

Effect of Music on Stress and Anxiety in Healthcare Students in Association with Examinations: A Systematic Review



Joshua Perez, SPT, Makenna Enslin, SPT, Claire Cardillo,
SPT, Jacob Sacher, SPT, Anthony F. Carusotto, PT, EdD, DPT

Objectives



- ! Attendees will understand the benefit of playing music before or during examinations in undergraduate nursing students.
- ! Attendees will identify the physiological effects after students listen to music in the examination environment.

Background



!

Background

- ! Music is a relaxing therapy tool for mental health²
- ! Impact of music on students examination performance?

Purpose



Methods



- ! Databases:
 - ! Proquest
 - ! ScienceDirect
 - ! PubMed
 - ! CINAHL

Methods



!

"

(

(

Methods

!

"

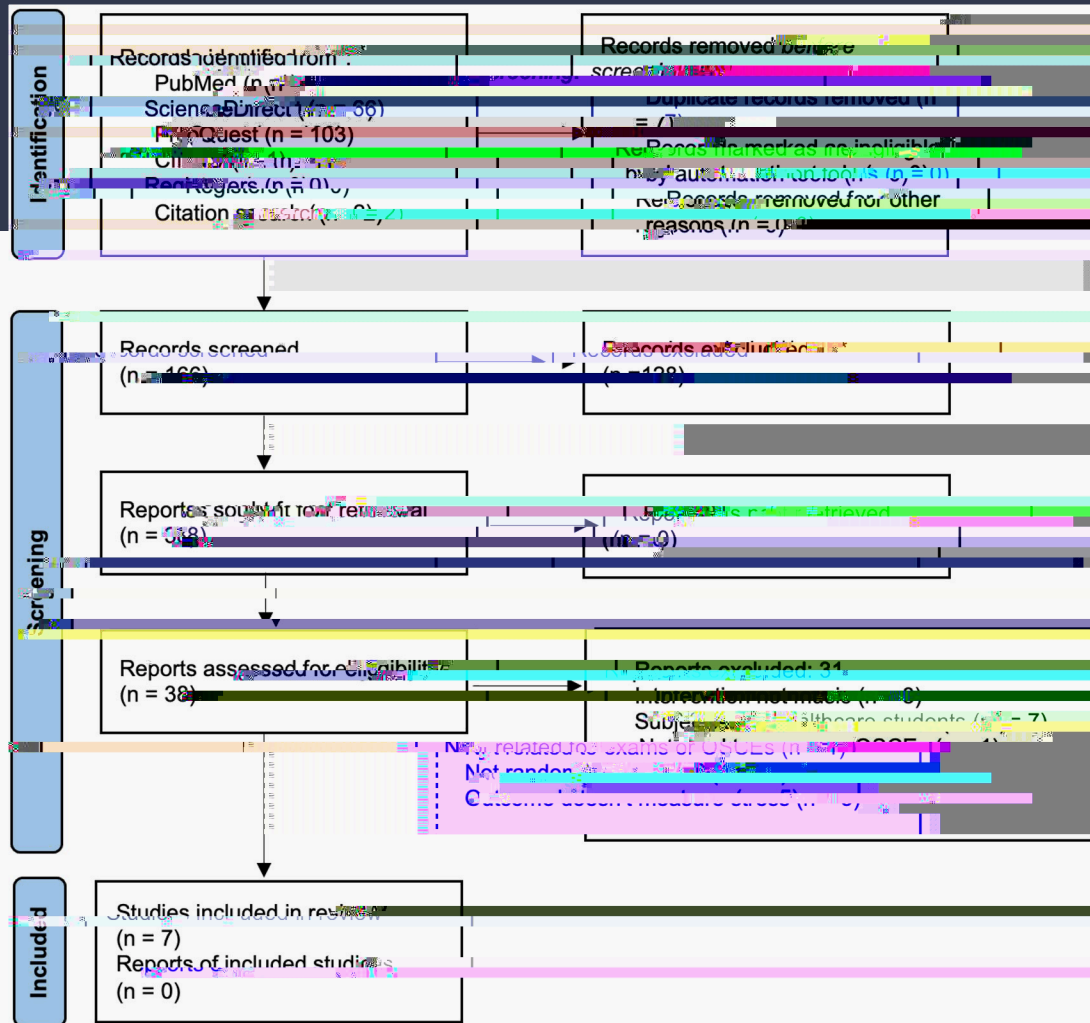
"

"

"

"

PRISMA





Results



- ! 5 out of 7 studies demonstrated a significant decrease in stress and anxiety among nursing students^{3, 6, 7, 8, 9}
- ! Secondary Improvements
 - " Cortisol and salivary IgA³
 - " Decreased vitals^{4, 6, 7, 9}
 - " Increased exam performance⁸

Conclusion



- ! There is strong evidence that supports the utilization of music before or during written examinations and OSCEs to assist in reducing health profession student's level of stress and anxiety.
- ! Limitations
 - " Results were directly related to nursing students
 - " Small sample size
 - " Lack of uniformity in music protocols

Future Research

!



Clinical Relevance



! " # \$ % & ' () * +) \$ % , - + ' . / 0 % . 1 ' * . 2 ' 2 + 3 # & % 1 4 ' 5 +) - 0 5 ' / 2 . * + \$ \$ % . 1 ' \$ 0 # 3 + 1 0 \$ 6 ' - + 7 + - ' . * ' \$ 0 2 + \$ \$ ') 1 3 ') 1 8 % + 0 9
: ; 2 . 7 % 3 + 3 ' + % 0 5 + 2 ' , + * . 2 + ' < = ' 3 # 2 % 1 4 ' + 8) > % 1) 0 % . 1 \$

Clinical Relevance

- ! ?5+'*%13%14\$')2+'\$ / +&%*%&'0.'1#2\$%14'\$0#3+10\$'
 - : @'7)2%+09' .*'5+)-05' / 2. *+\$\$. 1'\$0#3+10\$'A5.' >)9', +1+*%0'*2. >'
>#\$%&'%10+27+10%. 1'0.'2+3#&+'\$02+\$\$')13')18%+09
 - : @--.A'\$0#3+10\$'0.'3+> .1\$02)0+'B1.A-+34+'2)05+2'05)1', +'-%>%0+3'
,9' / +2&+ / 0%. 1\$' .*'\$02+\$\$')13')18%+09'
 - C D1&2+) \$+3'0+\$0'\$&.2+\$')13'\$)0%\$*)&0%. 1'A%05'+3#&)0%. 1

Acknowledgments



Thank you

To all of our fellow students
Our friends and family
The DPT Staff at the University of Scranton

References

!"#\$%&'()*+,-./

References

623!"01%, <3" = , -

