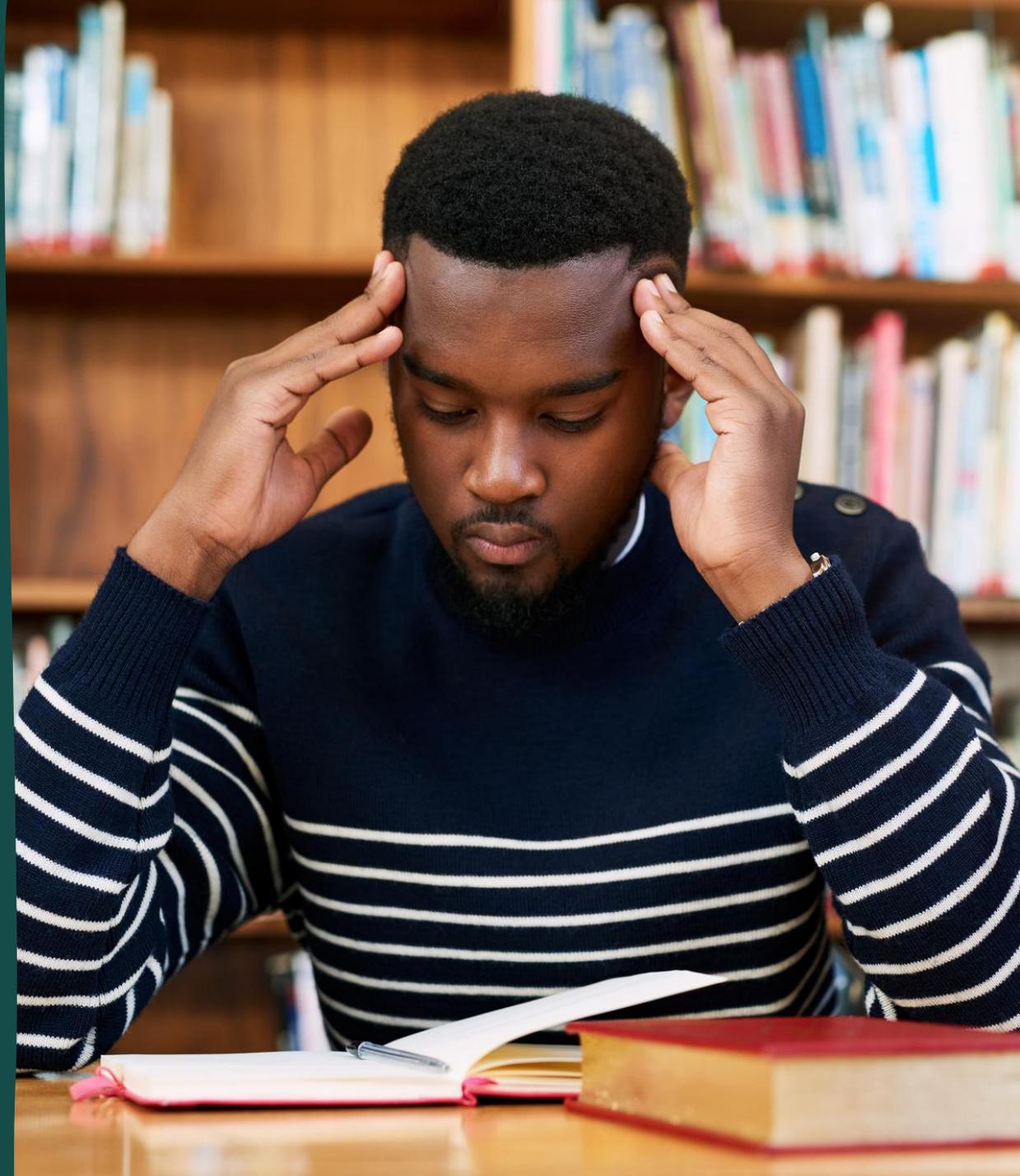


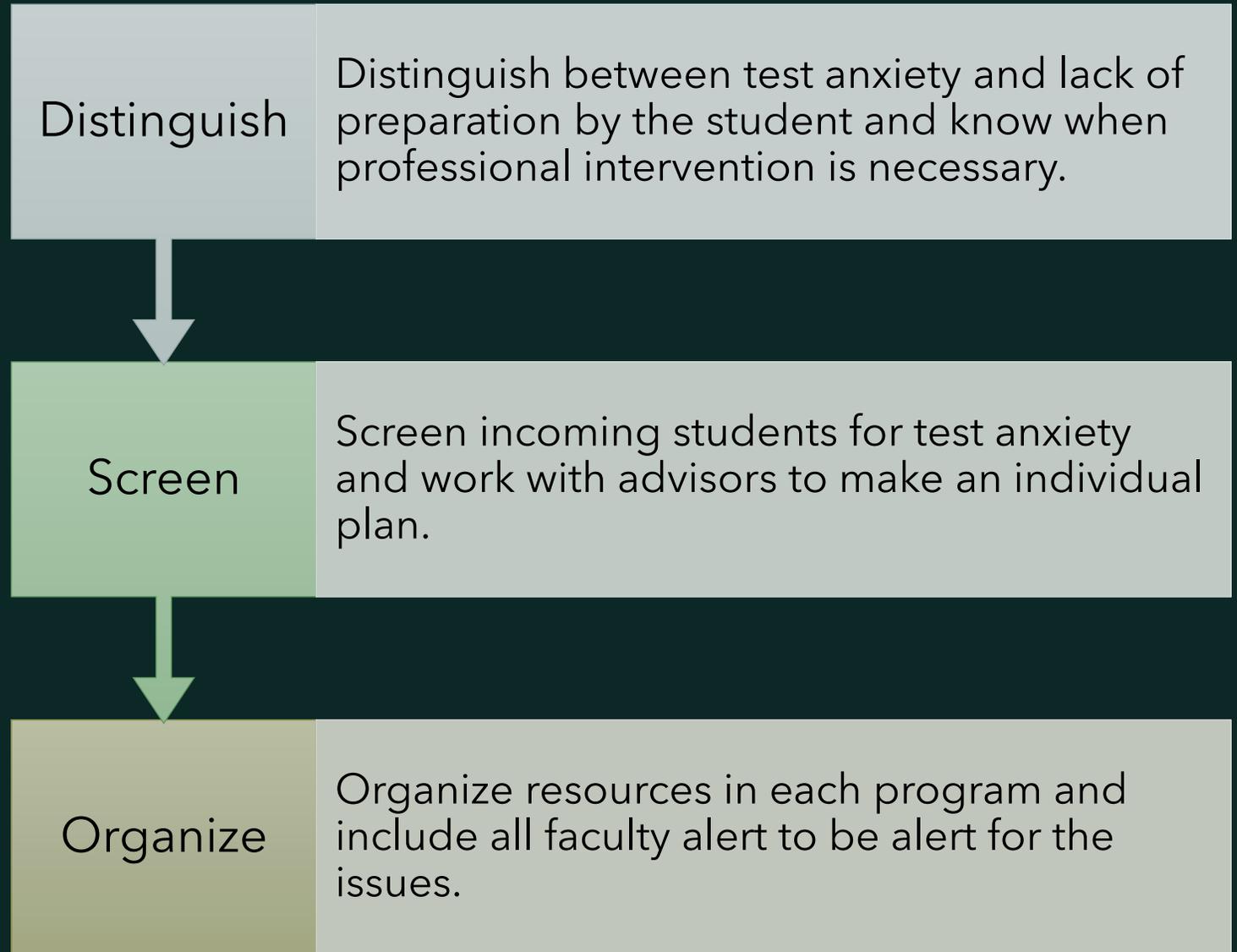
STRATEGIES TO MANAGE STUDENT TEST ANXIETY & LOW SELF- CONFIDENCE

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Objectives





“Came to class & paid attention
Took detailed notes
Read the material
Attended study sessions
Utilized faculty office hours”



**“I did everything
right, why did I fail?”**

A classroom scene with several students seated in rows of grey chairs with attached desks. In the foreground, a woman with long dark hair, wearing blue scrubs, is writing in a notebook. Next to her, a woman with reddish hair, also in blue scrubs, is smiling and holding a white notebook. In the background, other students are visible, some in blue scrubs and others in casual clothing. A woman in a white lab coat is seen from the back, standing at the front of the classroom. The text "Is issue a student or a teaching issue?" is overlaid on the right side of the image.

**Is issue a student
or a teaching issue?**



Student issues

4 student issues could be present and impacting this performance

1. Student has a learning disability and validated accommodations-the course may not be in sync with the student's learning style.

