



A STUDY ON THE PREVALENCE OF DEPRESSION, ANXIETY, AND STRESS IN MBBS STUDENTS.

Psychiatry

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ABSTRACT

Introduction: The MBBS course is highly taxing and its dynamic curriculum is rooting to stress and anxiety in medical (MBBS) undergraduate students (UG), they are at risk group for developing mental illnesses like depression due to many factors. **Objectives:** To assess depression, anxiety, and stress in Medical undergraduate students. **Method:** A Descriptive Cross-sectional study was undertaken in Medical Undergraduate Students of Chittoor-Andhra Pradesh using the self-rating scale DASS21. **Results:** Our study found that the Prevalence of Depression was 45.8%, anxiety 53.9%, and stress 24.2% in MBBS students. **Conclusion:** Plan to form a Multi-disciplinary team involving a psychiatrist, College Management, and the student's family along with students to improve the mental well-being of the MBBS students.

KEYWORDS

Depression, Anxiety, Stress, MBBS Students

INTRODUCTION:

Mental health is a basic human right and an integral component of health. The mental well-being of students is important for a better society. MBBS Undergraduate students (UG) are one of the promising groups for building a healthy society. The MBBS course is highly taxing and its dynamic curriculum is rooting in unfavourable stress and anxiety in medical undergraduate students and they are at risk group for developing mental illnesses like depression due to many factors. The factors causing stress, anxiety, and depression vary with the time spent in medical training, concern about workload, performance, and perceived personal competence which seems particularly pronounced in the first year. In studies of medical students in later years factors inherent in medical training such as dealing with patients, disease and death, relationships with consultants, and effects on personal life are important.¹ So, this study was planned to assess the prevalence of depression, anxiety, and stress in Medical undergraduate students and to compare depression, anxiety, and stress between the 1st, 2nd, and final years (part I & II) of Medical undergraduate students.

MATERIALS & METHODS

It is a descriptive cross-sectional study done on medical undergraduate students of Chittoor. After obtaining Institutional Ethical Committee clearance and applying inclusion and exclusion criteria a total of 384 students were selected through a stratified random sampling method from all 4 years with 96 students from each year. These 96 students from each year were selected by Simple random technique i.e., Lottery method. The subjects were given proforma, which included age, gender, religion, Year of Study, socioeconomic status, parents' education, locality, and family h/o psychiatric illness. Later subjects were given a DASS21 scale to score it. DASS21^[6] - Depression, Anxiety, and Stress scale - 21 items - It is a self-administered scale to assess depression, anxiety, and stress. The scale includes a total of 21 items, a set of 3 self-report questionnaires designed to measure the emotional states of depression, anxiety, and stress. Each of the 3 questionnaires is divided into 7 items which are further subdivided into sub-modules. The depression scale consists of questions to help assess dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest or involvement, anhedonia, and inertia.

The anxiety scale includes autonomic arousal, skeletal muscle effects, situational anxiety, and subjective experience of anxious affect. The stress scale includes assessing difficulty in relaxing, nervous arousal, being easily Upset/agitated, irritable/over reactive, and impatience. Scores for depression, anxiety, and stress are calculated by summing the scores for the relevant items. Scores on the DASS-21 will need to be multiplied by 2 to calculate the final score. Depending upon the scores they are categorized as Normal, Mild, Moderate, Severe, and extremely severe groups. Then the comparison of severity was made between each year's students. Correlation was made between socio-demographic profiles to depression, anxiety, and stress severity scores.

RESULTS:

Results are shown in the figures, charts, and tables

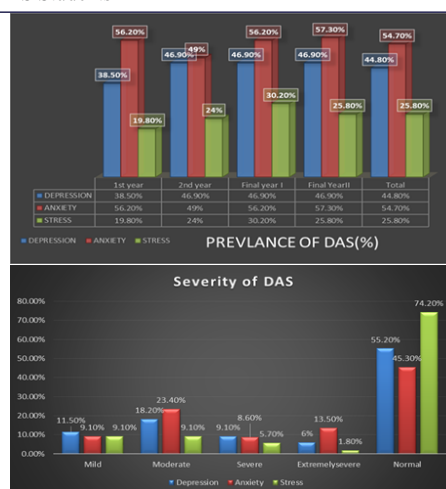


Table 1 – Correlation among Depression, Anxiety, and Stress.

	Depression	Anxiety	Stress
	P value	P value	P value
Depression	-	< 0.001	< 0.001
Anxiety	< 0.001	-	< 0.001
Stress	< 0.001	< 0.001	-

DISCUSSION

In the present study Prevalence of depression, anxiety and stress were 44.8%, 54.7%, and 25.8% respectively. This is in line with previous studies conducted on Medical UG Students.^[1,2,3,4,5] There was a significant correlation between depression, anxiety, and stress among medical students with $P < 0.001$ but there is no statistically significant correlation among the four groups ($P = 0.391, 0.544, 0.467$). It was found that the female gender has more levels of depression with anxiety which is statistically significant ($P = 0.031, 0.002, 0.079$). Students from urban areas have higher scores for depression, anxiety, and stress when compared to semi-urban and rural areas ($P = 0.000, 0.076, 0.038$), and students belonging to middle SES have higher scores for depression, anxiety, and stress when compared to upper and lower SES. ($P = 0.35, 0.473, 0.518$).

CONCLUSION

This study confirms the high prevalence of Depression, Anxiety, and stress in Medical UG students. Plan to form a Multi-disciplinary team involving a psychiatrist, Clinical Psychologist, College Management, and the student's family along with students to improve the mental well-being of the students. Appropriate management was planned like teaching the students time management, coping strategies, and other relaxation techniques along with pharmacotherapy.

Limitations

The study group being medical professional's scores are subjective to

bias. Study stool is a self-reported scale and not equivalent to a clinical interview. The undiagnosed medical disorders and substance history of the study group are unknown. Being a Cross-sectional study the time when the study was conducted might impact the scoring rates.

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