

PSIHOLOGIE CLINICĂ

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EMOTIONAL OVERSTRAIN AS A FACTOR IN THE FORMATION OF MALADAPTATION AT STUDENTS OF MEDICAL COLLEGE

TRATAMENTUL TULBURĂRILOR EMOȚIONALE CA CONSECINȚĂ A INADAPTĂRII STUDENȚILOR COLEGIILOR DE MEDICINĂ

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Keywords: students, disadaptation state, adaptation readiness to teaching, psycho-emotional disorders, behaviors, anxiety, depression, aggression, hostility index.

Abstract

Disclosed the current state of the problem of the increase in disadaptation states at students of medical college and described pathopsychological mechanisms of their formation. The basic aspects of adaptation in violation of the medical college students: the psycho-emotional state, behavior patterns and the level of aggression of the index.

Termeni-cheie: studenți, stare de dezadaptare, adaptabilitate la predare, tulburări psiho-emoționale, comportamente, anxietate, depresie, agresivitate, indici de ostilitate.

Rezumat

Articolul dezvăluie starea actuală a problemei creșterii stărilor de dezadaptare la studenții colegilor de medicină și descrie mecanismele patopsihologice ale formării acestora. Aspectele de bază ale inadapării care se manifestă la studenții investigați sunt: starea psiho-emoțională, modelele de comportament inadapтив și nivelul înalt al indicelui de agresivitate.

The degree of social adaptation student at the college defines a set of factors: individual psychological characteristics of man, his personal, business and behavioral qualities, values, scientific activity, health status, social environment, family status.

The problem of adaptation to the conditions of college students is another of the important issues of general and to date is the traditional subject of debate. We know that young people adapt to college life - a complex and multifaceted process that requires the involvement of

social and biological reserves are not yet fully formed person.

Background tasks determined by process optimization "entry" in yesterday's pupil student relationship. Accelerate the process of adaptation to the new freshmen to their lifestyle and activities of psychological features of mental states that arise in educational activities at an early stage of study and identify pedagogical and psychological conditions for activation of the process is critical. However, the organization of training activities in the first year does not provide ap-

appropriate adaptation to the specific conditions of students of the college.

Health issue students is one of the most difficult and priorities at all stages of social development [4, 10, 11]. A special social status, specific conditions of work, life and lifestyle of students distinguish them from all other groups and make this group of extremely vulnerable in social terms, subject to the influence of negative factors of social life [8, 9].

Therefore, efforts to maintain and strengthen their health, do not give cause long-term success and need to find optimal ways to health management students. The significance of this problem is determined by its public importance, as the only healthy physically and morally generation can provide a progressive and progressive development of society, its security and international prestige. [1]

High mental and psycho-emotional stress, perception and processing of diverse information in a shortage of time and labor intensity discrepancy usefulness rest, especially during periods of sessions, intensive use of computer technology in the educational process are factors that provoke disadaptation states in students [7, 2]. Particularly relevant issue in this current situation, characterized by a significant decrease in quality of life for most people, and especially its vulnerable groups, which include students as well as reforms in the health system, accompanied by fundamental changes in the organization of health -social and preventive care. [5]

The adaptation of students to the new process of learning (Medical College) in modern conditions extends over the entire period of study in which isolated and some "critical points" which

correspond to different stages of training. They require maximum attention to the individual student, as the load on the adaptive resources during these periods is highest. Each period of adaptation to specialized training requires the mobilization of mental and physical resources of man. Hence the change of psychological, physiological, physiological functions and personality characteristics that determine the success of adaptation and adaptability as the property of the individual. [3]

Among the causes of disruption of adaptation to specialized and higher institutions of learning identified two groups of factors: external (exogenous) and internal (endogenous). Based on the proposed criteria for evaluating the success of adaptation to training activities, the following performance to adapt to the learning process in institutions for pre-university, university and post-graduate levels of education:

- A group of objective criteria, successful training activities (current and examination performance); Stability in learning the functional state of students (no abrupt changes in the state of physiological functions); no distinct signs of fatigue when performing training activities;

- Group subjective criteria: the satisfaction of the learning process; staff satisfaction and established relationships in it (psychological climate); display of students active in educational and social activities.

Physiological adaptation criterion pupils to special schools was a steady performance or improvements during the first half academic coupled with improved performance and stabilization of conditioned reflex activity of students,

autonomic performance and good academic achievement [6].

As criteria of social - psychological adaptation used features students staying in different spheres of life education, skills acquisition training activities, acquisition of friendly contacts with classmates, establishing trusting relationships with teachers, forming adequacy behavior.

“Subjective indicators” that reflects the satisfaction of the students stay in the educational institution serving the emotional response.

During maladjustment to learning refers to “a certain set of symptoms that indicate a discrepancy and socio-psychological, and physiological status of the individual training requirements of the situation, the mastery of which a number of reasons becomes difficult or sometimes impossible.” One of the most important problems of maladjustment to learning is “improper organization of educational process and psychosocial information overload” [6].

The second most important factor in violation of adaptation of pupils to learning, most researchers believe the quality of the individual. This is a violation of his emotional status, including psychological unpreparedness for school, emotional instability, anxiety and high stiffness, low level of motivational and volitional, depression.

