



Effects of Anxiety Reducing Interventions on Performance Anxiety in Graduate Nurses

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Presenter Disclosure Information

- Georgita Tolbert Washington
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- The following information exists related to the presentation:
- Partial Funding
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Objectives

- Discuss the concept of performance anxiety
- Identify those who may be experiencing performance anxiety
- Discuss the implications of the results for nursing

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Background

- The laws of supply and demand apply to nurses
- Successful transition of new graduates
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- Interventions needed to facilitate transition

Berkow, Virkistis, Stewart, & Conway, 2009; Kelly & Courts, 2007; Schoessler & Waldo, 2006

Transition

- Influencing factors
 - Lack of confidence
 - Mistakes
 - New situations
 - Overwhelmed
 - Socialization
 - Self-sufficiency
 - Night shift
 - Physicians
 - Expectations
 - Medications
 - Managing groups of patients
 - New procedures
 - Preceptors
- Unsuccessful
 - Organizational
 - Professional
 - Personal

Oermann & Garvin, 2002; Phillips, 2006; Hyrkas & Shoemaker, 2007

Newhouse, Hoffman, & Hairston, 2007; Goode & Williams, 2004; Pine & Tart, 2007

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Performance anxiety

- Anxiety that affects ability to perform
- Previously learned information
- Reaction to a stimulus
 - Different than general anxiety
 - Occurring in certain situations
- Occurs intrapersonally
- Manifested interpersonally

American Psychiatric Association, 2000; American Hospital Association, 2000; Rodenbaugh & Chambless, 2004

Sarason, 1984; Duchscher, 2001; Kim, 2003; Peplau, 1952, 1991

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Purpose

- Verify and clarify level of performance anxiety
- Evaluate effectiveness of anxiety reducing interventions

Theoretical perspective

Interpersonal Relations

- Nurse/patient vs Preceptor/new graduate
- Overlapping phases
 - Orientation
 - Working
 - Identification
 - Exploitation
 - Resolution
- Anxiety
- Relief behaviors (dysfunctional)

Peplau, 1952, 1991; O'Toole & Welt, 1989; Forchuk, 1991

Model cases

- Mary
 - Intrapersonal
 - Interpersonal

- Georgita
 - Intrapersonal

Research Questions

- Does the level of performance anxiety experienced by new graduate nurses in an acute care setting change after an anxiety reducing intervention?

- Does the level of performance anxiety experienced by new graduate nurses in an acute care setting change for the nurses in the control group?

Research Questions

- Does the level of performance anxiety differ among new graduate nurses in an acute care setting after an anxiety reducing intervention as compared to a control group?
- What is the effect of the preceptor/new graduate relationship on performance anxiety in new graduate nurses who do and who do not experience an anxiety reducing intervention?

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Research Questions

- What is the effect of new graduates' perceived social support and performance anxiety in new graduate nurses who do and do not experience an anxiety reducing intervention?
- Does the preceptor/new graduate relationship influence performance anxiety more than perceived social support in new graduate nurses who do and do not experience an anxiety reducing intervention?

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Review of the literature

- New graduate transition
- Performance anxiety
- Anxiety & the theory of interpersonal relations
- Nursing students & test anxiety
- New professional nurses & performance anxiety
- Preceptor/new-graduate relationship & performance anxiety
- Theory of interpersonal relations
- Performance anxiety reducing interventions

Peplau, 1952, 1991; Meisenhelder, 1987; Forchuck, 1991; Duchscher, 2001; Wright, 2002; Roche, Lamoureux, & Teehan, 2004; Fox, Henderson, & Malko-Nyhan, 2006

Kirchner, 2003; Everhart and Slate, 2004; Valentine, Meyer-Dinkgrafe, Acs, Wasley, 2006; Sonnenmoser, 2006; Hinds & Harley, 2001; Reising, 2002; Nolan & Murphy, 2006; Schoessler & Waldo, 2006

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Methods

- Protection of human subjects
 - IRB approval
- Sample
 - 15-facility health care organization
 - Graduate nurse orientation
 - Nurse residency program
- Research design
 - Quasi-experimental
 - Mixed methods

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Methods

Data collection tools

- Demographic data
- Personal Resource Questionnaire 85
- Relationship form
(adapted)
- Open ended questions**
- Clinical Experience Assessment form
(adapted)
- Post intervention statements**

** Treatment group

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Methods

Interventions & Application

- Cognitive behavior therapy concepts
- Progressive muscle relaxation
- Reflective journaling
- Monthly @ residency sessions

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Methods

Data Analysis Plan & Parameters

- Descriptive
- Mixed model ANOVA
- Chi square
- Moderated regression
- Content analysis
- Methodological limitations
- Delimitations

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Results

Descriptive statistics

Sample descriptive	Value	Sample descriptive	Value
Sample size	n = 34	Educational preparation	53.3 % AD
Control	42 (25)	First degree	73.5%
Treatment	24 (9 -2)	JCMC	47.1%
Gender	88.2% female	Medical Surgical	35.5%
Age range	67.6% 20 – 29	Personal anxiety	43.8% “very much”
Time RN	70.6% < 3 mos		
Post Study			
One preceptor	39.4%	Five of six sessions	55.9%
> 2 preceptors	60.7%	Personal anxiety	38.2% “very much”

p< .05

Results

Statistical differences between groups & Reliability Coefficients

Characteristic	Group	Statistical analysis X ² (df) sig
Length of time as an RN	Treatment – 100% Control – 60% <1 – 3 mos	5.100(1).024
Educational preparation	Treatment – 100% Control – 33.3% BSN	8.571(1).003
Nursing as a second degree	Treatment – 66.7% Control – 12% Yes	10.161(1).001

