EFFECT OFAUTOGENIC TRAINING ON STRESS AMONG NURSING STUDENTS AT COLLEGE OF NURSING, SRI RAMAKRISHNA INSTITUTE OF PARAMEDICAL SCIENCES, COIMBATORE

REG. No. 301225051

A Dissertation Submitted to

The TamilNadu Dr. M. G. R. Medical University,

Chennai-32.

In Partial Fulfillment of the Requirement for the

Award of the Degree of

MASTER OF SCIENCE IN NURSING

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Certified that this is the bonafide work of

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Submitted in Partial Fulfillment of the Requirement for the Award of the Degree of

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to The Tamilnadu Dr. M. G. R. Medical University, Chennai –32.

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ABSTRACT

An interventional study was conducted to assess the effect of autogenic training on stress among nursing students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore. Quasi experimental one group pretest - posttest design was adopted. Informed consent was obtained from nursing students after brief explanation of the study and intervention. A pre-test was done among 386 baccalaureate nursing students using the Student Nurse Stress Index Scale. By using stratified random sampling 71 nursing students were selected for the study. It includes 18 nursing students with mild stress, 31 with moderate stress, 20 with severe stress and 2 with extreme stress. Autogenic training was given for a duration of thirty minutes per session per day for one month. The level of stress was reassessed by Student Nurse Stress Index Scale. The findings of the study proved that autogenic training was effective in reducing the stress of nursing students.

Effect of Autogenic Training on Stress among Nursing Students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences

Health has been declared as fundamental human rights. It is a resource in everyday's life and is a positive concept emphasizing social and personal resources, as well as physical capacities, mental, intellectual, emotional and social health referred to a person's ability to handle stress. Our body and mind should function in a perfect state of balance with the surroundings. Health not only focuses on healthy body but also about sound mental health. Mental health is a state of wellbeing in which individual realize his or her own abilities to cope with normal stress.

Students are the future of our country. Each student is ideal and considered as an asset, who has to take responsibility of the country. Student period is a golden period, period of dreams and period to live out their role models. Student life is the most impressionable period of life. The foundation should be strong to stand in good way to lead future. Student's life has many benefits, but also comprises inevitable stressors. Each person's problems are unique based on current situations. College life is challenging and requires more effort than schools. Students spend most of the time in college and experiences more academic load.

Stress is a part of our life and will always be around us. Stress refers to a "state of affair" involving demand on physical and mental energy and is a condition or circumstance which disturbs the normal physiological and psychological function of an individual.

Chris Coney (2013), defined stress as confusion when one's mind over rides the natural instinct to slap the ever loving shit out of a person who clearly deserves it.

Veitch and Arkkeelin (2011), defined stress as a state that occurs when people are faced with demands from the environment around them to change in some way. It has been reported that the college students experience a significant amount of stress to adjust and thrive in an environment that offers many new experiences and challenges. There has been a dramatic increase in college student's stress level. Major stressors commonly shared by students include academic load, intrapersonal and interpersonal worries.

Aselton.P. (2012), conducted a survey regarding stress among college students. They classified stress into interpersonal, intrapersonal, environmental and academic stress. Interpersonal includes poor relationship with parents, peer groups, roommate conflicts and change in social activities. Intrapersonal relationship includes change in sleeping habits and eating habits, new responsibilities, financial difficulties, decline in personal health, death of family members and friends. Environmental includes facing new situation and fear of overcrowding. Academic stress includes increased workload, lower grade than anticipated and more responsibility.

Joseph Goldberg (2012), conducted a survey regarding common sources of stress among college students. Results shows that the sources of stress were, heavy workload with too much of responsibilities, poor time management, lack of decision making, unclear expectation of work and poor communication.

The most common sources of stress among nursing students are related to academic include workload and fear of failure. Other sources of stress include clinical sources such as fear of unknown situations and mistakes with patients or handling of technical equipments. Pulido-Martos et al (2012).

Harajyoti (2012), states that the most common sources of stress among nursing students are related to academic demands and clinical demands. Academic demands include fear of failure and high workload. Clinical demands of stress includes fear of unknown, new clinical environment, conflict between ideal and real clinical practice, unfamiliar with medical history, lack of professional nursing skills, unfamiliar patient's diagnosis and treatment, fear of making mistakes, giving medication to children, poor relationship with clinical staff and death of patients. Other problems are family and financial problems.

Benjamin Miller (2012), conducted a survey regarding sources of stress among nursing students. Results shows that money occupies 69%, academic stress 65%, socioeconomic status 61%, family responsibilities 57%, interpersonal relationship 56%, family health problem 52%, personal health problems 51% and clinical load 67%.

Lind et al (2012), states that a student may face many challenges and stressors. Among this nursing students are likely to experience more stress than their friends and colleagues enrolled in other programs. Some stress is normal but it becomes a problem when it impairs the student's studies and personnel life. Research studies shows that nursing is a high stress level occupation, where the nursing student faces challenging situations that often influence both his learning process and health conditions. Some of the major stresses for the nursing students include academic work load, heavy examination schedules, feeling of doubt about nursing as a career of choice, feeling of inadequacy and insecurity in clinical setting, personal inadequacy and fear of making mistakes. Long time of stress in nursing students or prolonged stress can cause memory problems and unable to concentrate in studies and excessive

stress in the clinical area make them feel moodiness and sense of loneliness and isolation.

Deckroal (2002), states that nursing students have a thirst in their professional environment for developing their knowledge base. This can be great source of stress for nursing students. It is not a stagnant process, it is a continuous process. Nursing students frequently complain of being “stressed out” and “overwhelmed” during the college period.

Selye’s (1976), explained the pattern of physiological events occurring during stress which was termed as general adaptation syndrome. It includes three stages which are alarm stage, resistance stage and exhaustion stage. In alarm stage, when stressors is perceived homeostasis slightly drops as the mind and body temporarily lose balance. In resistance stage hypothalamus stimulates sympathetic nervous system it leads to release of nor epinephrine and epinephrine. Increased respiratory rate, cardiac contraction, cardiac output, heart rate, blood pressure, gastric intestinal motility and sweat glands secretion. Decreased immune response and inflammatory response. In exhaustion stage adaptive energy is depleted which if prolongs causes death.

Stress cause physical, emotional, intellectual, social and spiritual consequences. Physically, stress can threaten a person’s physiologic homeostasis. Emotionally, stress can produce negative feelings about self. Intellectually, stress can influence a person’s perceptual and problem solving abilities. Socially stress can alter a person’s relationship with others. Spiritually, stress can challenge one’s beliefs and values.

Leodoro Jabien Labrague (2013), conducted a descriptive study and explored the level of stress, stressors and physio-psycho-social responses to stress among Filipino student nurses. Results indicated that stress is very common in nursing education and it may have an impact on the physio-psycho-social health of the students. The result shows the consequences of stress are increase in blood pressure, respiratory rate and heart rate, slow down of digestive system, muscle becomes tense, sleep deprivation, sweating, headache and back pain.

Stress management is one of the top most agenda in modern day society. It refers to wide variety of techniques to reduce the level of stress and improving everyday functioning. It promotes positive feelings and general well being. It is used to maintain when situations, people and events make excessive demands. Stress management helps to restore homeostasis to the body and impede the development of diseases and adaptation. It involves use of coping strategies in response to stressful situation. It can be used to reduce physical and emotional depletion, a negative attitude and self concept and feelings of hopelessness.

Stress is managed by different modalities like yoga, where individuals create balance in mental processes to bring about healing. It is used to relax and maintain good wellbeing. Guided imagery is a state of focused attention that encourages changes in attitude, behavior and physiological responses.

Relaxation techniques boost self-esteem, coping ability, sleep quality and reduces stress of the individuals. Nothing gives so much advantage over another as to remain always cool and unruffled under all circumstances. Many research studies shows positive effect on relaxation technique. It includes measures like progressive

muscle relaxation therapy, guided imagery, breathing exercises, yoga and meditation. It stimulate changes in body function such as heart rare, blood pressure, respiratory pattern, brain wave rhythm and pattern, blood flow, temperature, gastrointestinal motility and balance mental functions.

The term autogenic comes from the Greek word 'autos' means self and generous means 'produced by.' It is a powerful, successful and self healing technique. It is a mental manipulation of psycho physiological function.

Autogenic training has shown promise in helping students to reduce stress. Autogenic training can help to bring greater attention to the present, while avoiding the stress of future and past. Autogenic training is a relaxation technique which refers self regulation or self- generation. Our mind can influence body to balance the activity of sympathetic and Para sympathetic branches of autonomic nervous system. Autogenic training involves six mental exercises which include heaviness, warmth, breathing, calm heart, stomach and forehead. The exercises are performed in step by step manner through mental concentrations and self suggestion. When performing autogenic training thoughts are concentrated on relaxing the muscle by encouraging the body to feel heavy and warmth, then working on controlling heart rate, the next thoughts are occupied by slowing the respirations then focus on feeling warmth in the abdomen and feel cool in the forehead. Kanji et al (2006).

Kern (2002), suggests that autogenic training has the characteristics of both mental and physical relaxation. It allows the mind to calm and tapping into one's own feelings. Autogenic training is experienced as a pleasant relaxation technique. It is simple and cost effective.

Kanji (1997), states that a person can acquire a new and successful manner of thinking and living by autogenic training. Linden (1990), describe autogenic training is one of the most effective and comprehensive method of reducing stress. Thus it is important to reduce stress to develop self esteem as well as management of emotion and stress.

1.1. NEED FOR THE STUDY

Teenage, is a period of transition between adolescents and adulthood. It is a crucial, critical and energetic age. It has the ability to break all the records of prosperity and destruction as well. In this period teen feels more cheerful which can lead to good as well as bad depending upon their surroundings. Most of the nursing students are usually in the stage of the teens.

Awadh Dubey (2011), states that the event happens in an individual's teens leaves a permanent imprint affecting their personality and future throughout the life. Naturally teenagers are filled with mixed emotions and challenges with physical, mental, social and cognitive changes. Physical changes in girls which include changes in body shape, height, breast development, growth of pubic and body hair. Physical changes in boys include changes in height, weight, growth of body hair, growth of testis and changes in voice. Mental changes include showing strong feelings, increased sensitivity to emotions, more self conscious and arguments, change in relationship and spend more time with peer groups rather than family. Social change include searching self identity, seeking more independence, looking new experience, thinking more about right or wrong and exploration of sexual activity. In Cognitive they develop greater capacity to think logically and abstractly.

The problems faced by current teenage population are teenage pregnancy, nutritional problems like malnutrition, obesity, anemia, eating disorders and behavior problems like drug addiction, drinking alcohol and tobacco usage, sexually related problems, pre menstrual symptoms, academic stress, family stress, peer pressure, depression, violence, accidents and other problems like occupational diseases and delinquency problems. Top five major sources of stress were detected among nursing college students includes change in sleeping habits, vacation, breaks, increased workload and new responsibility.

