

The Effects of Anxiety Reducing Coping Mechanisms on Nursing Students' Test Scores

My Capstone project focuses on whether or not using coping mechanisms -deep breathing, muscle relaxation, and cognitive restructuring -prior to theory exams will affect student outcomes in regards to test scores and relief of test-anxiety. The study hypothesizes that students who implement these coping mechanisms will have improved test scores and report feeling less anxiety. Participants will include a cohort of 30 nursing students. Data retrieved from these students will be compared with two retrospective control groups (two nursing cohorts with the same didactic knowledge). The study will be a mixed-method survey and experimental design that will use the Student Test Anxiety Scale developed by Nist and Diehl (1991) and a free response questionnaire. The procedure will consist of students listening to pre-recorded voice thread implementing the aforementioned coping mechanisms for eight exams in the same class. It is expected that the intervention group will have better outcomes.