

Examining the benefits of psychology classes for students' anxiety and stress

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Abstract

- Investigates if education from psychology classes will result in a reduction of stress and anxiety in students.
- Many research articles support the hypothesis that psychology can be used to reduce stress and that students who have attended classes and received education on the topic have a broader skill set to manage their stress and anxiety (Chiodelli et al., 2018; Gould et al., 2012; Majorga et al., 2016).

Literature Review

- Conley, Travers & Bryant (2012) studied stress reduction in first year college students. Findings showed that over time the intervention methods improved students stress management.
- Saleh, Camart, Sbeira, & Romo (2018) researched online university students. After 3 months of study the results showed a large increase in student's self-esteem and reduction in stress and anxiety.

Literature Review

Moix, Cladellas, Gayete, Guarch, Heredia, Parpal, Toledo, Torrent, & Trujillo (2021) focused on the mindfulness aspect of psychology. The findings supported their hypothesis that mindfulness helped student's anxiety and stress.

Mayorga, De Vries, & Wardle (2016) looked at counselors in training and how mindfulness could be used in a professional setting and training. The findings validated that mindfulness was reducing anxiety and stress and had a place outside of just university settings.



Research Question

- Does the education and knowledge a person receives through psychology classes give them skills and access to knowledge to better manage their own stress and anxiety?

Participants

- Recruited participants at rural university.
- Minimum desired numbers of 20 participants per group.
- Group 1 being non-psychology class participants.
- Group 2 being participants who have taken psychology classes or have previous education in psychology.



Measures

Perceived Stress Scale (PSS) (Cohen et al., 1983)

Jermann, F., Billieux, J., Larøi, F., d'Argembeau, A., Bondolfi, G., Zermatten, A., & Van der Linden, M. (2009). Mindful Attention Awareness Scale (MAAS):

Society and the Adolescent Self-Image (Rosenberg, 1989).

Generalized Self-Efficacy scale (Schwarzer & Jerusalem, 1995).

Expected Results

- Group 1 and Group 2 will have differing levels in stress and anxiety
- Both groups will show different levels in management and awareness of stress and anxiety in themselves
- A positive or negative correlation should be noticeable even with a small sample size

Limitations

- Limited time frame- Unable to test participants more than once.
- Limited population – Both size and availability
- Questionnaire size- Limited to prevent participant burn out when answering questions.
- Location- Rural University does have a diverse population but a small one.
- Resources- Unable to provide incentives to participate in study limiting recruitment.

References

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