Damayanti Dutta (2011), conducted a survey on secret life of Indian teens and released her report in India Today. The researcher concludes that 70% teens report stress, 70% shows depression, 66% faces problems by using mobiles, 50% drink alcohol, 48% reports suicidal tendency, 30% reports poor relationship with parents and 14% were tobacco users.

American psychological Association and American Institute of Stress (2013), estimated that 51% of students experienced headache, 34% of upset stomach, 30% of muscle tension, 23% of changes in appetite, 17% of teeth grinding and 13% felt dizzy. The study shows that 50% of students experienced anger and irritability, 45% felt nervous, 45% felt lack of energy, 35% felt of crying.

A study conducted in India revealed that about 10% to 30% of university students are having high stress and nearly 30% of them leave college or university without completing the studies. A lead author and Director of Maharishi University of management brain research centre states that pressure of stress can be overwhelming. 19% of college students report clinical Depression, 13% of report high level of

anxiety. Indications are there that 75% of human diseases are caused by stress experienced by people.

A cross sectional survey was conducted in India with 145 nursing students using General Health Questionnaire with Eysenck Personality Questionnaire and The Bell`s Adjustment Inventory to investigate psychological distress, personality problems and coping strategies among nursing students studying in College of Nursing, Christian Medical College Vellore. The result of the study indicated that only 30 participants (20.7%) of the 145 students reported high scores on the General Health Questionnaire and others are significantly associated with having neurotic personality and adjustment difficulties in different areas of functioning.

Krutarth Ramallah (2013), conducted a cross sectional study showed that 85 students experienced stress out of 200. Females students reported higher prevalence of stress than males.

Teenagers are neither children nor adults. They develop rapidly and have an extreme degree of pressure from peers, parents, society and self. They lack in knowledge and skills to cope with pressure. The uncoped problems of teenage are sexual abuse, alcoholism, usage of tobacco and drugs, smoking, teenage pregnancy, accidents, violence and academic stress, The National Youth Risk Survey (2011) reports that stress causes 70% teens to become alcoholic, 50% people use tobacco, 30% die because of interpersonal violence. They are deviated from academic performance. Poor coping mechanism leads to frustration, disappointment, crime, anti-social behavior and they are exploited as domestic servants, shoe-shiners and carpet weavers.

Issac Eliaz (2011), states that stress management in everyday's life is vital for maintaining overall health. It can improve our mood, boost immune function and promote wellness. Regular exercise release stress busting endorphins increase self confidence and lower the symptoms associated with stress and anxiety. Meditation, which encourages relaxing mind and improving sense of honesty and compassion rather than judgments and criticism.

Jon kabat (2011), defined mindfulness therapy as a paying attention in a particular way to divert present moment to reduce stress. It is successfully achieved by not doing only by observation.

An experimental study was conducted to assess the effectiveness of 10 sessions, 4 weeks stress management program among 18 nursing students of Texas Women's University, Canada. It included sessions on progressive relaxation, deep muscle relaxation and visual imagery. 10 nursing students served as the experimental group and the remaining as the control group. Result showed that stress management program is an effective way to reduce stress among nursing students

An experimental study was conducted to assess the effectiveness of stress coping program namely mindfulness meditation on stress, anxiety and depression among 41 nursing students in Korea. It was concluded that a stress coping program based on mindfulness meditation was an effective intervention for nursing students to decrease their stress and anxiety, and could be used to manage stress among student nurses.

Cindy et al (2013), conducted a systemic review on multimodal training programs for the management of emotional stress. The study concluded that autogenic

training, mindfulness therapy, cognitive behavior and meditation were effective in reducing stress.

Shashank (2013), conducted a comparative study among students of medicine, engineering and nursing. The result showed stress as an entity is universally present among all three streams. Several evidence based relaxation technique are available to reduce stress. Relaxation Therapy is one of the best remedial measures to overcome the stress, which focus on the homeostasis of autonomic nervous system.

Julie (2011), conducted a study on reducing level of stress. The study concluded that relaxation technique helps nursing students to cope with academic and clinical load.

Nancy Jane coloway (2007), states that autogenic training is a self regulative exercise which restores the balance between the activity of sympathetic and parasympathetic branches of autonomic nervous system. It improves wellbeing and mental status, personal efficiency, successfulness and self esteem, helps in change behavior and bad habits also. It consists of six mental exercises which include heaviness, warmth, calm heart, breathing, stomach and cool forehead.

Kanji .N. et al (2006), conducted a comparative study to determine the effect of autogenic training and laughter therapy in reducing stress among nursing students in University college of United Kingdom. A randomly controlled trail with three parallel groups was selected with 93 nursing students. One intervention group received 4 weeks session of autogenic training, second group received 4 week session of laughter therapy and third group received no intervention. The results conclude that autogenic group was more effective in reducing stress.

The researcher, during her nursing education programs realized that the nursing education curriculum generated a considerable amount of stress and anxiety. Being empathetic to this issue, the researcher feels that, Autogenic training will help the nursing students to handle the inevitable pressures they face in their day- to -day life. This has motivated the researcher to take up the study.

1.2. STATEMENT OF THE PROBLEM

EFFECT OF AUTOGENIC TRAINING ON STRESS AMONG NURSING STUDENTS AT COLLEGE OF NURSING, SRI RAMAKRISHNA INSTITUTE OF PARAMEDICAL SCIENCES, COIMBATORE.

1.3. OBJECTIVES

1. Assess the level of stress among nursing students.
2. Implement autogenic training for nursing students with stress.
3. Assess the level of stress among nursing students after autogenic training.

1.4. OPERATIONAL DEFINITION

1.4.1. EFFECT

Effect refers to the changes in the level of stress among nursing students after autogenic training.

1.4.2. AUTOGENIC TRAINING

Autogenic training refers to a self regulating relaxation technique which allows to control stress by training autonomic nervous system. It involves six

components including heaviness, warmth, calm heart, breathing, stomach and cool forehead done for a duration of thirty minutes per session per day for one month.

1.4.3. STRESS

Stress refers to the emotional feeling which disturbs the academic performance, clinical performance, intrapersonal and interpersonal relationship of nursing students when assessed by Student Nurse Stress Index Scale.

1.4.4. NURSING STUDENTS

All the Students who are studying Baccalaureate program in Nursing at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.

1.5. CONCEPTUAL FRAMEWORK

Conceptualization is a process of forming ideas, which utilizes and forms a conceptual framework for the study. It is the abstract logical structure which enables the researcher to link the findings to the nursing body of knowledge. The conceptual framework used for the study is based on general system model approach. General system theory serves as a model for viewing man as interacting with the environment. It was developed by Bertalanffy (1968) and modified by J. W Kenny and named as open system. It is made up of separate components. The components are interacted and share a common purpose to form a whole. An open system as human organism or process like the nursing process interacts with the environment, exchanging information between system and environment. The main concept of general system theory is input, throughput, output and feedback.

INPUT

It refers to any form of information, energy or material that enters into system through boundary from the environment. In this study researcher assessed the level of stress by using Student Nurse Stress Index Scale and demonstrated autogenic training among nursing students.

THROUGHPUT

It is the uses of input (i.e.) energy matter and information for the maintenance of homeostasis of the system. In this study researcher implemented autogenic training to nursing students with stress at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore, for a duration of thirty minutes per session per day for one month. It consists of six mental exercises which include heaviness, warmth, calm heart, breathing, stomach and cool forehead.

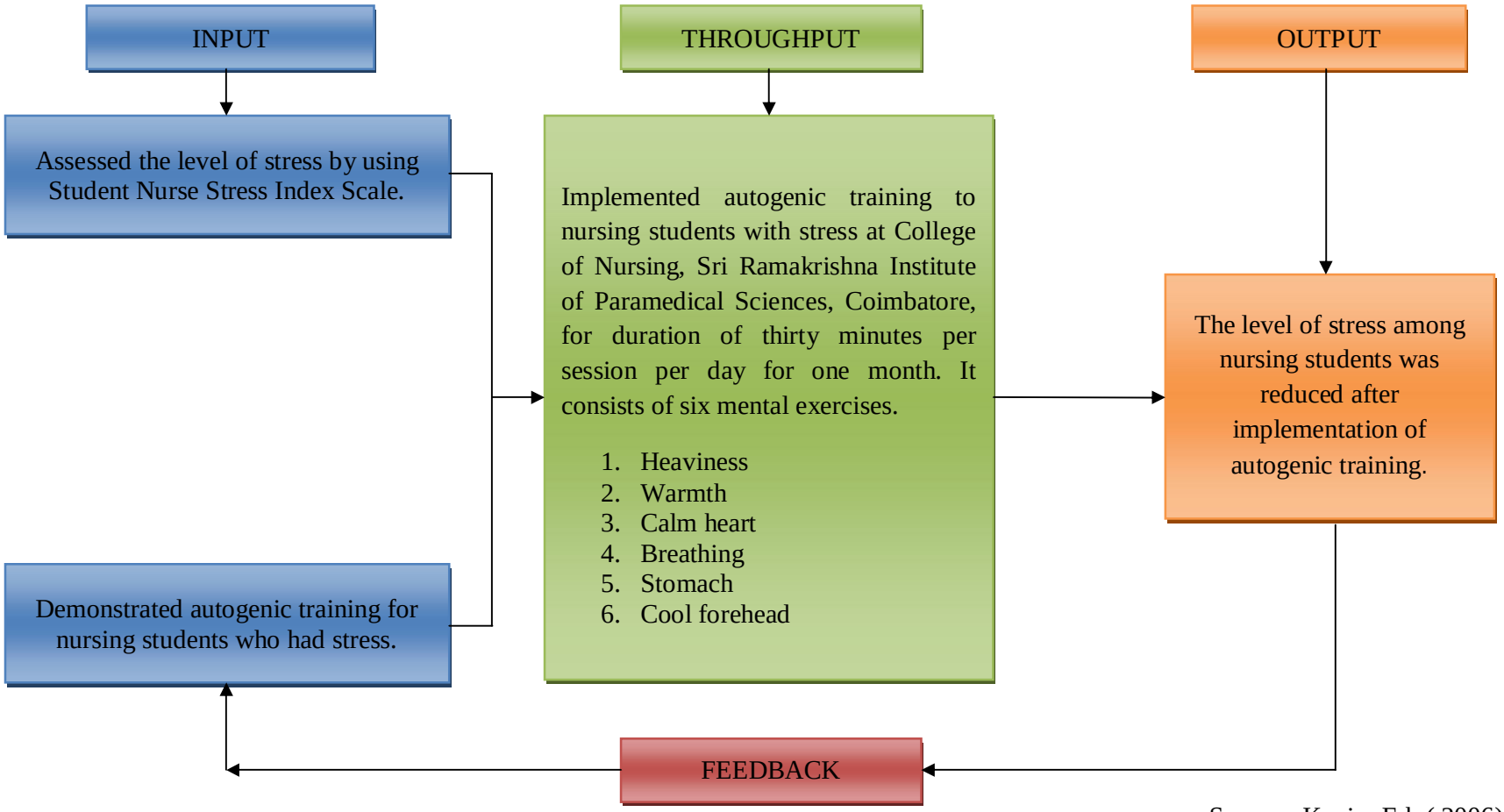
OUTPUT

It refers to energy, information or material. As a result of throughput, energy, information or material are continually processed through system and released as output in this study. The output of the study was reduction in the level of stress among nursing students after implementation of autogenic training.

