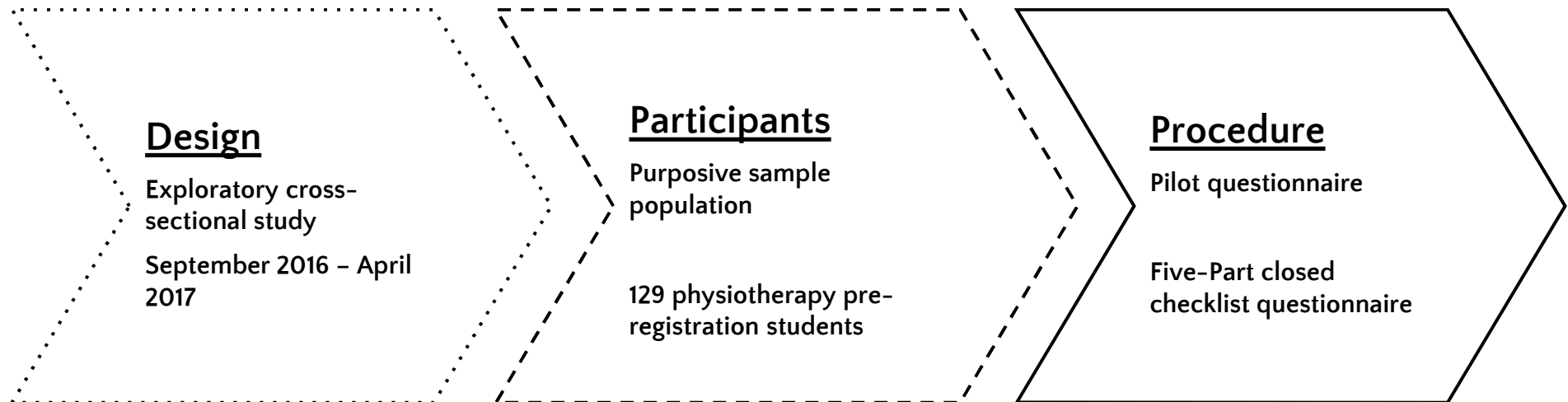
Secondary Aim

To explore:

The relationship between the primary aim & demographics of age, gender and year of study



