

STUDY OF THE PSYCHO-EMOTIONAL CONDITION AND WORKING ABILITY OF MEDICAL STUDENTS

Deyana Todorova¹, Albena Andonova¹, Petya Hristova², Magdalena Platikanova²

¹Department of Health Care, Medical Faculty, Trakia University Stara Zagora, Bulgaria

²Department of Hygiene, Epidemiology, Microbiology, Parasitology and Infectious Diseases, Medical Faculty, Trakia University, Stara Zagora, Bulgaria

Abstract

The training of students majoring in "medical assistant", "nurse" and "medicine" is one of the most responsible and is associated with great mental and physical stress. Various factors affect students during their studies and one of them is psycho-emotional stress, which is significantly manifested in clinical practice. In their course of study, students must acquire theoretical knowledge and practical skills in the relevant specialty, but must also be familiar with the mechanisms of action of stress and be trained to recognize it to deal with it at an early stage. Specialized training for stress is not included in the curricula of students, and it would be one of the main and decisive methods for prevention of mental and physical consequences of stress in the workplace afterward. The study showed that students should be aware of workplace stress, which affects their psycho-emotional state and ability to work. Awareness is essential for the smooth performance of their future work as medical professionals, because the work of medical professionals is directly related to patients, their relatives, and colleagues, and these interpersonal relationships often affect the psycho-emotional state and ability to work.

Keywords: *Psycho-emotional state, students, patients, aspects, ability to work*

Introduction

The training of students majoring in "medical assistant", "nurse" and "medicine" is one of the most responsible and is associated with great mental and physical stress. Various factors affect students during their studies and one of them is psycho-emotional stress, which manifests itself significantly in clinical practice.

Stress in psychology, neurology, and psychiatry is a state of strong physical, nervous tension caused by negative factors or negative physical or emotional impact and sensation. This is especially true of high and even very high levels of stress, which can harm physique, emotions, and mental concentration, while lower levels can be factors in adaptation and coping. At the same time, some very high levels of stress can lead to a high level of motivation and skills in a professional aspect [14, 15].

Psychosocial risks and stress in the workplace are among the biggest challenges to safety and health at work. If considered as an organizational problem, they can be managed like any other risk in this area [3].

Materials and methods

A study was conducted with 40 medical students through an interview and a direct anonymous survey related to the psycho-emotional state and ability to work in their university training in June 2020.

Results and discussion

The causes of stress are growing globally and nationally. Occupational stress arises under the influence of work-related factors. Young professionals are especially at risk of occupational stress. Even before they started working.

Georgieva (2017) examines current issues related to stress in the workplace. Students face many different situations daily. They face the dilemma of making the right choices or making

emotional decisions that are generally extremely stressful for them. Therefore, stress accumulates when it cannot be avoided and this is a potential cause of specific diseases [2].

To prevent students' stress in their work environment, it is imperative to undertake a wide range of techniques to revise stress levels [16, 17].

Other authors, such as Bazhenova and team (2018), Rusinova (1998), Savova (2012), Semenova and team (2017), Hristov (2004), and Tsenova (2015), also dwell on the importance of professional stress. They track the effects of workplace stress, which are a problem for both employers and employees. Stress for students is inevitable. He is a daily companion in their work [1, 4, 5, 6, 7, 8, 9, 10].

One of the possible reasons for students to be stressed in the learning process are:

- placing requirements on them that are higher than their ability to deal with them;
- the experience gained from the practical training;
- forecast that stress will be one of the main risks in practicing the future profession.

The specific characteristics of each specialty, as well as the various factors leading to stress, which have a separate weight, provoked our research in this direction, namely:

- to consider whether the stress during the training of students from different specialties is a significant occupational risk;
- to establish the exact causes of this occupational stress;
- to study the assessment of students from different specialties for the place of stress among the risk factors of their future profession.

In Figures 1, 2, and 3 we have presented summarized results of part of the study on the psycho-emotional state and ability to work in students of medical specialties.

To the question "Do you start a task easily but do you get tired when you do it?", 5% of students answer – sometimes (Figure 1).