FEEDBACK

It refers to the process by which information is received at each stage of the system and feedback guide evaluation. The study showed that there was reduced stress level among nursing students, which acts as the feedback.

FIG.1.1 CONCEPTUAL FRAMEWORK BASED ON GENERAL SYSTEM THEORY LUDWIG VON BERTALANFFY (1968)



Source : Kozier Erb,(2006)

1.6. PROJECTED OUTCOME

The autogenic training will reduce the level of stress among nursing students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.

REVIEW OF LITERATURE

A literature review is considered as a critical point of current knowledge. It can inspire new research ideas and help to lay the foundation for further studies. It includes both theoretical and methodological contribution to a particular topic. The review of literature is designed to disseminate appropriate information pertaining to the topic being studied. The scope of the literature review is to narrow the relevant sources.

The literature reviewed by the researcher was based on the following:

2.1. Literature related to stress among nursing students.

2.2. Literature related to management of stress among nursing students.

2.1. LITERATURE RELATED TO STRESS AMONG NURSING STUDENTS

Krutarth Ramallah Baahmbhatt (2013) conducted a study to assess the prevalence of stress and find out the sources of stress among baccalaureates nursing students. Data was collected with the help of self administered questionnaire using Perceived Stress Scale, Which included components like academic, health related and psychological stressors containing 33 items. Totally 200 students completed the questionnaire. Overall prevalence of stress among study participants was found to be 42.5% (85 students out of 200). Female students reported higher prevalence of stress than males. Researcher concludes high levels of perceived stress existed in the first and second year baccalaureate nursing students. Frequency of examination, performance in examination and academic curriculum was reported as important academic stressors. High parental expectations, lack of entertainment in the institution

and quality of food in mess were reported as important psycho-social stressors by the students.

Georgia (2013), conducted a study in Department of Nursing of the Technological Educational Institute of Thessaloniki to determine the prevalence of depressive symptoms and suicidal ideation among nursing students in Greece. He randomly selected 142 nursing students. The Beck Depressive Inventory was administered. The result shows 43.9% of them experienced depressive symptoms and 88% of the total sample reported no thoughts of suicide. The above results urge health professionals to better understand the difficulties of nursing students. At the same time, relaxation technique can help nursing students to cope with academic stress, fears about their future, personal problems and adjust better to the demands of the nursing program and practice.

M.Pulido Martos et al (2011), conducted a systemic review to identify the sources of stress in nursing students and the evolution of stressors during training in nursing competencies. Author concluded the most common sources of stress are related to academic load, clinical load and family problems.

Srivasta et al (2011), conducted a descriptive study to assess the mental health of the nursing students in United kingdom among 400 nursing students. Stress was measured by Modified Life Events Inventory Questionnaire. The result shows 44.7% were stressed due to workload, 31.3% were stressed due to dissatisfaction with studies and about 72% were stressed due to staying away from family, 34.7% due to debt, 20.7% due to major illness and 13% due to death of family members or friends, 24.5% students had anxiety and 60% reported depression.

Ross Shannon et al (2008), conducted a descriptive study to assess the sources of stress among undergraduate nursing students using Student Stress Scale and State Trait Anxiety Inventory. The result shows 38% of the stressors were intrapersonal, 19% interpersonal, 15% academic and 28% environmental. Author concluded that stress in college settings cannot be eliminated and it can be managed by better relaxation techniques.

Roger Watson et al (2007), conducted a descriptive study to assess the stress and burnout among nursing student using General Health Questionnaire and Mash Shall Burnout Inventory. Author concluded that nursing program leads to increase level of stress, burnout and psychological morbidity related to individual personality and coping traits.

Nail D. Galbraith (2006), conducted a descriptive study to assess stress among nursing students in Kolar. 50% were B.Sc nursing students and 50% were diploma nursing students. The study revealed that 80% of nursing students fall in the age group of 20-21 years, 16% of students falls between 22-23 years, 3% of students in 24-25 years and 94% were from nuclear families, 88% passed in the previous examination, 46% were having high stress score and 72% were having poor well being. The result shows most common sources of stress related to academic load, clinical load and family problems. The author suggests nursing students should be able to handle the stress by appropriate relaxation technique.

San Jose (2006), conducted a pilot study in California University School of Nursing. Stress of the nursing students was measured with Strait Trait Anxiety Inventory. The result showed that nursing students experienced stress due to clinical

practices, study time and financial problems. The researcher suggests relaxation technique to manage stress.

Mustafa et al (2006), conducted a study to examine the level of stress among baccalaureate nursing students and to highlight the possible predicting factors. Data were obtained from 373 students using a self administered questionnaire, which included questions on socio demographics, list of possible stressors, perceived stress, physical wellbeing factors, anxiety and depressive symptoms. The prevalence of high stress, anxiety and depression were 40.2%, 46.6% and 27.9% respectively. On average each student reported a mean of 4.6% stressors and academic pressures were the most frequent stressors. The study concludes a call for introduction of stress management program into the nursing health services.

Mary Lelia Baker (2006), conducted a descriptive study to assess nursing student's stress at California State University of San Marcos. The online survey included demographic data, Student Nurse Stress Index Scale and Marlowe-Growne Social Desirability Scale. The result suggested that increase in study time, clinical time and financial crisis are the sources of stress. The study concluded that counseling can help nursing students cope with academic stress, fears about their future, personal problems and adjust better to the demands of the nursing program.

2.2. LITERATURE RELATED TO MANAGEMENT OF STRESS AMONG NURSING STUDENTS

Paul Ralanasiripong et al (2012), conducted a study to examine the effect of biofeedback intervention for stress and anxiety among nursing students. He randomly assigned 30 nursing students in experimental group and 30 nursing students in control

group for five week intervention. The measures include Perceived Stress Scale and State Trait Anxiety Scale. The researcher concludes the biofeedback relaxation technique has short term effect on alleviating stress among nursing students.

Schwarze and Markjason (2011), conducted a study to examine the effect of mindfulness based cognitive therapy in individual session in reducing self reported stress and increasing self reported mindfulness level of nursing student in North America South Eastern University. Perceived Stress Scale and Mindful Attention Awareness Scale were used to collect baseline data and completed six weeks of a modified mindfulness based cognitive therapy intervention with five nursing students. The results indicated that modified mindfulness based cognitive therapy intervention reduced stress among nursing students. The study concludes that attention should be devoted to develop comprehensive guidelines for effective partnership between college counseling centers and professional relaxation training program.

Diane K. Leggett (2010), conducted a study to examine the effect of mindfulness therapy on stress among nursing students. He randomly assigned 50 nursing students in experimental group and 50 nursing students in control group. The result shows mindfulness has positive effect on reducing stress. The study concludes that increasing feelings of confidence lead to a more rewarding educational experience in nursing management.

Jane Bird and Christine Pinch (2010), describes autogenic training is a method of quick and easy mental exercises, which bring about a state of deep relaxation and mental calming. This simple form of self-help can have very powerful effects. These are efficient processes that can be accessed by autogenic training to help and handle

the normal stresses and strains of life. Autogenic training is also used to treat physical and emotional symptoms of stress and for illnesses exacerbated by stress. Autogenic training is a skill for life which primarily improves physical and mental wellbeing. It also enables us to develop our potential for personal growth, creativity and spirituality. This simple form of self-help training is a good measure to reduce stress among professional in sitting place itself.

Braganza Amy (2009), conducted a study to examine the effect of relaxation technique among nursing students of selected nursing colleges in Mangalore. The researcher selected nursing colleges by cluster sampling method and selected 60 nursing students by using simple random sampling. 30 students were in experimental group and 30 students were in control group. Stress was measured by Stress Assessment Rating Scale. Relaxation technique was provided for a period of 15 days. The study shows that the relaxation technique reduced stress among them.

Corey.s.Mackenzic (2006), conducted a study on mindfulness based stress reduction intervention for nurses and nurses aides. He randomly selected 30 nursing students. The study involved the development and evaluation of a brief 4 week mindfulness intervention. He assigned 15 nursing students in experimental group and 15 in control group. Stress was assessed by Perceived Stress Scale. The study suggests that mindfulness therapy is a promising method for helping those in the nursing profession to manage stress.

Shalini Hurgobin (2006), investigated the effect of autogenic training on stress among nursing students in University of Zululand. The experimental group consisted 25 nursing students, who received autogenic training weekly for a period of 4weeks.

The control group had no intervention. Beck Anxiety Inventory and perceived stress scale were administered to both groups prior to and immediately after the 4 weeks interventions. The results of the study showed a significant reduction in stress within the experimental group over time. In addition, there were significant increases in total psychological well-being and environmental mastery within the same group over time. On the other hand, between groups comparisons indicated that the participants receiving autogenic training showed a statistically significant improvement in the subscale positive relations with others. The experimental group also reported additional benefits. These included improved sleep, a feeling of wellbeing in control, increased energy levels, clarity of thoughts, better control over emotions, deeper relaxation and improved self-awareness.

Kanji .N. et al (2006), conducted a comparative study to determine the effect of autogenic training and laughter therapy in reducing stress among nursing students in University college of United Kingdom. Randomly controlled trial with three parallel groups were completed with 93 nursing students. One intervention group received 4 weeks session of autogenic training, second group received 4 week session of laughter therapy and third group received no intervention. State Trait Anxiety Scale and Maslach Burnout Inventory were used to assess stress level. The study concluded that autogenic training has higher effect in alleviating stress among nursing students.

Ernst et al (2005), conducted a study to examine the effect of mindfulness on stress, anxiety and depression among nursing students in Korea. He randomly assigned 20 nursing students in experimental group and 20 nursing students in control group. He measured stress with Perceived Stress Scale, anxiety with Speieberger's State Trait Anxiety Scale and depression with Beck Depression Inventory. The result

shows academic load, clinical load and financial problem are the common sources of stress, anxiety and depression. The author suggests mindfulness was an effective intervention to reduce stress, anxiety and depression.

