

SUICIDAL BEHAVIOR OF THE FIRST YEAR MEDICAL STUDENTS AS A RESULT OF ACADEMIC STRESS (RESULTS OF TRANSCULTURAL STUDY)

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The training load in medical institutes is on average twice higher than in other higher educational institutions, which affects the level of mental and physical health of students. A high level of educational stress, accompanied by anxiety and depression leads to the suicidal behavior (suicidal thoughts and attempts) – from 32.5% to 83%. This study aimed to develop recommendations for overcoming the educational stress and prevention of suicidal behavior and socio- psychological disadaptation of medical students. Material and methods. A sample of the 184 first year medical students (100 Russian-speaking and 84 – trained in the English language) was examined using the medically-sociological and psychometric methods. Nonparametric statistical methods were used to process the database. Results. In the first months of education students experience stress, accompanied by internal forms of suicidal behavior in 26% of cases among Russians and 44% of foreign students. The most significant factors of educational stress were the high training load and the difficulties of organizing the day regime, life away from parents – for foreigners. Problems of living in a hostel, conflicts with classmates, disappointment in the profession and problems

in personal lives were especially important for students with suicidal behavior. The main symptoms of stress are the influx of extraneous thoughts, depression, anxiety, vegetative symptoms (rapid heartbeat, shortness of breath, headaches, problems with the gastrointestinal tract) that are part of the depressive and anxiety-depressive syndromes which are the psychopathological basis for the suicidal behavior. Their early detection and correction is expedient. Depression was found in 32% of foreign and 34% of Russian-speaking students. Anxiety was more typical ($D_2=4,11$ $p=0,042$) for foreign students (48,8% of cases) than for Russian-speaking (33%). Students communicate with friends, seek support from parents, spend time on the Internet and do sport to overcome stress. Students who had suicidal thoughts more often took sedatives ($p=0.016$). Conclusion. This indicate the need to train students in constructive ways to overcome stress (ways to resolve conflicts, overcome auto- and heteroaggressive trends, methods of relaxation, etc.), time planning, methods of optimal work with educational literature, informing about a healthy lifestyle, including the regime of the day and nutrition.