Need to develop new approaches to the diagnosis and correction of the manifestations of maladjustment in students specialized medical institutions, the need for a systematic approach to their analysis because the state of maladjustment covers not only individual-level operation rights, but also the success of the whole person.

Objective: to develop criteria for early diagnosis and psychological treatment system states of mental maladjustment in students specialized medical schools, based on the study of phenomenology and determination of their mechanisms of formation pathopsychological.

Materials and methods. The study was conducted at the Medical College of Kharkov Medical Academy of Postgraduate Education. The study involved 258 students. The group intervention includes students who have symptoms of psychological maladjustment, according to the survey. Later were formed intervention group and control group.

The second stage examined individual psychological characteristics, psycho-emotional state of the scope and level of social functioning students, specialized medical schools.

Assessment of the emotional sphere was conducted using the methodology of “self-assessment scales situational and personal anxiety Ch.Spilberger” adapted Yu.L.Hanin and Beck Depression Inventori.

Research results. Initial analysis of the students specialized medical institutions showed the presence of distinct complaints to various areas of social functioning.

Analysis of complaints received during the initial study showed that students most common complaints about the general state:

- the feeling of fatigue in 93.58% and general weakness of 92.31%; complaints about the daily routine in a feeling of overload and lack 89.74% holiday 88.46%;

- complaints of failure in education found in 61.53%.

- complaints decreased performance - at 66.67%, the overall physical state - at 11.54%, sleep disorders - 15,38%, loss of appetite - in 14,10%, headache - at 8.97%, lower emotional background (low mood, frequent mood swings) - at 5.13%, pain in the heart - at 3.84%.

The relative satisfaction with the education process, which was observed in 61.53% was supplemented by selected faculty dissatisfaction at 17.95%.

In 30.77% observed poor relations in the team, to 28.21% frequent conflicts, 24.36% poor family relationships and 8.97% conflicts with teachers.

We were the results emotional state students. The highest reactive anxiety found in the first-year students (at 86.67%). While students in second year high reactive anxiety was observed in only 46.81%, which is the criterion of angular transformation of Fisher significantly less ($\phi_{emp} = 4.24 > 2.31 \phi_{kr}$, $\rho\phi < 0, 01$). But significantly more common moderate level of reactive anxiety third-group (at 27.66%), with $\phi_{emp} = 2.06 > 1.64 \phi_{kr}$, $\rho\phi < 0, 05$. According to the significant differences in the group of students from different years of study inherent high or moderate level of reactive anxiety.

Thus, high levels of reactive anxiety as a manifestation of stress reactions in student's strip depends on the proposed requirements of the institution, in turn, increases the level of emotional stress, exhaustion of resources and the general destabilization of the social functioning of the individual.

The next step was to identify depression as emotional state of the person. Depression is always implemented in the inseparable unity of mental and physical changes has some dynamics at different stages of depression.

Even in mild depression have some influence on various aspects of personality. An objective assessment of their condition leads to a subjective feeling of constant dependence on him and acts, in turn, one of the factors resulting in changes in patient perception of himself and the world. In the study of the emotional sphere, we have assessed the mood of students, its fluctuations during the day and adequate response to events that take place in their lives. Compatible with those obtained using a questionnaire A. Beck Depression was obtained objective assessment of the depressed state of the students in the learning process.

For students who have specific somatic complaints, emotional and professional conditions not typical expressive levels of depressive symptoms. That indicates the absence of comorbidity with other psychiatric disorders account. Some observed differences in distribution between a moderate level of depression: a second year student presence of moderate manifestations of depressive symptoms obtained in 19.5% (average of $17,34 \pm 1,42$), while first-year students - at 62.22% (average of $18,38 \pm 2,15$), with $\rho\phi < 0, 05$. Light levels of depression were 55.32% (average of $14,87 \pm 1,09$) students of the third year. The absence of depressive symptoms was observed in all 25.53% (average of $3,65 \pm 1,11$).

Thus, the typical student cognitive-affective symptoms of depression. For the first courses typical physical signs of depression, namely, dissatisfaction with appearance, decreased performance, sleep disturbances, fatigue and high concern for their health. For graduates characteristic concern for their future, unhappiness, guilt, irritability, weight in decision-making and instant action.

Conclusion. Summarizing the presence of complaints of the students may be noted that the highest percentage of students learning failure associated with the load capacity that they can not overcome, which in turn, reduces performance and manifests itself in constant fatigue and weakness. Also, special attention drawn to the fact that 89.74% of students were complaints after receiving a medical college. This fact indicates the presence of signs of psychological maladjustment of students in the first year of study, unconstructive restructuring activities and workloads and the rest of his life, which leads to exclusion.

The study showed the prevalence of psycho-emotional disorders in the studied contingent. These data suggest that alteration of physical activity at an early age makes the greatest contribution to reducing the quality of life of students. There is increased tension most psychological defense mechanisms, indicating the urgency of studying the mechanisms of adaptation of students to mental stress and the formation of constructive behaviors to traumatic situations.

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