Georgia Sutherland et al (2005), conducted a study to explore the effect of autogenic training on health related quality of life and wellbeing of people with stress. He randomly assigned 11 participants in experimental group for 10 weeks session and no intervention to control group. The measures include Health Related Quality of Life and Perceived Stress Scale. The result shows the sources of stress as physical and emotional problem of nursing students. The study found that autogenic training group reported more energy and active than control group.

Mufamatsix et al (2005), conducted a study to examine the effect of autogenic training on stress among nursing college students in Tokyo. Stress was assessed by General Health questionnaire. He randomly assigned 30 college students in experimental group and control group respectively. The students in experimental received 30 minutes session of autogenic training once a day for four weeks. The result showed a positive effect of autogenic training to reduce stress among college students.

The above mentioned literature suggests autogenic training is as an effective non pharmacological intervention for the reduction of stress among nursing students.

METHODOLOGY

The present study was designed to evaluate the effect of autogenic training on stress among nursing students. This chapter deals with the overall plan of the research process and deals with description of the research approach, design, settings, population, criteria for sample selection, sampling technique, development and description of tool, procedure for data collection and plan for analysis.

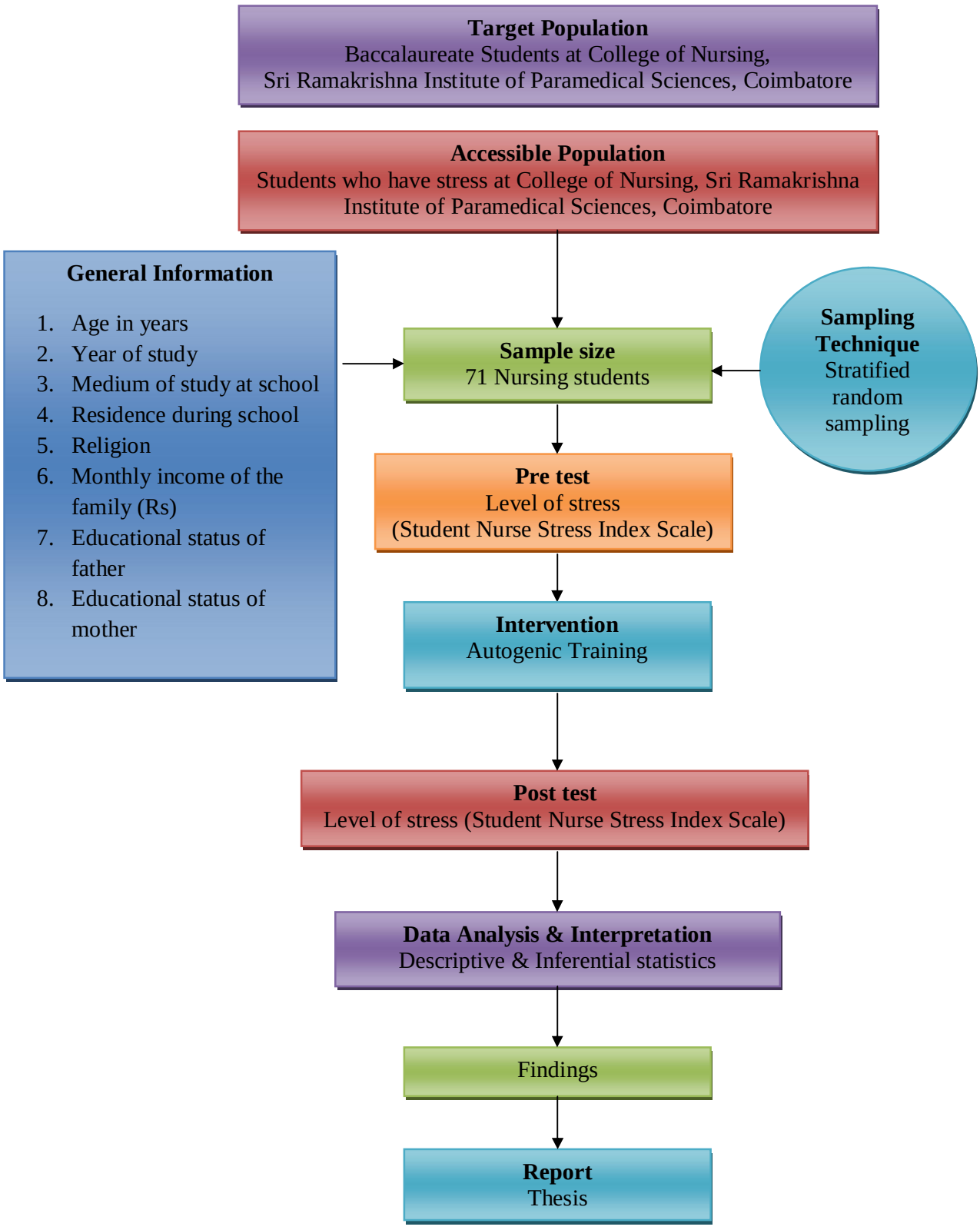
3.1. RESEARCH APPROACH

The present study aimed at determining the effect of autogenic training on stress among nursing students. Hence, a quantitative research approach was considered to be appropriate for the study.

3.2. RESEARCH DESIGN

Quasi experimental one group pre test-post test design was adopted to evaluate the effect of autogenic training on stress among nursing students.

FIG 3.1 SCHEMATIC REPRESENTATION OF RESEARCH DESIGN



3.3. SETTINGS

The study was conducted at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore. A total of 455 nursing students are studying in the College. The 386 students studying Baccalaureate program were distributed as 98, 94, 98 and 96 students in B. Sc (N) I, II, III and IV year respectively. A total of 37 Post Basic Baccalaureate nursing students were there, distributed as 10 and 27 in I and II year respectively. Regarding Post Graduate students, 15 students were studying in I and 17 students in II year. The medium of instruction is English.

3.4. POPULATION

The target population for the present study was baccalaureate nursing students with stress at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.

3.5. CRITERIA FOR SAMPLE SELECTION

The samples were selected based on the following inclusion criteria

3.5.1. Inclusion Criteria

1. Nursing students who were willing to participate in the study.

3.5.2. Exclusion Criteria

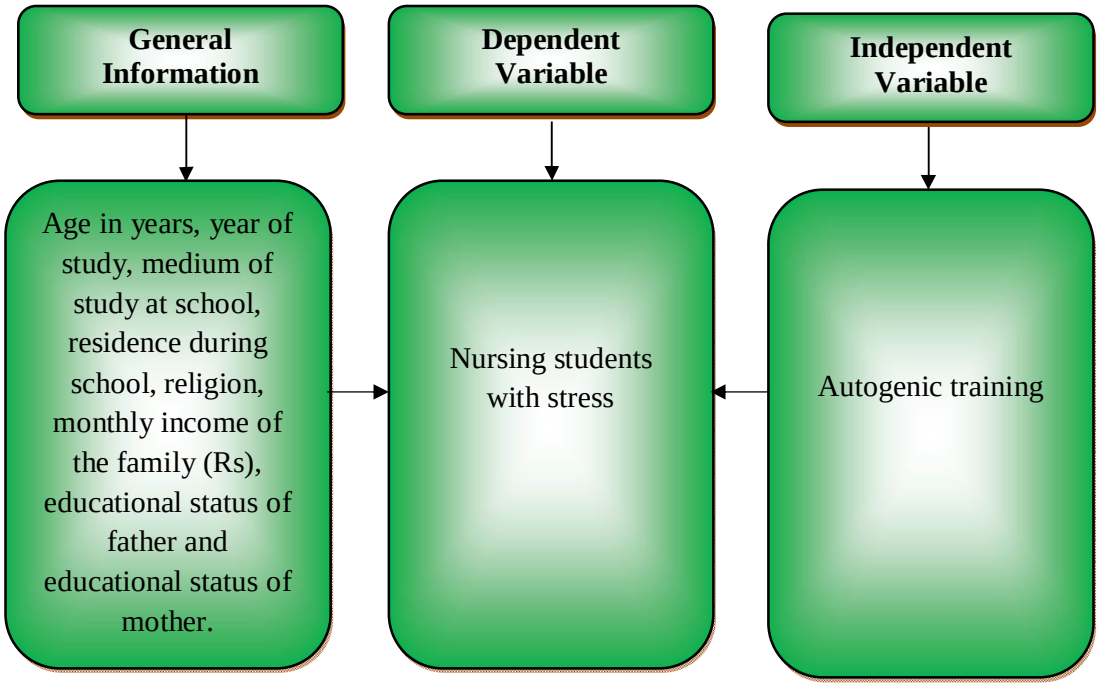
1. Nursing students who were not residing in the hostel.

3.6. SAMPLING

Among 386 nursing students 97 nursing students had mild stress, 169 nursing students had moderate stress, 107 nursing students had severe stress and 13 nursing students had extreme stress. The Sample size was 71, which was determined by Mahajan formula. By using stratified random sampling 18 nursing students from mild stress, 31 nursing students from moderate stress, 20 nursing students from severe stress and 2 nursing students from extreme stress were selected.

3.7. VARIABLES OF THE STUDY

The independent variable of the study was autogenic training and the dependent variable was stress.



3.8. MATERIALS

The tool consists of three sections.

Section 1: General Information

Section 2: Student Nurse Stress Index Scale. (Jones and Johnston, 1997)

Section 3: Autogenic Training

3.8.1 General Information This includes age in years, year of study, medium of study at school, residence during school, religion, monthly income of the family (Rs), educational status of father and educational status of mother.

3.8.2 Student Nurse Stress Index Scale Student Nurse Stress Index Scale was formulated by Jones and Johnston in 1997. The Student Nurse Stress Index was a self administered questionnaire. It contains four main aspects which measures stress such as academic load with 9 items, clinical load with 7 items, personal problems with 6 items, interface worries with 3 items. Each items assess the level of stress as no stress, mild stress, moderate stress, severe stress and extreme stress.

Scoring The scores are calculated as no stress-1, mild stress-2, moderate stress-3, severe stress-4 and extreme- 5. The total score was calculated by adding score of each answer. The score ranges from 25-125.

Interpretation

Score of 25	-No stress
Score of 26-50	-Mild stress
Score of 51-75	-Moderate stress
Score of 76-100	-Severe stress
Score of 101-125	-Extreme stress

Validity and Reliability The reliability over a period of 2 weeks revealed correlation of 0.85 and 0.88, indicating excellent stability. The tool demonstrates concurrent, predictive and construct validity using known groups (Strahan and Gerbasi, 1999).

3.8.3. Procedure

Autogenic training was developed by German physician, Johannes Schultz and it was first published in the year 1932. Autogenic which means self regulation or self generation, refers to the way in which your mind can influence the body to balance the self regulatory system that control circulation, breathing, heart rate and stress. Autogenic training allows to control stress by training autonomic system to become relaxed, which done for a duration of thirty minutes per session per day for one month.