Our research showed that 27.5% of students rarely feel a lack of energy, often - 15% of them, and sometimes - 57.5% of respondents (Figure 2).

A similar trend emerges from the summarized statistical results of the survey on the question - "Are you losing interest in your usual duties?". It is evident that they rarely lose interest in their usual duties - 22.5% of students, often - 12.5% of them, and sometimes - 65% of respondents (Figure 3).

The analysis of the data allows the following interpretation to be made. Undoubtedly, information about the significant number of students who get tired easily, lack energy, and lose interest in their usual duties should be used to get acquainted with the mechanisms of action of stress and for specific training to recognize it, for to be able to deal with it at an early stage.

As a next measure to motivate students of medical specialties in the performance of their daily duties.

At the same time, the presented data impose the conclusion of a generally expressed awareness of stress in the workplace, which from the student's bench affects their psycho-emotional state and ability to work.

Conclusions

In their course of study, students must acquire theoretical knowledge and practical skills in the relevant specialty, but must also be familiar with the mechanisms of action of stress and be trained to recognize it to deal with it at an early stage. Specialized training for stress is not included in the curricula of students, and it would be one of the main and decisive methods for prevention of mental and physical consequences of stress in the workplace afterward.

The study showed that students should be aware of workplace stress, which affects their psycho-emotional state and ability to work. Awareness is essential for the smooth

performance of their future work as medical professionals, because the work of medical professionals is directly related to patients, their relatives, and colleagues, and these interpersonal relationships often affect the psycho-emotional state and ability to work.

Conflict of interest

The authors declare that there is no conflict of interests.

Captions for figures:

Figure 1. You start a task easily, but get tired when doing it?



Figure 2. Do you feel a lack of energy?

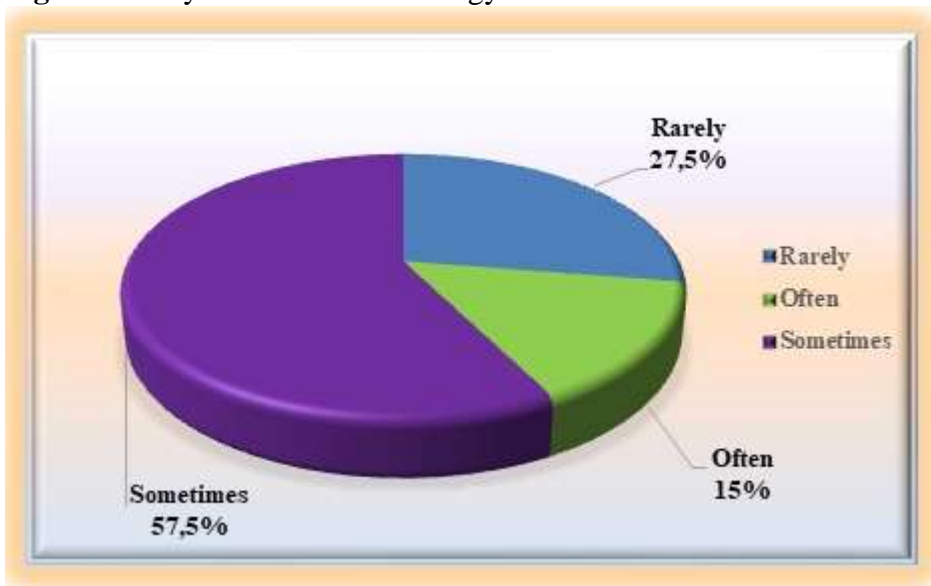
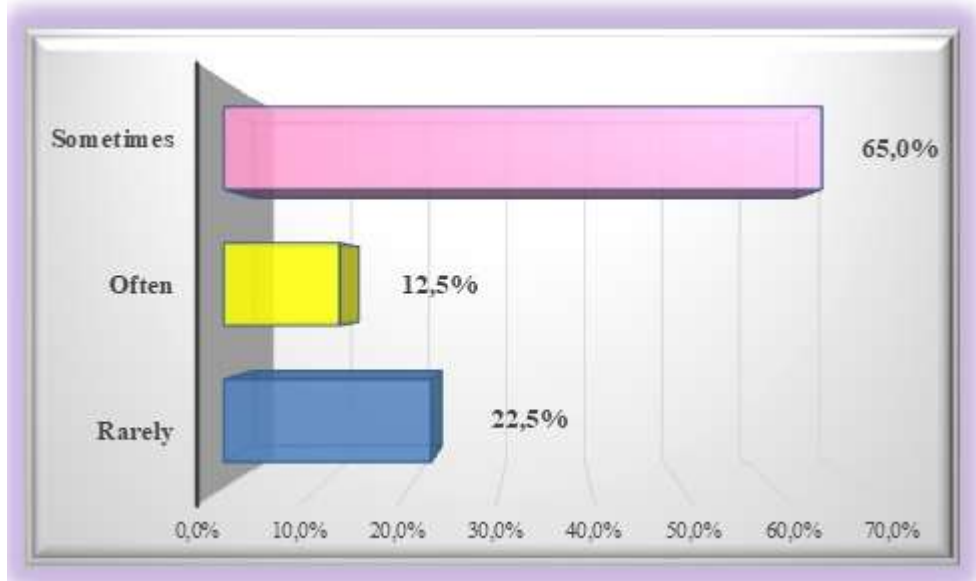


