EVALUATION OF NURSING STUDENT PRE-TEST ANXIETY RELATED TO PERFORMANCE EXAMINATIONS: A COURSE EVALUATION

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Abstract

The focus of this paper is the analysis of course evaluation data relating to nursing students’ stress and anxiety in both the traditional face-to-face (F2F) and video performance examinations. This paper analyzes video performance examinations, a new testing method shown to decrease students’ anxiety. A mixed methods course evaluation approach compared the stress and anxiety levels of students being tested on beginning nursing skill performance using both the traditional F2F performance examination and the new video performance examination. After the examinations were complete a more qualitative focused instrument was used to evaluate student’s perceptions of their stress and anxiety as well as general feelings and perceptions related to both testing methods. The qualitative analysis identified the major themes for the video examination as a decrease in stress and anxiety, and an increase of self confidence and autonomy. Early results support the use of video performance examinations in place of traditional F2F examinations to lower student’s pre and post-performance examination anxiety.