The purpose of the research is to study the relationship between Helping – trust Relationship and Stress in Clinical Practice Among Nursing Students in College of Nursing, Ministry of Health, and to compare stress in clinical practice of student in different classes. The sample consisted of 717 nursing students who had been trained clinical practice. The sample was drawn by multi-stage sampling method . Data were collected by using questionnaires developed by the researcher to assess Helping-trust Relationship. The Pagana Clinical Stress Questionnaire was used to assess the Stress in Clinical Practice. Face validity was used and alpha coefficient of the research tools were .91 and .77 respectively.

The results indicated

1. The helping-trust relationship between nurse and student was at a moderate degree,($\overline{X}$=2.63, SD=.64) in the dimensions of empathy ($\overline{X}$=2.51, SD=.71), warmth ($\overline{X}$=2.60, SD=.71), and genuineness ($\overline{X}$ =2.77, SD=.69).

2. Stress in clinical practice among nursing students was at a moderate level, ($\overline{X}$=2.56, SD=.35) in the dimensions of benefit ($\overline{X}$=2.71, SD=.75), challenge ($\overline{X}$=2.78, SD=.59), threat ($\overline{X}$=2.59, SD=.75), were at moderate level but in the dimensions of harm was at low degree ($\overline{X}$=2.20, SD=.60).

3. Stress in clinical practice showed statistically significant differences among nursing students of different years of study. (class2, 3, 4)

4. The helping-trust relationship was statistically correlated to stress in clinical practice in each of the following.

The dimensions of threat was negatively related at low level.(r =-.20, p<.01)

The dimensions of harm was negatively related at moderate level.(r =-.33, p<.01)

The dimensions of challenge and benefit were positively related at moderate level. (r =.50 and .48 respectively, p<.01)