2. The student does not know how to study. Nursing school is different than high school or typical undergraduate courses (APPLICATION & Problem solving). Complexity of exam questions.

3. Student is really not prepared for the exam. Probe how they studied. Rule out "cramming."

4. Student has undiagnosed and untreated test anxiety.

Teach students how
to be successful in
nursing school







HOW TO ACTIVELY
INTERACT WITH THE
MATERIAL



HOW TO EFFECTIVELY
TEST



HOW TO MANAGE
EMOTIONS: FEAR,
DISAPPOINTMENT &
REPLICATE SUCCESS

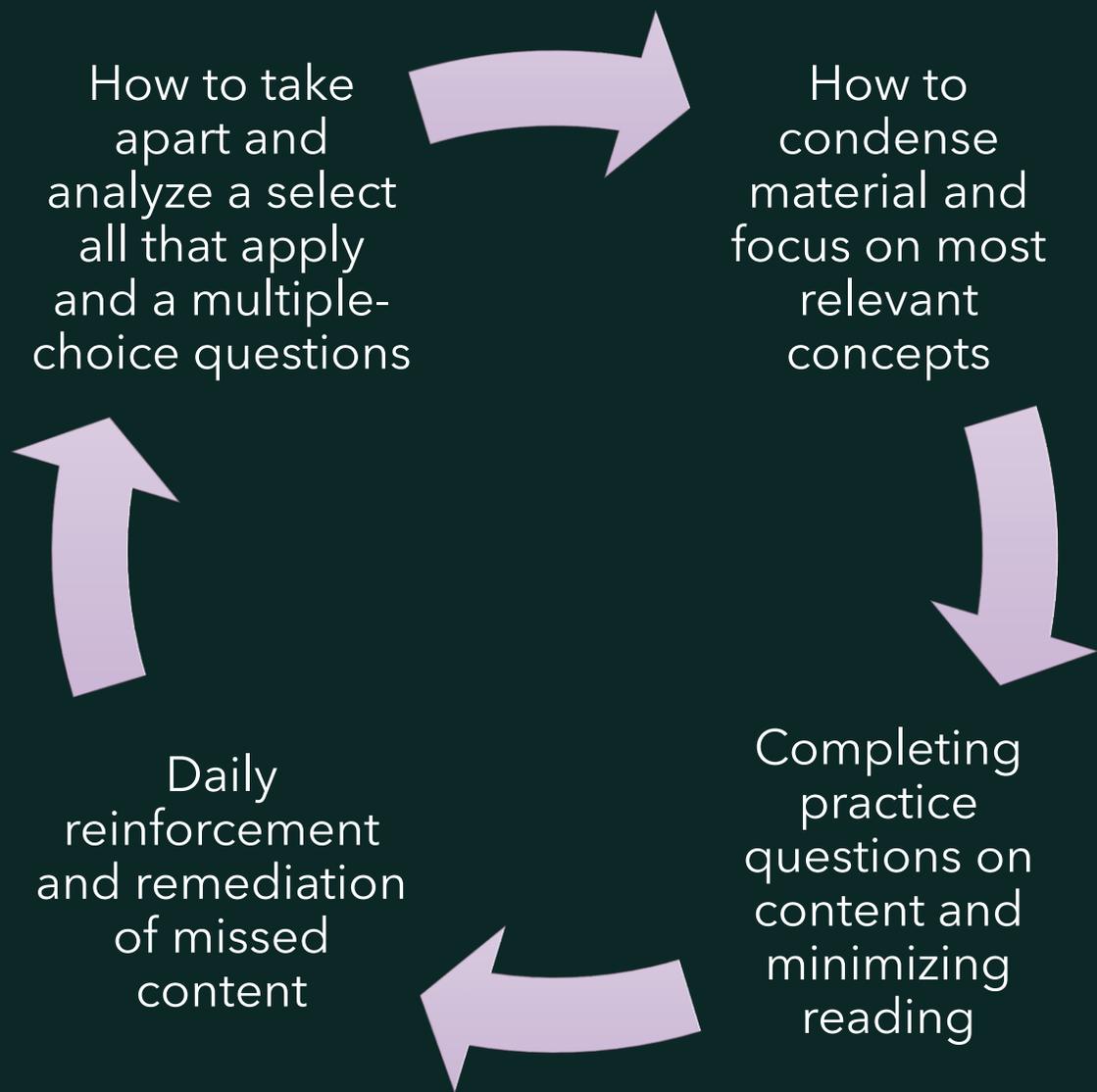


Success in Nursing School



Checklist for students

1. Are you studying from the class objectives as your focus of what is important?
2. Condensing the material (slides/reading) to line up with the objectives?
3. Completing 10 practice questions a day on key content (from class lectures) ?
4. Remediating what is missed on practice questions. Using reading as one step of remediation.
5. Testing yourself before an exam through mock questions then cleaning up what you do not know?
6. Reviewing old material 15 minutes a day, 5 days a week.
7. Seeking out help when you do not know? (Faculty and other strong students) as well as other resources like Nurse Sarah on YouTube.
8. Know why you missed what you missed on an exam and how to correct your mistakes.