Methodology





Analysis

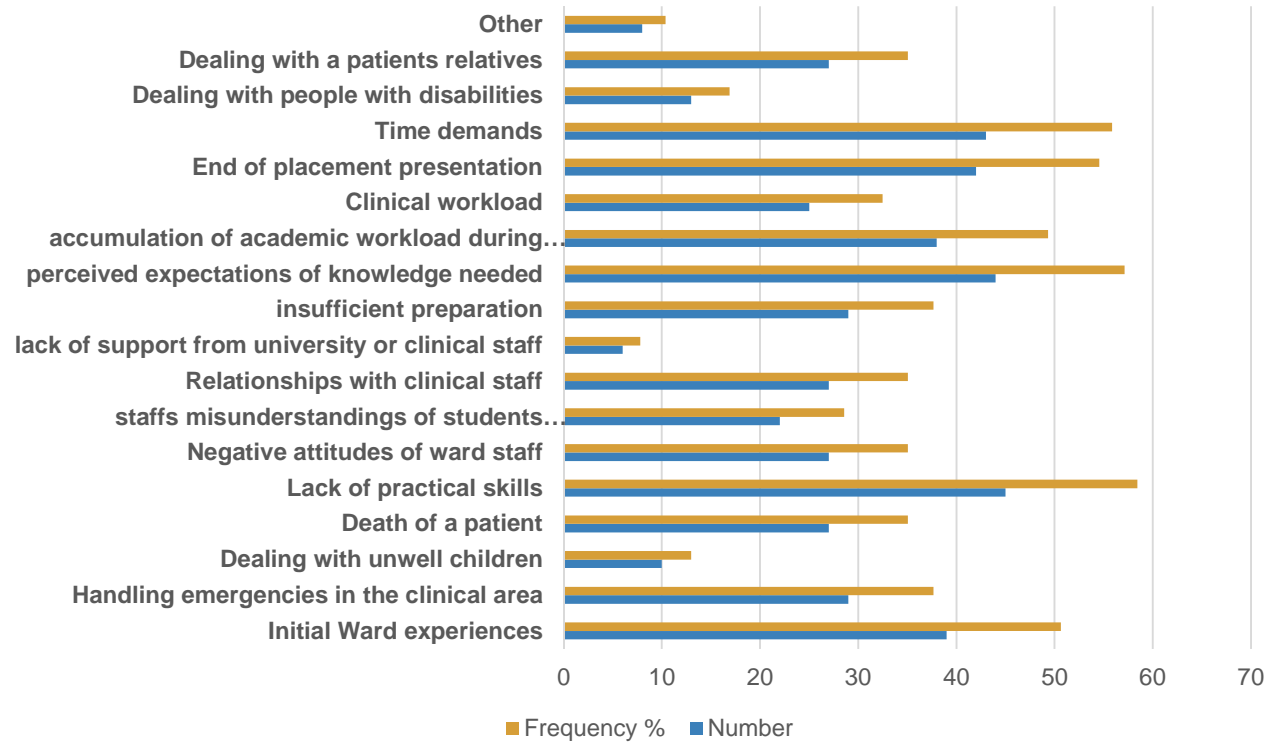
Frequencies %

Pearson
Chi Square

Odds Ratio



Results



Frequencies %

Common Stressors



Results

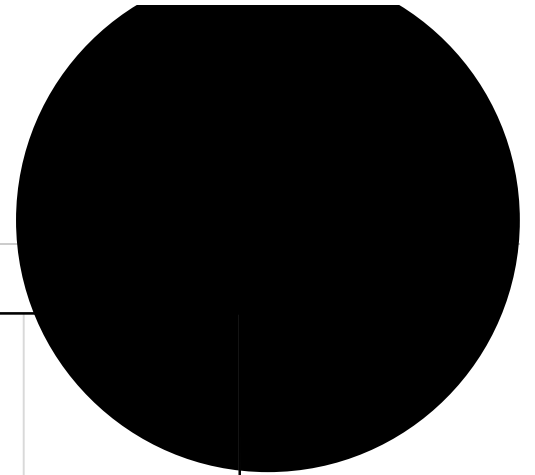
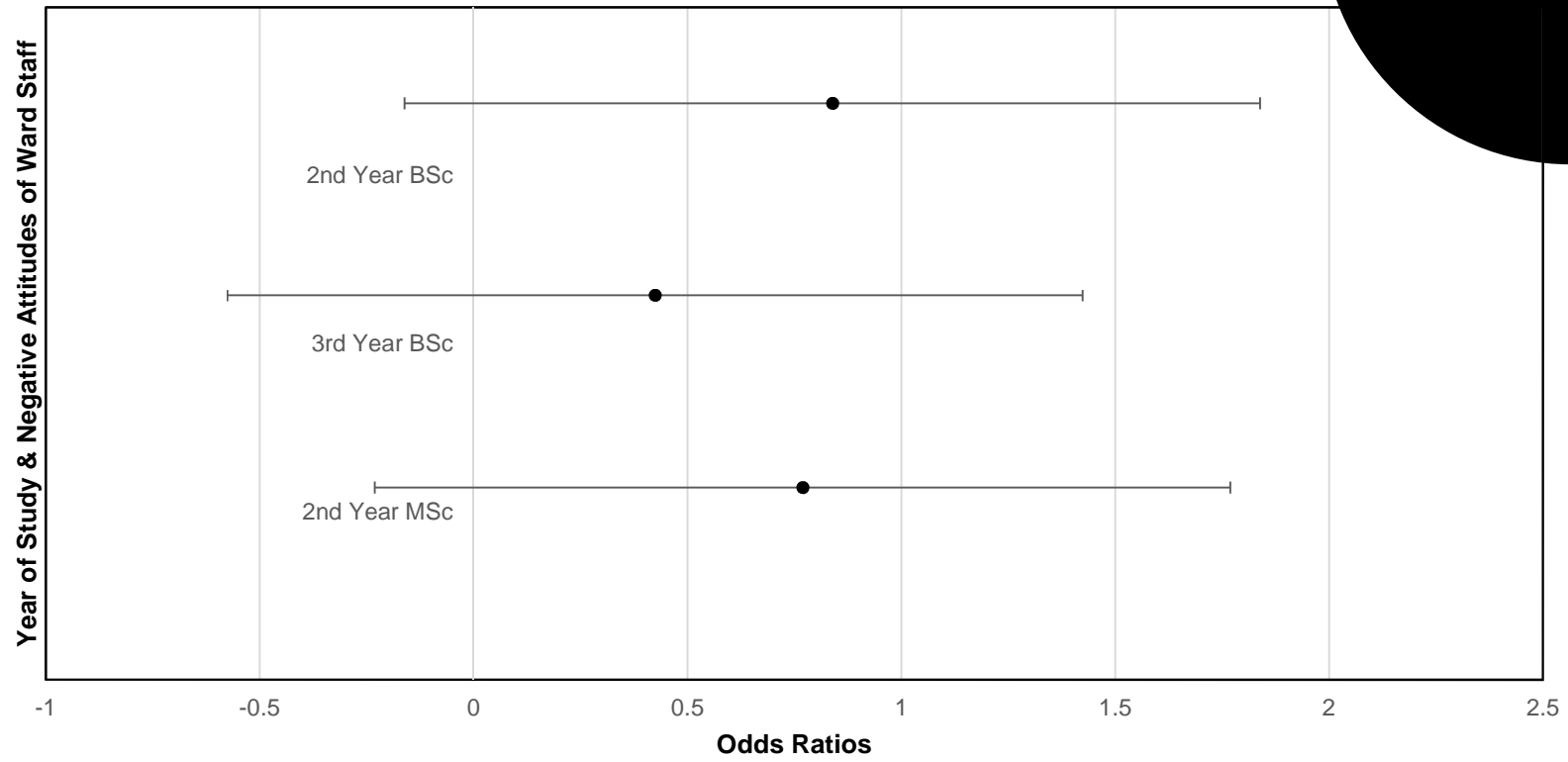
Pearson Chi Square