PRE PREPARATION

Researcher assessed the level of stress for nursing students by Student Nurse Stress Index Scale, explained to the participants about influence of autogenic training

in reducing stress and the components of autogenic training by audio CD. Demonstrated in front of nursing students. The exercise consists of six mental components. The following were explained in step by step.

STEP -1

HEAVINESS-(5MINUTES)

- My right arm is getting heavy
- My right arm is getting heavier and heavier
- My right arm is completely heavy
- I feel completely calm in my right arm
- My left arm is getting heavy
- My left arm is getting heavier and heavier
- My left arm is completely heavy
- I feel completely calm in my left arm
- I feel completely calm in both arms
- My right leg is getting heavy
- My right leg is getting heavier and heavier
- My right leg is completely heavy
- I feel completely calm in right leg
- My left leg is getting heavy
- My left leg is getting heavier and heavier
- My left leg is completely heavy
- I feel completely calm in left leg
- I feel completely calm in both legs

STEP-2 (5 MINUTES)

WARMTH

- My right arm is getting warm
- My right arm is getting warm and warmer
- My right arm is completely warm
- I feel completely calm in my right arm
- My left arm is getting warm
- My left arm is getting warm and warmer
- My left arm is completely warm
- I feel completely calm in my left arm
- I feel completely calm in both arms
- My right leg is getting warm
- My right leg is getting warm and warmer
- My right leg is completely warm
- I feel completely calm in right leg
- My left leg is getting warm
- My left leg is getting warm and warmer
- My left leg is completely warm
- I feel completely calm in left leg
- I feel completely calm in both legs

STEP-3

CALM HEART (5 MINUTES)

- My chest feels warm and pleasant
- My heart beat is calm and steady
- I feel completely calm

STEP -4

BREATHING – (5 MINUTES)

Inhale counting -1	Exhale counting-1, 2
Inhale counting-1, 2	Exhale counting-1, 2, 3
Inhale counting-1, 2, 3	Exhale counting-1, 2, 3, 4
Inhale counting-1, 2, 3, 4	Exhale counting -1, 2,3,4,5

STEP-5

STOMACH-(5 MINUTES)

- My abdomen is flowing warm
- I feel completely warm

STEP -6

COOL FORE HEAD (5 MINUTES)

- My forehead is pleasantly cool
- I feel completely cool

POST PROCEDURE CARE

At the end the session the participants had to close their eyes for two minutes to prevent sudden falling. Documentation of procedure and observe for any discomfort after the procedure.

3.9. HYPOTHESIS

H_1-There is a significant difference in the level of stress among nursing students before and after autogenic training.

3.10. PILOT STUDY

The pilot study was conducted to check the feasibility, practicability, validity and reliability of the tool. The study was conducted in College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore. The duration of data collection period was 10 days. Purposive sample of 30 Post Basic Baccalaureate nursing students were selected for the study. The Student Nurse Stress Index Scale was administered to assess the level of stress before implementing the intervention. The intervention was done for a duration of thirty minutes per session per day for one month. On the 10^{th} day, level of stress was reassessed by the same scale.

3.11. MAIN STUDY

The main study was conducted for a period of a month. Initially, the level of stress among nursing students at College of Nursing was assessed by Student Nurse Stress Index Scale. Among 386 nursing students 97 nursing students had mild stress, 169 nursing students had moderate stress, 107 nursing students had severe stress and 13 nursing students had extreme stress. The Sample size was 71, which was determined by Mahajan formula. By using stratified random sampling 18 nursing students from mild stress, 31 nursing students from moderate stress, 20 nursing students from severe stress and 2 nursing students from extreme stress were selected for the study. One group pre test- post test design was adopted in this study. Autogenic training was implemented for a duration of thirty minutes per session per day for one month. The level of stress was reassessed by Student Nurse Stress Index Scale.

3.12. TECHNIQUES OF DATA ANALYSIS

A frequency table was formulated for all significant information. Descriptive and inferential statistical methods were used for data analysis. Descriptive statistics applied for general information analysis. Inferential statistics was applied to identify mean, standard deviation, mean percentage and mean difference. Paired’t’ test was used to find the effect of autogenic training on reducing stress among nursing students.

DATA ANALYSIS AND INTERPRETATION

The effect of autogenic training on stress among nursing students were assessed and analysed by using the collected data. The study was conducted among 71 nursing students at Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore. The Stress was assessed and autogenic training was implemented to the nursing students. The data collected was grouped and analysed using descriptive and inferential statistics.

SECTION I

4.1. PRESENTATION OF GENERAL INFORMATION

The following general information of the nursing students were collected and presented in the form of tables and figures to analyse the effect of autogenic training on stress among nursing students.

Table 4.1

4.1. Distribution on General Information of Nursing Students

N=71

General Information	No. of participants	Percentage (%)
Age in Years		
18-20	48	68
21-23	23	32
Year of Study		
I – Year	22	32
II – Year	23	32
III – Year	03	04
IV – Year	23	32
Medium of Study at School		
English	20	28
Tamil	43	61
Malayalam	08	11
Residence during School		
Hostel	05	07
Home	66	93
Religion		
Hindu	50	71
Christian	20	28
Muslim	01	01

General Information	No. of participants	Percentage (%)
Monthly income of the Family (Rs)		
1000-10000	61	86
10000-20000	05	07
20000-30000	03	04
30000-40000	02	03
Educational status of Father		
Illiterate	09	13
Primary	08	11
Secondary	27	38
Higher secondary	21	30
Undergraduate	05	97
Post Graduate	01	01
Educational status of Mother		
Illiterate	16	22
Primary	10	14
Secondary	26	37
Higher secondary	12	17
Undergraduate	06	09
Post Graduate	01	10

Table 4.1 denotes the percentage distribution of general information. In the age distribution 68% of nursing students belongs to 18 -20 years of age group and 32% of nursing students belongs to 21-23 years of age group. Regarding year of study 32% of nursing students belongs to I- year, 32% of nursing students belongs to II-year, 4% of nursing students belongs to III-year and 32% of nursing students belongs to final year.

Medium of study at school indicates that 28% of nursing students studied in English medium, 61% of nursing students studied in Tamil medium and 11% of nursing students studied in Malayalam medium. The residence during school indicates 7% of nursing students resided in hostel and 93% of nursing students resided in home. In regard to religion indicates 71% of nursing students belongs to Hindu, 28% of nursing students belongs to Christian and 1% of nursing students belongs to Muslim. The distribution on monthly income of nursing students reflects that, 86% of their family earns between Rs. 1000-10,000, 7% earn between Rs. 10,000-20,000, 4% earn between Rs. 20,000-30,000 and 3% earn between Rs. 30,000-40,000. The educational status of parents indicates that, 13% of fathers and 22% of mothers were illiterate, 11% of fathers and 14% of mothers were primary, 38% of fathers and 37% of mothers were secondary. 30% of fathers and 17% of mothers were higher secondary, 7% of fathers and 9% of mothers were under graduate and 1% of fathers and 10% of mothers were post graduate.

SECTION II

4.2. ASSESSMENT ON LEVEL OF STRESS AMONG NURSING STUDENTS

The level of stress of the nursing students was assessed by Student Nurse Stress Index Scale. The tool was administered to 71 nursing students and the level of stress was categorized as no stress, mild stress, moderate stress, severe stress and extreme stress. The nursing students with mild, moderate, severe and extreme level of stress were selected for intervention.

Table – 4.2

Distribution on Level of Stress Before and After Autogenic Training among Nursing Students

(N=71)

Level of stress	Before Intervention		After Intervention	
	No of students	Percentage (%)	No of students	Percentage (%)
No stress	-	-	-	-
Mild stress	18	26	33	47
Moderate stress	31	43	25	35
Severe stress	20	28	13	18
Extreme stress	02	03	-	-

The above table shows the distribution of level of stress before and after autogenic training among nursing students. Among the selected nursing students, before intervention it was found that 26% of nursing students had mild stress, 43% had moderate stress, 28% had severe stress and 03% had extreme stress.

After autogenic training 47% of nursing students had mild stress, 35% had moderate stress and 18% had severe stress. This shows that there was reduction in stress levels after autogenic training.

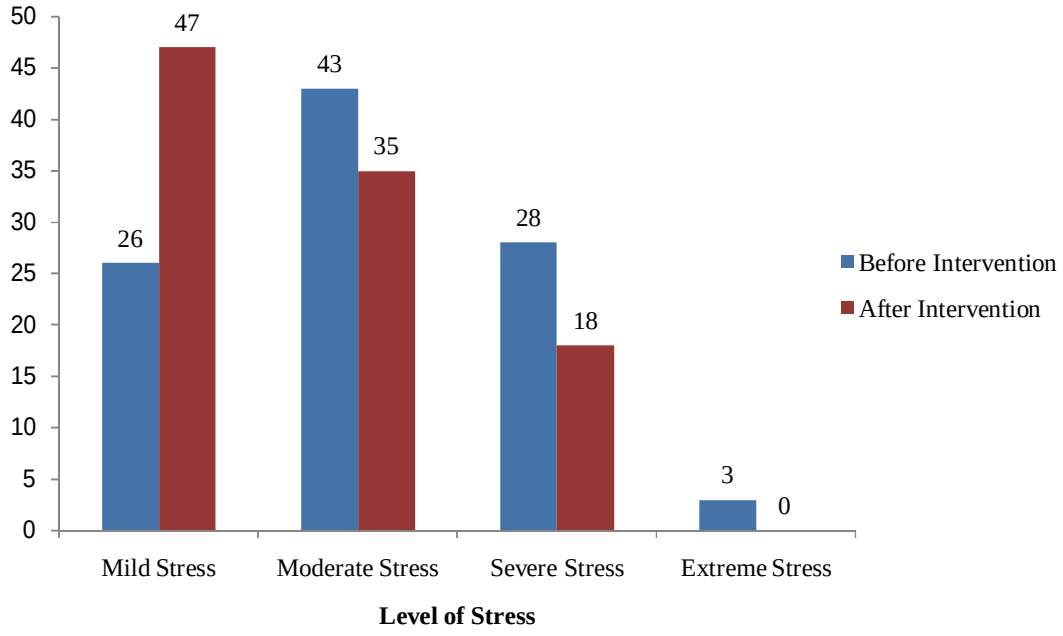


Fig 4.1

Distribution on Level of Stress Before and After Autogenic Training among Nursing Students

SECTION III

4.3. ANALYSIS ON EFFECT OF AUTOGENIC TRAINING

Paired 't' test is a statistical hypothesis test, used in the present study to compare the level of stress among nursing students before and after autogenic training.

