

**Title:**

Factors That Predict Levels of Sleepiness of Advanced Practice Nursing Students

**Deana Goldin, DNP**

*Nicole Wertheim College of Nursing and Health Sciences, Florida International University Nicole Wertheim College of Nursing and Health Sciences, Miami, FL, USA*

**Session Title:**

Education Posters Session 2

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Academic performance, Advanced Practice Nursing and sleep deprivation

**References:**

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Goel, N., Abe, T., Braun, M. E., & Dinges, D. F. (2014). Cognitive workload and sleep restriction interact to influence sleep homeostatic responses. *Sleep*, 37, 1745–1756. doi:10.5665/sleep.4164

Kendzerska, T. B., Smith, P. M., Brignardello-Petersen, R., Leung, R. S., & Tomlinson, G. A. (2014). Evaluation of the measurement properties of the Epworth Sleepiness Scale. *Sleep Medicine Reviews*, 18, 321–331.

**Abstract Summary:**

Due to arduous demands of graduate education, advanced practice nursing (APN) students are at risk for suffering sleep deprivation. Factors contributing to sleep deprivation include stress, expected academic challenges, and everyday life stressors. This study investigated APN students' grade-point average, gender, and employment status was a predictor sleep deprivation.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to identify factors that contribute to Advanced Practice Nursing Students' level of sleep deprivation	Identify sleep deprivation as a concern for Advanced Practice Nursing Students.
The learner will become knowledgeable about APN students' levels of sleep deprivation that is essential to improve the overall quality of APN students' well-being and academic performance.	To gain an understanding of how sleep deprivation effects academic performance.
	Adds to the limited research that exists regarding APN students sleep deprivation as a cause for poor academic performance
	Sleep deprivation studies expands on an area of research to develop knowledge for APN

	clinicians and other healthcare providers the poor outcomes of sleep deprivation.
	Investigating APN students' levels of sleep deprivation and its correlation with APN students' academic performance provides needed data of the impact poor sleep may have on students

**Abstract Text:**

**Background:** Graduate students are at increased risk of sleep deprivation. There are many detrimental outcomes associated with sleep deprivation on learning, health and overall wellbeing. The relationship between academic performance and sleep deprivation is gaining importance nationwide (Sullivan, 2015). There is a substantial amount data documenting the need for healthy sleep particularly students to optimize physical and psychological health (Azad et al., 2015). Factors contributing to sleep deprivation include the demands of graduate programs, stress, challenges managing family and personal life amongst others.

**Purpose:** The purpose of this study was to examine the relationship of APN students' grade-point average (GPA), gender, and employment status with predicted levels of daytime sleepiness.

**Theoretical Framework.** The Psychological Well-Being (PWB) model developed by Ryff (1989) is a set of measured scales representing multiple facets. The PWB in guiding this study theorized that sleep is a resource essential to well-being; adequate sleep is the resource needed to optimally manage stressful life demands. (Gedefaw, Tilahun, & Asefa, 2015; Goel et al., 2014; Wells & Vaughn, 2012).

**Methods:** This study is a quantitative, correlation study, to determine the predictors of APN students' levels sleep deprivation and its effects on academic performance (GPA). Using a nonprobability convenience sampling method, participants recruited were graduate students from a public university. The Epworth Sleepiness Scale a commonly used instrument in research measures sleepiness (Kendzierska et al., 2014) and a demographic questionnaire were used to collect the data.

**Results.** A total of 123 participants completed the study. Results indicated the ESS and GPA were negatively correlated and statistically significant ( $r = -.24, p < .05$ ) indicating that as sleepiness increased, GPAs decreased.

**Discussion:** Study data provide a better understanding of significant predictors of APN students' levels of sleepiness and academic performance. This data is important to nursing educations when designing curricula. With this understanding, alongside other sleep research, future studies will provide important data to guide APN educators in developing curricula and educational policies to improve student well-being, patient care, and safety.