Exploring the Impact of Extended time for Testing on Bachelor of Nursing (BN) Students Perceived Test Anxiety and Academic Procrastination

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Statement of the Problem: Nursing program curricula is challenging, requiring significant amounts of knowledge and skills, high threshold professional standards, rigorous progression standards, and high stakes examinations. The resultant outcome leads to BN students experiencing high levels of test anxiety. Text anxiety is speculated to be significantly underreported. In addition, avoidance behaviours such as procrastination have been identified as a coping strategy to reduce anxious feelings; however, this can lead to ineffective study skills. Test anxiety is not only recognized as contributing adversely to student mental health, but can contribute as a barrier to accurate evaluation of student performance. Conversely, it is recognized that schools should not reduce the rigor of nursing curriculum. Universal Design for Learning is a well-practiced framework to facilitate teaching and learning of all students irrespective of individual characteristics. However, there is limited research examining the effects of one aspect of Universal Learning Design, of extended times for testing, among baccalaureate nursing students perceived level of anxiety and academic procrastination.

Aim: The purpose of the study is to explore the impact of extended time on student's perceived test anxiety and academic procrastination.

Background: Research has linked high stakes programs for BN students and high levels of anxiety during testing; however, there is limited research examining the effects of one aspect of Universal Design Instruction (UDI) of extended time for tests on test anxiety and procrastination.

Methods: A cross-sectional survey design was used to examine the hypothesized relationship. The sample includes baccalaureate nursing students who met the inclusion criteria of being enrolled full-time in the in the baccalaureate nursing at a large urban academic institution in Canada. Data were collected during the second academic term in the winter of (April, May) of 2019.

Significance, Results & Conclusions: Will be presented.

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