Figure 3. Are you losing interest in your usual duties?



References

1. Bazhenova, Natalia Gennadyevna, Natalia Mikhailovna Orlova, and Natalia Vitalevna Okuneva. "Occupational stress and emotional burnout of health professionals." The azimuth of scientific research: pedagogy and psychology 7.2 (23) (2018).
2. Georgieva E. Prevention of occupational stress. Communication portals. Dissertation for the award of scientific and educational degree Doctor. Sofia, 2017
3. Psychosocial risks and stress at work (<https://osha.europa.eu/en/themes/psychosocialrisks-and-stress>).
4. Rusinova V. 1998. Reliability of the Bulgarian adaptation of the occupational stress indicator. In: Sat. The Challenges of Stress, S., Ed. of the Ministry of Defense "St. G. Victorious ", 38-46.
5. Rusinova, V. Approaches, and models for the study of occupational stress. In a collection of articles I First National Conference of the Bulgarian Society for the Study and Combating Stress. CITUB. Sofia: 2003; 129–138.
6. Savova, Z. Prevention of stress and occupational exhaustion, Simolini 94, 2012.
7. Semenova NV, Vyaltzin AS, Avdeev DB, Kuzyukova AV, Martynova TS Emotional burnout in medical workers // Modern problems of science and education. - 2017. - № 2 .;
8. Hristov J. 2004. Epidemiology of stress in physicians and teachers in the transition period. Doctoral dissertation. Sofia.
9. Tsenova B. Psychosocial problems in the workplace: stress, burnout and psychological harassment. Physical Medicine, Rehabilitation, Health, 2004; 3-4: 18-26.
10. Tsenova, B., 2015. Stress and mental health at work - perspectives from the point of view of health, politics, and business, Health and safety at work, Volume 1, book, pp.13-25.
11. Yankova, G. 2017. Burn out among health care professionals. Prevention and management. Monograph. ed. MICRO TEST Ltd., p.127.
12. Yankova, G. 2020. Approaches to managing occupational stress and burnout in nursing practice. Management and education. Volume 16 (5), pp. 36-43.

13. Yankova, G., P. Asparuhova, E. Vladimirova. 2014. Social support - a buffer of occupational stress and burnout. In: Sat. reports from the 13th national scientific session for students and teachers. Pleven, pp. 240-249.
14. <https://bg.wikipedia.org/wiki/>.
15. <https://en.wikipedia.org/wiki/>.
16. Kiekkas P, Theodorakopoulou G, Spyrtos F, et al: Psychological distress and delusional memories after critical care: A literature review. *Int Nurs Rev* 2010; 57: 288–296.
17. Weibel L, Gabrion I, Aussedat M, Kreutz G. Work-related stress in an emergency medical dispatch center. *Annals of Emergency Medicine*, 2003; 41 (4): 500-506.