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

			Negative Attitudes of Ward Staff		Total
			yes	no	
Year of study	second year BSc	Count	5	26	31
		Expected Count	10.9	20.1	31.0
	Third year BSc	Count	19	14	33
		Expected Count	11.6	21.4	33.0
	Second year MSc	Count	3	10	13
		Expected Count	4.6	8.4	13.0
Pearson Chi-Square					p= .001

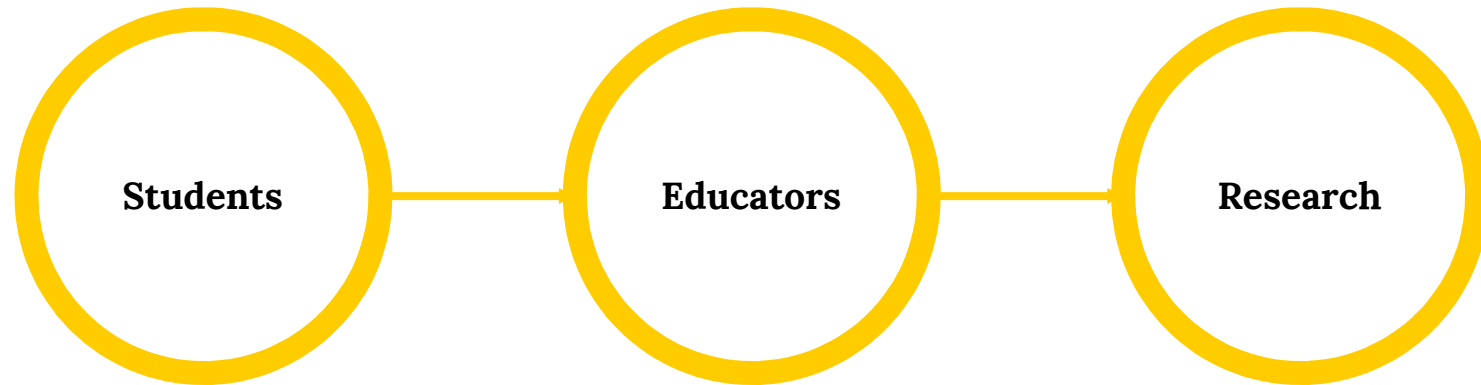


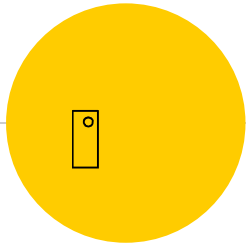
Results





Future Implications





Thanks!



Any **questions** ?

You can find me at

- Jacqueline.Bennion@nhs.net



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