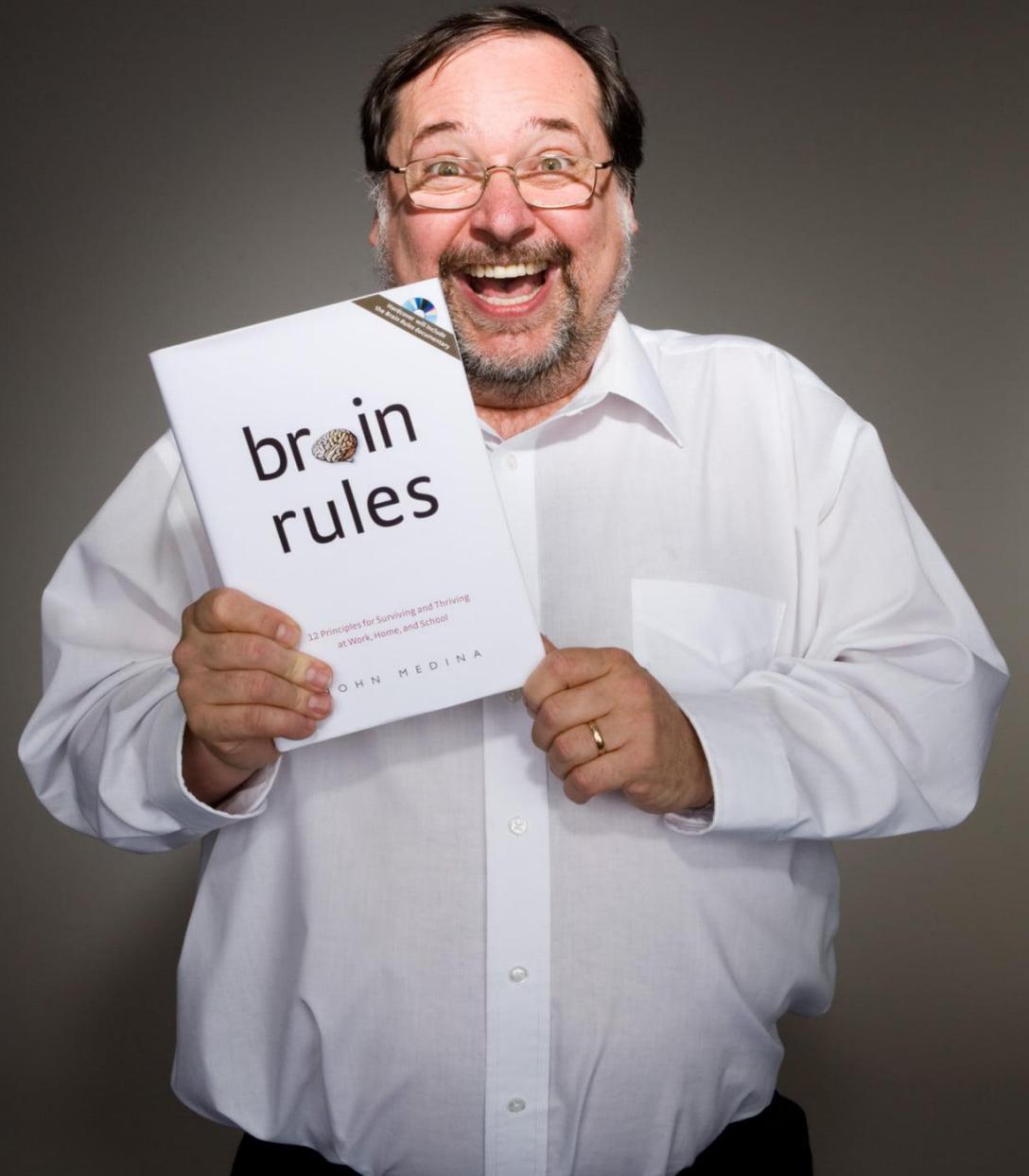


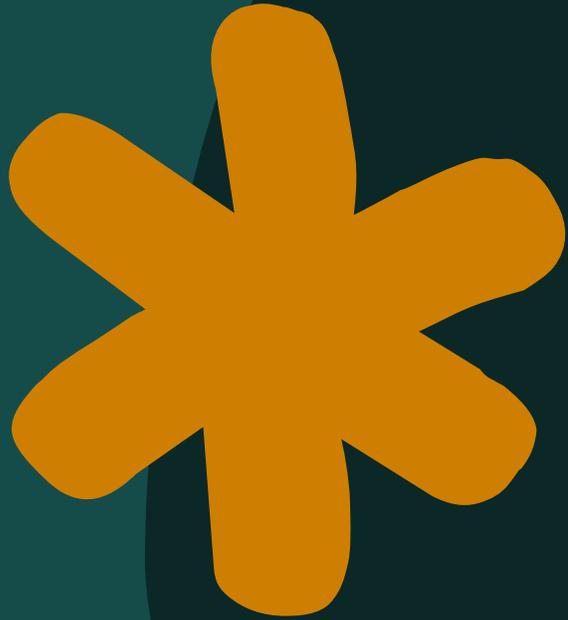
4 key skills
every student
needs to know
and practice

Brain Rules

Repeat to remember
and remember to
repeat! (3)

John Medina, PhD





What is test anxiety?

Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance. (1)

A type of performance anxiety

Test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best (2)

Facts about test anxiety

- Testing is a reality for all students. Estimated 15 to 20% of students experience high levels of test anxiety (4)
- The mechanism proposed to explain the negative effect is that **anxious thoughts occupy space in working memory, thus diminishing cognitive capacity.**
- This decrease may not hinder the student's ability to answer questions requiring the lower-order cognitive skills of recalling facts and definitions but **does diminish the student's ability to solve more complex and intellectually challenging questions** (5)
- Test performance **does not accurately measure the abilities** of those students who experience high levels of test anxiety (4)

Test anxiety

**SIGNS AND
SYMPTOMS**



The 4 domains of test anxiety (6)

Physical

Behavioral

Cognitive

Emotional



PHYSICAL SYMPTOMS:
nausea, sweating, shaking,
tachycardia, dry mouth,
fainting...more severe:
diarrhea & nausea/vomiting.

Behavioral/Cognitive

- Avoiding situations that involve testing
- Skipping class on test day "not at peak of my game"
- Self medicating with drugs or alcohol
- Complaints of memory problems and difficulty concentration
- **Negative self-talk..."there is a message you are telling yourself, what is it?"

*Negative self-
talk



Emotional
causes

Depression, low self-esteem, anger,
and a feeling of hopelessness.