Measurement tool	Reliability coefficient
PRQ85	.794 (.87-.93)
Clinical Experience Assessment form	.838 (.82)

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Results

Research Questions 1- 3

- Does the level of performance anxiety experienced by new graduate nurses in an acute care setting change after an anxiety reducing intervention?
- Does the level of performance anxiety experienced by new graduate nurses in an acute care setting change for the nurses in the control group?
- Does the level of performance anxiety differ among new graduate nurses in an acute care setting after an anxiety reducing intervention as compared to a control group?

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Results

Research questions 1 - 3

Variable & Measurement	Mean(SD)	Mixed model ANOVA F(df)sig
Performance anxiety-Clinical Experience Assessment form	Control Pre – 45.80(1.963) Post – 39.12(1.632) Treatment Pre – 47.56(4.090) Post – 39.11(4.046)	Within groups difference 16.775(1).001* Pre Post*Group effect .228(1).636 Between group difference .067(1).798

$p < .05$

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Results

Research Question 4 - 6

- What is the effect of the preceptor/new graduate relationship on performance anxiety in new graduate nurses who do and who do not experience an anxiety reducing intervention?
- What is the effect of new graduates' perceived social support and performance anxiety in new graduate nurses who do and do not experience an anxiety reducing intervention?
- Does the preceptor/new graduate relationship influence performance anxiety more than perceived social support in new graduate nurses who do and do not experience an anxiety reducing intervention?

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Results

Research Question 4 - 6

Intervening variable	Moderated Regression Analysis <i>F(df)sig</i>
Interaction effect of social support on performance anxiety	2.794(3).057
Interaction effect of preceptor/new-graduate relationship on performance anxiety	1.142(3).350

$p < .05$

Post Hoc results

Variable & Measurement	Mean(SD)	Mixed model ANOVA <i>F(df)sig</i>
Preceptor/new graduate relationship – Relationship Form	Control Pre – 3.88(1.922) Post – 3.80(1.658) Treatment Pre – 3.17(.983) Post – 3.67(1.033)	Within groups difference .218(1).644 Pre Post*Group effect .416(1).524 Between group difference .465(1).501
Perceived Social support – PRQ85	Control Pre – 114.40(17.347) Post – 120.20(11.944) Treatment Pre – 119.29(10.111) Post – 131.14(15.093)	Within groups difference 4.613(1).040* Pre Post*Group effect .543(1).467 Between group difference 2.902(1).099

$p < .05$

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Results

Post intervention survey

Statement	Percentage - response
I found the CBT sessions useful	56% "not much"
I found the PMR exercises useful	67% "not much"
I found the journaling useful	67% "not much"
The group interactions during the CBT & PMR sessions were useful to me	38% "some"

p < .05

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Results

Open ended questions

- What were your thoughts while engaging in the CBT exercises?
- What were your thoughts while engaging in the PMR exercises?
- What were your thoughts while engaging in reflective journaling?
- What is your overall evaluation of the usefulness of these sessions in reducing performance anxiety?

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Results

Open ended questions

- Four categories
 - Rejection of the intervention
 - No active engagement with the intervention
 - Attention to the intervention
 - Active engagement with the intervention

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Discussion

Outcomes related to this research

- Performance anxiety present in new graduates
- Intervening variable – relationship
 - No interaction effect on performance anxiety
- Intervening variable –social support
 - Statically significant increase within groups

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Discussion

Outcomes related to this research

- Increased support – no progress of relationship***
- Journaling
- Rejection of the intervention
- Interventions unnecessary

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Discussion

Outcomes related to the literature – The sample (n=34)

- Similarities
- Differences
- Control vs treatment
- Interventions useful in decreasing performance anxiety
 - Consistent
- Differences between groups
 - Not consistent
- Journaling
 - These results inconclusive

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Discussion

Outcomes related to the literature – research questions

- Relationship
 - Multiple preceptors
 - Dissatisfaction
 - Consistent
- Support
 - Desired and needed
 - Increase is consistent
- Not a factor
 - inconsistent

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Conclusions

- Existence of performance anxiety
- Appropriate level to cope with transition
 - Other factors influence performance anxiety
 - Identify those other factors
 - Small sample
- Instrument modifications

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Strengths

- Extends the study of performance anxiety to this population
- Existence demonstrated
- Evaluation of existing tools in this population
- LCSW as expert with the interventions

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Limitations

- Small sample size
 - Unclear of effect of these interventions
 - Unable to generalize results
- Non-randomized groups
- Multiple preceptors
- Not all attended all sessions
- No mechanism to determine practice
- Environmental noise

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Implications for Nursing

- Research
 - Further exploration of the preceptor/new graduate relationship
- Education
 - Acknowledge its existence
- Practice
 - Increased awareness of preceptors, managers, tenured staff, new graduates

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Summary

- Identified and verified the existence of performance anxiety
- Fills a gap concerning new graduates
- Larger sample sizes; more inclusive
- Soliciting new graduate participation

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