

護生的壓力源及調適技巧運用之探討

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摘要

本研究的目的是了解護生的壓力源及調適技巧的運用，並分析基本資料對此研究主題是否產生有意義的結果。本研究以二專夜間在職班及日間普通班學生在校曾修習過內外科護理學且至少有一次內外科實習經驗者為樣本，施以結構式問卷調查。問卷區分三大部份：壓力源、調適方式及基本資料。壓力源共 25 題，包括下列二次量表：「學業」、「生活問題」。調適方法共 28 題，包括下列五次量表：「正視問題並主動求援」、「參與活動藉而轉移注意力」、「退縮」、「逃避」、「藥物、酒精濫用、菸或性發洩」。基本資料包括「年紀」、「年級」、「宗教」、「婚姻狀況」、「子女數」等等。研究資料以 SPSS 10.0 版分析並應用單因子變異數分析 (One Way ANOVA) 及皮爾森積差相關 (Pearson's Product-Moment Correlation) 分析基本屬性與壓力源及調適方法之間的關係。研究結果如下：樣本所感受的壓力強度為 2.4，前十序位的壓力源多為學業壓力，例如：實習承受的責任、交報告、各種考試、功課份量、學業成績、花在讀書的時間、功課艱澀度、缺少休閒時間、校方對學生需求的反應、害怕學業成績不及格。壓力調適法多為正向調適法例如正視問題並主動求援或藉由活動轉移注意力的調適法為多，較少以負向調適機轉例如逃避、或藉由酒精、藥物、菸或性做為抒發管道，但退縮的調適方法卻也高居第二位。本研究樣本常用的調適法依序為找人聊天、把問題告訴朋友或家人、試著找出問題的癥結、省思問題、看電視或電影、尋求富有幽默性質的娛樂、直接採取行動解決問題、變的情緒不穩、易怒、散步、忍耐，待其自動消失。比較二專進修班及普通班學生的壓力程度及調適方法的應用，研究結果發現夜間部三年級在職班的壓力程度最高而調適情形也較日間部二年級普通班及夜間部二年級普通班為差。

關鍵語：壓力源、調適、護生

Perceived Sources of Stress and Coping Strategies in Nursing Students

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Abstract

Nursing training program is stressful reported by students. However, every individual responses to stress and coping strategies are varied. The purpose of this study was to identify the level of stress, sources of stress and coping methods in students who enrolled in a full time day program and those who enrolled in a part time evening program. In addition, the relationships between the phenomena and demographic were examined. The sample consisted of 123 nursing students who had completed their first medical-surgical clinical course. The questionnaire included three sections which were stressors, ways of coping, and demographic variables. The stressors consisted of two subscales that were ‘academic work’ and ‘personal factors’. The coping strategies were construct red by ‘problem- focused’, ‘meditate-exercise’, ‘withdraw’, ‘escapism’, and ‘drug-sex-alcohol’. Demographics included age, marital status, work, income etc.

Data were collected and analyzed by using the SPSS 10.0 package. Results of this study showed the level of stress was 2.4, clinical stressor was the most threatening encounter, followed by term paper, examinations, amount of classwork. The majority reported ‘academic work’ subscale was more stressful than ‘personal factors’ category. ‘talk to someone else’, ‘discuss the problem over with friends or family’, ‘try analyze the problem’ were utilized by the students. ‘problem-focused’ and ‘meditate-exercise’ coping strategies were reported frequently by the students. However, ‘withdraw’ was rated as the secondary coping skill. The third year part time night program students reported the highest level of stress and the worse results of coping.