

Title:

The Prevalence and Perceived Benefit of Prescribed Anti-Anxiety Medications Used By BSN Students in Virginia

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Session Title:

Rising Stars of Research and Scholarship Invited Student Poster Session 2

Slot (superslotted):

RSG STR 2: Saturday, 29 July 2017: 12:00 PM-1:30 PM

Slot (superslotted):

RSG STR 2: Saturday, 29 July 2017: 2:45 PM-3:30 PM

Keywords:

Nursing Students , Prescribed Anti- Anxiety Medications and Stress

References:

Dagistani, A., Al Hejaili, F., Binsalih, S., Al Jahdali, H., & Al Sayyari, A. (2016). Stress in Medical Students in a Problem-Based Learning Curriculum. *International Journal Of Higher Education*, 5(3), 12-19.

Ford, K. C., Olotu, B. S., Thach, A. V., Roberts, R., & Davis, P. (2014). Factors Contributing to Perceived Stress among Doctor of Pharmacy (PharmD) Students. *College Students Journal*, 48(2), 189-198.

Khalaila, R. (2014). The relationship between academic self-concept, intrinsic motivation, test anxiety, and academic achievement among nursing students: Mediating and moderating effects. *Nurse Education Today*, 35(3), 432-438. doi:10.1016/j.nedt.2014.11.001

Ongel, K., Balci, U. G., Simsek, Y., Ileri, H., & Kucuk, E. F. (2015). Anxiety among University Students and Its Effects on Nutrition. Online Submission,

Papazisis, G., Nicolaou, P., Tsigas, E., Christoforou, T., & Sapountzi-Krepia, D. (2013). Religious and spiritual beliefs, self-esteem, anxiety, and depression among nursing students. *Nursing & Health Sciences*, 16(2), 232-238. doi:10.1111/nhs.12093

Abstract Summary:

This study reports on BSN students' use of prescribed anti anxiety medications and their perceived benefits in reducing nursing education related stress. This poster displays results of a study involving 120 nursing students conducted in spring of 2017.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to determine the extent of usage and perceived benefit of prescription anti- anxiety medications used by nursing students.	Poster presentation of current literature and review of the study methods and results.

The learner will be able to review results and relate the results to nursing education practices in the clinical arena and the classroom.	Content specific to student reported sources of stress in clinical and classroom environments.
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Abstract Text:

There is no published literature that addresses the prevalence of prescribed anti-anxiety medications used by nursing students, nor are there any published studies that reveal the perceived benefit of prescribed anti-anxiety medications used by nursing students to alleviate the stress of nursing school. However, nursing students self-report widespread stress and anxiety related to the nursing education environment and the use of prescribed anti-anxiety medications to help alleviate the stress.

The literature does address the prevalence of stress in the nursing education environment and the detrimental effects of this stress on nursing students including their ability to effectively learn. There is also published literature among associated professional fields including medicine, social work, pharmacy and dental students, all addressing the negative impact of stress on the learning of students in these environments. Sources of stress include the clinical environment, tests and exams, interactions with faculty, social isolation, and simulation exercises. Interventions typically advocated for use include meditation, exercise, reflection, counseling, journaling, mindfulness and yoga. Use of prescribed medications is not typically advocated, but is thought to be in widespread use.

The purpose of this study was to begin to understand how wide-spread the use of prescribed anti-anxiety medications is among BSN students in Virginia, and to determine the perceived benefit of the medications to the nursing students. This was a descriptive study and participants were nursing students in attendance at the Virginia Nursing Students Association annual meeting.

Students completed a survey that was distributed at registration at their annual student nursing conference. The survey form asked about their experiences with nursing program related anxiety and methods they commonly use to manage the anxiety, including the use of prescribed anti-anxiety medications. Responses were tallied and descriptive statistics will be reported. Survey responses show that participants in the study overwhelmingly listed sources of stress requiring anti-anxiety management including prescriptions to manage stress associated with clinical learning, simulation experiences, assignments, exams, faculty interactions and social isolation.