Table 4.3

Comparison on the Level of Stress among Nursing Students with respect to Mean, Standard Deviation and 't 'Value of Stress Before and After Autogenic Training

(N=71)

Test	Mean	Standard deviation	Mean percentage	Mean difference	't' Values
Before Intervention	66.8	19.64	66.77	11.55	3.0558*
After Intervention	55.2	17.79	55.22		

*** Significance at 0.05 level**

Table 4.3 shows that the mean score of the stress of nursing students before and after Autogenic training was 66.8 and 55.2 with the standard deviation of 19.64 and 17.79 respectively. The calculated't' value, 3.0558 was found to be significant at 0.05 level. Hence the hypothesis **'there is a significant difference in the level of stress among nursing students before and after autogenic training'** is accepted. It is proved that the autogenic training implemented to nursing students for reducing the level of stress is significantly effective.

RESULTS AND DISCUSSION

This chapter deals with the interpretation of the results and discussion of findings in the study. The study was conducted at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore. It focuses on determining the effect of autogenic training on stress among nursing students. The samples of study were nursing students with stress at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences.

Student Nurse Stress Index Scale was administered to 386 baccalaureate nursing students. Among them 97 nursing students had mild stress, 169 had moderate stress, 107 had severe stress and 13 had extreme stress. The Sample size was 71, which was determined by Mahajan formula. By using stratified random sampling technique 18 nursing students who had mild stress, 31 nursing students of moderate stress, 20 nursing students of severe stress and 2 nursing students who had extreme stress were selected. One group pre test - post test design was adopted in this study. Autogenic training was implemented for a duration of thirty minutes per session per day for one month. The level of stress was reassessed by Student Nurse Stress Index Scale.

The findings of the study were arrived after an indepth analysis of the data gathered. Descriptive and inferential statistics methods were employed to analyze the data and for testing hypothesis.

5.1. FINDINGS RELATED TO GENERAL INFORMATION

In the age distribution 68% of nursing students belongs to 18 -20 years of age group and 32% of nursing students belongs to 21-23 years of age group. Regarding year of study 32% of nursing students belongs to I- year, 32% of nursing students belongs to II-year, 4% of nursing students belongs to III-year and 32% of nursing students belongs to final year.

Medium of study at school indicates that 28% of nursing students studied in English medium, 61% of nursing students studied in Tamil medium and 11% of nursing students studied in Malayalam medium. The residence during school indicates 7% of nursing students resided in hostel and 93% of nursing students resided in home. In regard to religion indicates 71% of nursing students belongs to Hindu, 28% of nursing students belongs to Christian and 1% of nursing students belongs to Muslim. The distribution on monthly income of nursing students reflects that, 86% of their family earns between Rs. 1000-10,000, 7% earn between Rs. 10,000-20,000, 4% earn Rs. 20,000-30,000 and 3% earn between Rs. 30,000-40,000. The educational status of parents indicates that, 13% of fathers and 22% of mothers were illiterate, 11% of fathers and 14% of mothers were primary, 38% of fathers and 37% of mothers were secondary, 30% of fathers and 17% of mothers were higher secondary, 7% of fathers and 9% of mothers were under graduate and 1% of fathers and 10% of mothers were post graduate.

5.2. ASSESSMENT ON LEVEL OF STRESS AMONG NURSING STUDENTS

In the present study the level of stress of the nursing students was assessed by Student Nurse Stress Index Scale. It was administered to 386 baccalaureate nursing students and 71 on the basis of stratified random sampling technique. Among them it was found that 26% of nursing students had mild stress, 43% had moderate stress, 28% had severe stress and 3% had extreme stress. The mean, standard deviation, mean percentage of stress scores of nursing students were 66.8, 19.64 and 66.77 respectively.

5.3. IMPLEMENTATION OF AUTOGENIC TRAINING AMONG NURSING STUDENTS WITH STRESS

In the present study autogenic training was implemented to reduce the stress level among nursing students, which was done for a duration of thirty minutes per session per day for one month. The results were the autogenic training is effective in reducing stress among nursing students.

5.4. FINDINGS RELATED TO THE LEVEL OF STRESS AMONG NURSING STUDENTS AFTER AUTOGENIC TRAINING

Among the selected nursing student before intervention it was found that 26% of nursing students had mild stress, 43% had moderate stress, 28% had severe stress and 3% had extreme stress. After autogenic training 47% of nursing students had mild stress, 35% had moderate stress and 18% had severe stress. This shows that there was reduction in the stress level after autogenic training.

SUMMARY AND CONCLUSION

This chapter deals with the findings, recommendations and implications in the field of nursing education, nursing practice, nursing administration and nursing research. The study was conducted to assess the effect of autogenic training on stress among nursing students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.

Quasi experimental one group pre test - post test design was used for the study. General system theory was used in the application of clinical nursing theory which was proposed in the year 1968 and it was used as a conceptual frame work for the present study. Student Nurse Stress Index Scale was administered to 386 baccalaureate nursing students. Among 97 nursing students had mild stress, 169 nursing students had moderate stress, 107 nursing students had severe stress and 13 nursing students had extreme stress. The Sample size was 71, which was determined by Mahajan formula. By using stratified random sampling 18 nursing students from mild stress, 31 nursing students from moderate stress, 20 nursing students from severe stress and 2 nursing students from extreme stress were selected. Autogenic training was implemented for a duration of thirty minutes per session per day for one month. The level of stress was reassessed by Student Nurse Stress Index Scale. The data analysis was done using descriptive and inferential statistics.

6.1. MAJOR FINDINGS OF THE STUDY

1. Nursing students who participated in the study were all under stress. Among 386 nursing students 97 members had mild stress, 169 members had moderate stress, 107 members had severe stress and 13 members had extreme stress. Their percentages were 25% of mild stress, 44% of moderate stress, 28% of severe stress and 3% of extreme stress.
2. Among 71 nursing students 26% had mild stress, 43% had moderate stress, 28% had severe stress and 3% had extreme stress.
3. The mean percentage of before and after interventions are 66.77% and 55.22% respectively.

6.2. RECOMMENDATIONS

1. Since autogenic training reduces the level of stress, it can be started in all nursing colleges.
2. Autogenic training can be introduced for the management of stress experienced by clinical nurse practioner.
3. A comparative study can be conducted to assess the effect of autogenic training and other relaxation techniques on reducing stress.

6.3. NURSING IMPLICATIONS

Researcher had identified major implications on all aspects of nursing namely education, clinical practice, administration and research.

6.3.1. NURSING EDUCATION

Autogenic training is a relaxation technique used in the present study and proved to reduce the level of stress. Relaxation techniques have greater influence in the wellbeing of the human being. Those interventions help to combat the most distressing problems faced by the nursing students. Nursing students should possess adequate knowledge regarding relaxation technique to reduce the level of stress. Autogenic training is an effective relaxation technique to reduce stress among nursing students. Hence it can be included in the nursing curriculum. This helps the students to develop positive attitude towards autogenic training.

6.3.2. NURSING ADMINISTRATION

The administrator can draw written policies encouraging continuing education to reduce the level of stress and improve standards of professional performance.

6.3.3. NURSING PRACTICE

Effective nursing practice are molded on the concepts of holism and humanism and have grown into the newer means of client satisfaction, which can be achieved by nurses well being. The intervention of autogenic training enhances the skill and effort of the nurses working in the clinical setting. Hence autogenic training can be adopted in the hospital settings.

6.3.4. NURSING RESEARCH

The study was conducted to test the effect of autogenic training on stress among nursing students. In future they can use this study as evidence based practice, which is helpful in reducing stress.

6.4. CONCLUSION

The study was conducted to assess the effect of autogenic training on stress among nursing students. The mean percentage of level of stress has been decreased from 66.77% to 55.22%. This proves that the autogenic training is effective in reducing stress among nursing students. The researcher concludes that this intervention is an appropriate method to reduce stress among nursing students.

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APPENDIX I

PERMISSION LETTER FOR CONDUCTING THE STUDY

From,

Mohana Sundari.T,
M .Sc (Nursing) II year,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

To,

The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

Respected Sir,

Sub: Requesting permission to conduct study in college of Nursing Sri Ramakrishna Institute of Paramedical Sciences.

I am Mohana sundari.T doing my 2nd year M.Sc nursing in Sri Ramakrishna Institute of paramedical sciences and as a part of my M.Sc Nursing programme I have undertaken the following study for my research **Effect of Autogenic Training on Stress among Nursing Students at college of nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.** I would like to do the above said study in our esteemed institution. I humbly request you to grant me permission to conduct the study in our institution.

Thanking you,

Yours sincerely,

Place: Coimbatore

Date: 8/6/13

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044

Mohana Sundari .T

Copy to:

The class coordinator

1st year B.Sc Nursing

From,

Mohana Sundari.T,
M .Sc (Nursing) II year,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

To,

The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

Respected Sir,

Sub: Requesting permission to conduct study in college of Nursing Sri Ramakrishna Institute of Paramedical Sciences.

I am Mohana sundari.T doing my 2nd year M.Sc nursing in Sri Ramakrishna Institute of paramedical sciences and as a part of my M.Sc Nursing programme I have undertaken the following study for my research **Effect of Autogenic Training on Stress among Nursing Students at college of nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.** I would like to do the above said study in our esteemed institution. I humbly request you to grant me permission to conduct the study in our institution.

Thanking you,

Place: Coimbatore

Yours sincerely,

Date: 8/6/13

Mohana Sundari .T

Copy to:

The class coordinator

2nd year B.Sc Nursing

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044.

From,

Mohana Sundari.T,
M .Sc (Nursing) II year,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

To,

The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

Respected Sir,

Sub: Requesting permission to conduct study in college of Nursing Sri Ramakrishna Institute of Paramedical Sciences.

I am Mohana sundari.T doing my 2nd year M.Sc nursing in Sri Ramakrishna Institute of paramedical sciences and as a part of my M.Sc Nursing programme I have undertaken the following study for my research **Effect of Autogenic Training on Stress among Nursing Students at college of nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.** I would like to do the above said study in our esteemed institution. I humbly request you to grant me permission to conduct the study in our institution.

Thanking you,

Place: Coimbatore

Yours sincerely,

Date: 8/6/13

Mohana Sundari .T

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044.

Copy to:

The class coordinator

3rd year B.Sc Nursing

From,

Mohana Sundari.T,
M .Sc (Nursing) II year,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

To,

The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

Respected Sir,

Sub: Requesting permission to conduct study in college of Nursing Sri Ramakrishna Institute of Paramedical Sciences.

I am Mohana sundari.T doing my 2nd year M.Sc nursing in Sri Ramakrishna Institute of paramedical sciences and as a part of my M.Sc Nursing programme I have undertaken the following study for my research **Effect of Autogenic Training on Stress among Nursing Students at college of nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.** I would like to do the above said study in our esteemed institution. I humbly request you to grant me permission to conduct the study in our institution.