DEPRESSION

SYMPTOMS

- ANGER ISSUES
- ANXIETY
- POOR FOCUS
- LACK OF ENERGY
- ISOLATION
- SLEEP DISORDER

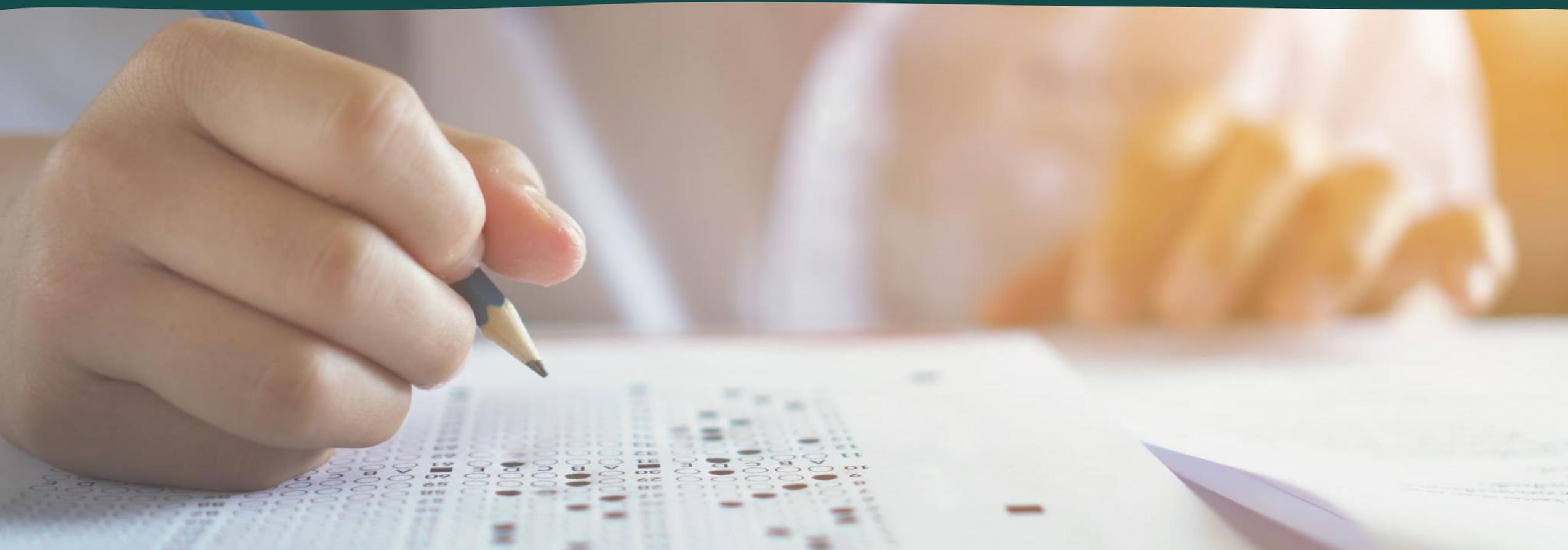


TREATMENT

- HOBBIES
- INTERACTION
- MEDICATION
- SPORT
- BALANCED DIET
- REST

Causes of test anxiety from the student side

- Fear of failure
- Past history of poor test performance
- Unpreparedness-memorization vs application of material



Contributors of test anxiety by faculty



Courses with too much content: CONTENT OVERLOAD



Not teaching to the outlined objectives



Assigning large amounts of reading and randomly testing on small parts of reading



Too many PowerPoint slides-Content Overload



Testing on too many topics



Exams are too high stakes



Not enough quizzes to do formative assessment of learning and reteaching during the semester

HG's 10 course rules-"I test to assess student learning"

- All content flows from written and shared objectives for each class.
- Class time is valuable; focuses on most complex/abstract topics from the objectives.
- Quiz (weekly) and give high stakes exams infrequently (7)
- No more than 3 topics per class meeting time and I NEVER flip a classroom.
- Slides not posted before class so students must take their own notes (7)
- All slides are original so content flows directly from objectives.
- Slides limited to 20-30 per class period-more pictures than words.
- Study guides are provided for each exam (are usually a repeat of the objectives!).
- Exams are paper and pencil and reviewed and returned to students to help them understand their weaknesses. If >50% of the class misses a question, I reteach the topic
- High stakes exams will include retesting of trends that students missed on quizzes, and this is shared with students.

Intervention



10 Skills every student needs to have in nursing school

How to effectively study for RETENTION

Develop a habit of completing practice questions, 5-10 a day, 5X a week

Remediate documented weaknesses, take feedback graciously

How to deconstruct a question: Distractor, key word/s and stem & "what is this question really asking?"

Test taking skill to analyze each answer for a match to the key words/stem in the question

How to track, measure and assess their own progress

How to prep for exam: sleep, hydration, high protein/low carbohydrate meal, stay away from classmates right before, NO CRAMMING night before

Automatic response when a hard question is encountered: Front door & back door strategies

Self-talk before and during the exam-how to calm themselves (mindful breathing)

Measure expectation vs outcome score + effort to determine how to adjust the approach for the next exam-"give yourself grace"

**“When you are
thrown...dust off and
RIDE AGAIN!”**



Resources

Study center: courses on study skills, test taking, writing and peer assistance.

Student health: depression screening, testing for ADD, medication for anxiety

Disability office: letters of accommodation

Academic advisor & program director

Course faculty/clinical instructor determine every student who has an accommodation

Screen for test anxiety if low performing-refer if needed

Tutors: Peer and hired tutors

Success Coach

Key is sorting out the issue and then designing an intervention to support the student's
SUCCESS







HELEN, LOLA &
WINNIE LOO



Questions?

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