The Effects of Meditation on Perceived Self Efficacy in Student Registered Nurse Anesthetists

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Abstract
Nurse anesthesia programs demand time and commitment for educational requirements and success. Student Registered Nurse Anesthetists (SRNAs) are encumbered with an exponential amount of stress in these programs. Research has shown that mindful-meditation is an effective method for stress reduction and improving attention and concentration. The purpose of this Doctor of Nursing Practice project was to determine if mindful-meditation has an influence on perceived self-efficacy in SRNAs. A pre survey was administered via email to 56 nurse anesthesia students in different levels of one nurse anesthesia program. The survey included the Perceived Stress Scale to measure stress level and the General Self-Efficacy Scale to measure perceived self-efficacy. One week later, a link to a free 1-minute guided audio meditation was administered via email and participants were asked to use the intervention once a day for a period of 8 weeks. A post survey was administered that included the Perceived Stress Scale and General Self-Efficacy Scale. There was no observed statistical significance when comparing t-test results from the pre and post survey. Although significance was not demonstrated, a slight improvement was noted in the second year students General Self-Efficacy Scale scores as well as a slight reduction in Perceived Stress Scale scores. Further studies that assess stress reduction techniques and ways to improve perceived self-efficacy are needed on this population. Effective coping methods and stress reduction techniques are essential to nurse anesthesia education.