

78.8% of medical students polled for the Medical Student Syndrome (MSS) study reported experiencing this syndrome while they were in school. Previous studies have hypothesized that the unique stress-clinical knowledge combination leads to medical students attaching unwarranted importance and fear to what they perceive as harmless bodily dysfunction after observing it. This perception is typically modeled after a patient the student has observed or heard a clinical story about the significance of factual medical knowledge in interpreting physiological signs and symptoms. Furthermore, research has shown that the demanding workload, test-taking stress, anxiety related to first-time clinical encounters, and competitive atmosphere all contribute to the psychological strain that medical school students face. Stress is hypothesized to influence the detection of symptoms by increasing autonomic activation, which heightens physical sensations and increases pain perception. The expectancy and sickness beliefs ('schemata') that result from this knowledge are hypothesized to influence symptom perception by causing 'selective attention to specific physical sensations and locations'. Though the practical pressure may be greater, the study of nursing is nevertheless closely related to the study of medicine and experiences much of the same academic strain. As our understanding of medicine advances, this trend will only intensify.