Thanking you,

Yours sincerely,

Place: Coimbatore

Date: 8/6/13

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044.

Mohana Sundari .T

Copy to:

The class coordinator

4th year B.Sc Nursing

From,

Mohana Sundari.T,
M .Sc (Nursing) II year,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

To,

The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore-44

Respected Sir,

Sub: Requesting permission to conduct pilot study in college of Nursing Sri Ramakrishna Institute of Paramedical Sciences.

I am Mohana sundari.T doing my 2nd year M.Sc nursing in Sri Ramakrishna Institute of paramedical sciences and as a part of my M.Sc Nursing programme I have undertaken the following study for my research **Effect of Autogenic Training on Stress among Nursing Students at college of nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.** I would like to do the above said study in our esteemed institution. I humbly request you to grant me permission to conduct pilot study among Post Basic B.Sc Nursing students from 03.06.2013 to 12.06.2013.

Thanking you,

Place: Coimbatore

Yours sincerely,

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044

Date: 8/6/13

Mohana Sundari .T

Copy to:

The class coordinator

1st year Post Basic B.Sc Nursing

From,

Mohana Sundari.T,

M .Sc (Nursing) II year,

College of Nursing,

Sri Ramakrishna Institute of Paramedical Sciences,

Coimbatore-44

To,

The Principal,

College of Nursing,

Sri Ramakrishna Institute of Paramedical Sciences,

Coimbatore-44

Respected Sir,

Sub: Requesting permission to conduct pilot study in college of Nursing Sri Ramakrishna Institute of Paramedical Sciences.

I am Mohana sundari.T doing my 2nd year M.Sc nursing in Sri Ramakrishna Institute of paramedical sciences and as a part of my M.Sc Nursing programme I have undertaken the following study for my research **Effect of Autogenic Training on Stress among Nursing Students at college of nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore.** I would like to do the above said study in our esteemed institution. I humbly request you to grant me permission to conduct pilot study among Post Basic B.Sc Nursing students from 03.06.2013 to 12.06.2013.

Thanking you,

Place: Coimbatore

Yours sincerely,

Date: 8/6/13

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044.

Mohana Sundari .T

Copy to:

The class coordinator

2nd year Post Basic B.Sc Nursing

From,

T.Mohana sundari,

M. Sc (Nursing) 2nd year,

College of Nursing,

Sri Ramakrishna Institute of Paramedical Sciences,

Coimbatore.

To,

Prof. Suganthi,

Hostel Administrator,

Sri Ramakrishna Women Hostel,

Coimbatore.

Through,

The principal,

College of Nursing,

Sri Ramakrishna Institute of Paramedical Sciences,

Coimbatore.

Respected Madam,

Sub: Requesting permission to conduct study at SRI RAMAKRISHNA WOMEN HOSTEL-Reg

I am Mohana Sundari .T doing my 2nd year M. Sc nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M. Sc Nursing programme I have undertaken the following study for my research **Effect of Autogenic Training on stress among Nursing students at college of Nursing ,Sri Ramakrishna Institute of Paramedical Sciences .** I would like to do the above said study in your esteemed institution. I humbly request you to grant me the permission to conduct the study in your institution.

Thanking You,

Yours sincerely,

Date : 20/6/13

Place: Coimbatore

PRINCIPAL
College of Nursing
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044

(Mohana Sundari.T)

APPENDIX II

LETTER REQUESTING TO VALIDATE THE RESEARCH TOOL AND CONTENT

REQUISITION LETTER

From,

Mohana Sundari.T,
M.Sc (Nursing) II year,
College Of Nursing, SRIPMS,
Coimbatore.

To,

Dr. Ravishankar.
Professor.
Department of Community Health Nursing
P.S.G Institute of Medical and Research
Through, Coimbatore.

The Principal,
College Of Nursing,
SRIPMS,
Coimbatore.

Respected Sir/Madam,

Subject: Requesting for tool and content validation: - Reg

I am Mohana sundari.T doing my 2nd year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effect of Autogenic Training on Stress Among Nursing Students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore**". The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you,

Coimbatore.

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044.

Yours sincerely,

(Mohana sundari .T)

CONTENT VALIDITY FORMAT

Name of the Expert : Dr. S.L.RAVISHANKAR

Address : PROFESSOR
DEPARTMENT OF COMMUNITY MEDICINE
PSGIMSR
COIMBATORE - 641004

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-A		✓		
2.	SECTION-B		✓		
3.	SECTION-C		✓		

Total content of the tool : ✓ Adequate/Inadequate

Date: 13-5-2013

S.L Ravishankar
Signature of the Expert

PROFESSOR OF COMMUNITY MEDICINE
P.S.G. Institute of Medical Sciences
COIMBATORE-641 004

REQUISITION LETTER

From,

Mohana Sundari.T,
M.Sc (Nursing) II year,
College Of Nursing, SRIPMS,
Coimbatore.

To,

Mrs. Jancy Kemp
Principal
College of Nursing, G.K.N.M
Coimbatore -

Through,

The Principal,
College Of Nursing,
SRIPMS,
Coimbatore.

Respected Sir/Madam,

Subject: Requesting for tool and content validation: - Reg

I am Mohana Sundari.T doing my 2nd year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effect of Autogenic Training on Stress Among Nursing Students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore**". The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you,

Coimbatore.

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044

Yours sincerely,

(Mohana sundari .T)

CONTENT VALIDITY FORMAT

Name of the Expert : MRS. JAENY KEMP.

Address : G.K.N.M. COLLEGE OF NURSING.
COIMBATORE-641 037

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-A				
2.	SECTION-B				
3.	SECTION-C				

Total content of the tool : Adequate/Inadequate - DAILY SUPERVISION OF THE STUDENTS PERFORMING AUTOGENIC EXERCISE IS NECESSARY TO DESTRESS IN REALITY

Date: 13/5/13

Signature of the Expert

JAENY KEMP
PRINCIPAL
INSTITUTE OF NURSING
G.K.N.M. HOSPITAL
COIMBATORE- 641 037.

REQUISITION LETTER

From,

Mohana Sundari.T,
M.Sc (Nursing) II year,
College Of Nursing, SRIPMS,
Coimbatore.

To,

P. SATHYA
PROFESSOR & HOD
R.V.S. College of Nursing
Sulur.

Through,

The Principal,
College Of Nursing,
SRIPMS,
Coimbatore.

Respected Sir/Madam,

Subject: Requesting for tool and content validation: - Reg

I am Mohana sundari.T doing my 2nd year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effect of Autogenic Training on Stress Among Nursing Students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore**". The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you,

Coimbatore.

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044.

Yours sincerely,

(Mohana sundari .T)

CONTENT VALIDITY FORMAT

Name of the Expert : P. SATHYA

Address : Professor
KVS College of Nursing
Sulur, Coimbatore

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-A	✓			
2.	SECTION-B	✓			
3.	SECTION-C	✓			

Total content of the tool : Adequate/Inadequate

Date: 9/5/13

Signature of the Expert

R.V.S. INSTITUTE OF HEALTH SCIENCES
R.V.S. COLLEGE OF NURSING
SULUR, CBE-641402

REQUISITION LETTER

From,

Mohana Sundari.T,
M.Sc (Nursing) II year,
College Of Nursing, SRIPMS,
Coimbatore.

To,

1) Dr. V. Chandra Mohan
Associate professor of psychology
No/5 First cross, Balasubramanian Nagar,
Coimbatore. 641029

Through,

The Principal,
College Of Nursing,
SRIPMS,
Coimbatore.

Respected Sir/Madam,

Subject: Requesting for tool and content validation: - Reg

I am Mohana sundari.T doing my 2nd year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effect of Autogenic Training on Stress Among Nursing Students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore**". The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you,

Coimbatore.

PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044

Yours sincerely,

(Mohana sundari .T)

CONTENT VALIDITY FORMAT

Name of the Expert : Dr V CHANDRAMOHAN
Associate Professor of Psychology

Address :

Dr. V. Chandramohan, M.A., M.Phil., Ph.D.,
Clinical Psychologist
Department of Psychiatry
Command Hospital Air Force
Agram (P.O.), Bangalore - 560 007.

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-1	✓	–	–	Excellent
2.	SECTION-2	✓	–	–	Excellent
3.	SECTION-3	✓	–	–	Excellent

Total content of the tool : Adequate/Inadequate

Advised to include recording of Psychophysiological measures such as EMG, GSR and BP

Date: 12 may 2013

Signature of the Expert

Associate Professor of Psychology

Dr. V. Chandramohan, M.A., M.Phil., Ph.D.,
Clinical Psychologist
Department of Psychiatry
Command Hospital Air Force
Agram (P.O.), Bangalore - 560 007.

Dr. V. CHANDRAMOHAN
CLINICAL PSYCHOLOGIST
REHABILITATION PSYCHOLOGIST
RCI Reg No. A19063

REQUISITION LETTER

From,

Mohana Sundari.T,
M.Sc (Nursing) II year,
College Of Nursing, SRIPMS,
Coimbatore.

To,

Mrs. Sumathi. M.Sc (N).
Associate professor.
K.M.C.H. College of Nursing
Coimbatore

Through,

The Principal,
College Of Nursing,
SRIPMS,
Coimbatore.

Respected Sir/Madam,

Subject: Requesting for tool and content validation: - Reg

I am Mohana sundari.T doing my 2nd year M.Sc Nursing in Sri Ramakrishna Institute of Paramedical Sciences and as a part of my M.Sc Nursing Program. I have undertaken the following study for my research "**Effect of Autogenic Training on Stress Among Nursing Students at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore**". The following tool is tend to be used, hence I request you to kindly give me a valuable suggestion and necessary modification for the same.

Thanking you,

Coimbatore.

for PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044

Yours sincerely,

(Mohana sundari .T)

CONTENT VALIDITY FORMAT

Name of the Expert : P SUMATHI

Address : ASSOCIATE PROFESSOR, KMCH COLLEGE OF NURSING, COIMBATORE

Kindly validate each section in the tool and mark wherever applicable.

S.NO	SECTIONS OF THE TOOL	STRONGLY AGREE	AGREE	NEED NOTIFICATION	REMARKS
1.	SECTION-A		✓		
2.	SECTION-B		✓		
3.	SECTION-C		✓		

Total content of the tool : ✓ Adequate/Inadequate

Date: 15/5/13

KMCH COLLEGE OF NURSING * COIMBATORE-641014. *

Signature of the Expert

APPENDICES -III

TOOL

SECTION -A

GENERAL INFORMATION

Sample number

1) Age in years
2) Year of study
3) Medium of study at school
4) Residence during school
5) Religion
6) Monthly income of the family (Rs)
7) Educational status of father
8) Educational status of mother

SECTION -B

INTRODUCTION

Student Nurse Stress Index Scale was formulated by Jones and Johnston in 1997. The Student Nurse Stress Index Scale is a self administered questionnaire. It contains four main aspects, which measures stress such as academic load with 9 items, clinical load with 7 items, personal problems with 6 items, interface worries with 3 items. Each item assess the level of stress as no stress, mild stress, moderate stress, severe stress and extreme stress.

STUDENT NURSE STRESS INDEX

S:NO	ITEM	1	2	3	4	5
ACADEMIC LOAD						
1	Amount of class work material to be learned					
2	Difficult of class work material to be learned					
3	Examination and grades					
4	Peer competition					
5	Lack of free time					
6	College response to student nurse					
7	Fear of failing in course					
8	Too much responsibility					
9	Lack of timely feedback					
CLINIAL LOAD						
10	Patient's attitudes about me					
11	Patient's attitudes towards my profession					
12	Atmosphere created by teaching staff					
13	Relations with staff in the clinical area					

S:NO	ITEM	1	2	3	4	5
14	Number of patient assigned					
15	Level of supervision					
16	Available Resources					
PERSONAL PROBLEMS						
17	Attitude of other professional towards nursing					
18	Actual health problems					
19	Physical health of other family members					
20	Interpersonal relationship with parents					
21	Other personal problems					
22	Relationship with other professional					
INTERFACE WORRIES						
23	I am not sure what is expected of me					
24	I have no time for entertainment					
25	I do not have enough time for my family					

INTERPRETATION

Total score 125

Score of 25 -No stress

Score of 26-50 -Mild stress

Score of 51-75 -Moderate stress

Score of 76-100 -Severe stress

Score of 101-125 -Extreme stress

APPENDIX IV

Training Certificate of Autogenic Training

Dr V Chandramohan
Clinical Psychologist
Behaviour Therapist
Scientist
Faculty, Rajiv Gandhi University of Health and Sciences

Department of Neuropsychiatry
Institute of Aerospace Medicine, IAF
Vimanapura (P.O.), Bangalore-560 017
✆ 25224131, Extn.3343 (O)

Command Hospital Air Force Bangalore
Department of Psychiatry
Agram (P.O.), Bangalore-560 007
✆ 080-25369030, 09488155065
drvchandramohan1968@yahoo.co.in

12 may 2013

CERTIFICATE

This is to certify that **Ms T MOHANA SUNDARI**, II Year M.Sc., (Nursing), studying at College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore, has undergone two days intensive training program on "**Autogenic Training"**, under my supervision, at Psychosocial Rehabilitation Centre, Coimbatore, on 11-12 May 2013.

She is a **Good Behaviour Therapist**, managing the anxiety and stresses of the individual effectively.

She is an intelligent and industrious student. She bears Good Character and conduct. I wish success in all her endeavours.

V. Chandramohan 12/5/13

(Dr V Chandramohan)
Associate Professor of Psychology

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APPENDIX V

LESSON PLAN

ON

AUTOGENIC TRAINING

LESSON PLAN ON AUTOGENIC TRAINING

Name of the student teacher	:	Mohana Sundari.T
Name of the college	:	College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences
Topic	:	Autogenic Training
Method of Teaching	:	Demonstration and Lecture Cum Discussion
Group	:	Nursing students
Venue	:	Community Health Nursing lab, College of Nursing, SRIPMS
Guide	:	Prof. Brindha. V. M. Sc (N).,
AV aids used	:	Audio CD

CENTRAL OBJECTIVE

At the end of the demonstration students gain adequate knowledge about autogenic training and develop positive attitude and skills in practicing autogenic training and will be able to practice in day-to-day life.

SPECIFIC OBJECTIVES

On completion of this class students will be able to

i. define autogenic training
ii. list down the purposes of autogenic training
iii. explain the preparation of autogenic training
iv. demonstrate autogenic training
v. enumerate contraindications of autogenic training

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
1	2 mts		**INTRODUCTION** Relaxation is a state of mind, which physically changes the body's functions. During our breathing gets slow, blood pressure and oxygen consumption gets decrease and increase the sense of wellbeing. This is called relaxation response. Hence relaxation techniques are used to produce relaxation response. A relaxation technique is a method that helps to relax and attain a state of increased calmness and reduce stress and anxiety. Autogenic training is one of the relaxation technique developed by German Psychiatrist Johnnes Schultz and first published in the year in 1932. Health care providers suggest that autogenic training is a optimal solution for reducing the stress.	The researcher introduces the topic	
2	2 mts	The students will be able to define autogenic training	**DEFINITION** Autogenic training is defined as self regulation or self generation in which our mind can influence our body to	The researcher defines autogenic training and the participants listen.	What do you mean by autogenic training

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
			balance the activity of sympathetic and parasympathetic branches of autonomic nervous system.		
3	3 mts	The students will be able to list down the purposes of autogenic training.	**PURPOSES OF AUTOGENIC TRAINING** Autogenic training is associated with many benefits ➢ It controls circulation, breathing and heart rate. ➢ It promotes the function of immune system. ➢ It reduces stress by balance the activity of sympathetic and parasympathetic branches of autonomic nervous system. ➢ It improves the wellbeing, mental status and self esteem. ➢ It reduces stress and anxiety. ➢ It promotes good sleep. ➢ It reduces headache and muscular pain.	The researcher list down the purposes of autogenic training and the participants listen	List down the purposes of autogenic training

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
4	2 mts	The students will be able to explain the preparation of autogenic training.	**PROCEDURE** **PREPARATION** 1. Instruct the participants to come with empty stomach 2. (1 hour before food). 3. Make the participants to sit comfortably in a chair with back firmly straight. 4. Place feet flat on the floor with hands resting comfortably in lap. The participants need to close their eyes to avoid distractions and to become aware of the minute changes as they take place inside the body. 5. The participants has to imagine the following instructions	The researcher explain the preparation of autogenic training and the participants listen.	Explain the preparation of autogenic training
5	30 mts	The students will be able to demonstrate the steps of autogenic training	**PERFORMANCE OF AUTOGENIC TRAINING** Autogenic training consists of six mental exercises. It involves six components including heaviness, warmth, calm heart, breathing, stomach and cool forehead done for duration of thirty minutes per session per day for a period of one month.	The researcher demonstrate the steps of autogenic training and the participants listen	Demonstrate the steps of autogenic training

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
			STEP -1 HEAVINESS ➢ My right arm is getting heavy ➢ My right arm is getting heavier and heavier ➢ My right arm is completely heavy ➢ I feel completely calm in my right arm ➢ My left arm is getting heavy ➢ My left arm is getting heavier and heavier ➢ My left arm is completely heavy ➢ I feel completely calm in my left arm ➢ I feel completely calm in both arms ➢ My right leg is getting heavy ➢ My right leg is getting heavier and heavier ➢ My right leg is completely heavy ➢ I feel completely calm in right leg ➢ My left leg is getting heavy ➢ My left leg is getting heavier and heavier ➢ My left leg is completely heavy		

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
			➢ I feel completely calm in left leg ➢ I feel completely calm in both legs **STEP-2 WARMTH** ➢ My right arm is getting warm ➢ My right arm is getting warm and warmer ➢ My right arm is completely warm ➢ I feel completely calm in my right arm ➢ My left arm is getting warm ➢ My left arm is getting warm and warmer ➢ My left arm is completely warm ➢ I feel completely calm in my left arm ➢ I feel completely calm in both arms ➢ My right leg is getting warm ➢ My right leg is getting warm and warmer ➢ My right leg is completely warm ➢ I feel completely calm in right leg ➢ My left leg is getting warm		

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
			➢ My left leg is getting warm and warmer ➢ My left leg is completely warm ➢ I feel completely calm in left leg ➢ I feel completely calm in both legs **STEP-3 CALM HEART** ➢ My chest feels warm and pleasant ➢ My heart beat is calm and steady ➢ I feel completely calm **STEP -4 BREATHING** Ask the participants to count numbers during inhale and exhale Inhale counting-1 Exhale counting -1,2 Inhale counting-1, 2 Exhale counting -1,2,3 Inhale counting-1, 2, 3 Exhale counting -1,2,3,4 Inhale counting-1, 2, 3, 4 Exhale counting -1,2,3,4,5		

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
			STEP-5 STOMACH ➢ My abdomen is flowing warm ➢ I feel completely warm **STEP -6 COOL FORE HEAD** ➢ My forehead is pleasantly cool ➢ I feel completely cool		
6	2 mts	The students will be able to enumerate the contraindications of autogenic training	**CONTRAINDICATIONS** Autogenic training balances the activity of sympathetic and parasympathetic branches of autonomic nervous system. This parasympathetic activity lowers blood pressure and slows down the heart rate. Hence it is contraindicated to heart problems (eg) Myocardial infarction and epilepsy	The researcher enumerate the contraindications of autogenic training and the participants listen.	Mention the contraindications of autogenic training
7	2 mts		**SUMMARY** So far we have seen about definition, purposes, preparation, steps of procedure and contraindications of autogenic training.		

S.No	Time	Specific objectives	Content	Teachers activity and Learners activity	Evaluation
8	3 mts		**CONCLUSION** Autogenic training is a simple and inexpensive method when compared with pharmacological treatment. This is not only a short term relief but also a long term relief measures. It is one of the optimal solutions for reducing stress.		

APPENDIX VI

CERTIFICATE OF ENGLISH EDITING

TO WHOMEVER IT MAY CONCERN

This is to certify that the dissertation " EFFECT OF AUTOGENIC TRAINING ON STRESS AMONG NURSING STUDENTS AT COLLEGE OF NURSING , SRI RAMAKRISHANA INSTITUTE OF PARAMEDICAL SCIENCES COIMBATORE" done by T.Mohana Sundari , II year M.Sc Nursing ,College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore has been edited for English language appropriateness.

Name : Mrs. N. Rajeswari.

Designation : Principal.

Name of the Institution :

Signature : 6/1/14

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ANNEXURE I

Mahajan Formula

To determine the sample size for estimated population

$$N = \frac{4PQ}{L^2}$$

N = sample size

L = Allowable Error

P = $\frac{\text{Target Population}}{\text{Total Population}}$

Q = 100-P

ANNEXURE - II

Paired 't' test

To test the hypothesis,'t' test was applied to find out the significant difference in before and after autogenic training.

$$t = \frac{\bar{d}}{\frac{SD}{\sqrt{n}}}$$

$$SD = \sqrt{\frac{\sum \left(d - \bar{d}\right)^2}{n}}$$

$\bar{d}$ = Mean of difference between pre-test and post- test score

SD = Standard deviation of the pre-test and post- test score

n = Number of samples