

TLC Final Grant Report

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Next Generation NCLEX: Supporting Student Success through Faculty Education

Introduction

The National Council of State Boards of Nursing (NCSBN) is the regulatory body that creates the National Council Licensure Examination (NCLEX) for Nurses. The NCLEX is the required licensure examination for registered nurses to practice. This examination measures various areas of nursing knowledge and indicates the person who passes has minimum competence to practice nursing safely. The NCLEX is currently being revised to incorporate an increase in clinical judgement related items. Clinical judgement relates to the nurse's ability to make safe and competent decisions in the clinical environment. These changes are incredibly significant and will directly impact how nurse educators teach and assess student learning. The new Next Generation (NGN) version of the NCLEX started in April 2023.

The new format will include case-study based assessment items with multiple questions for each scenario. The change in the format of the examination warrants a change in how nurse educators teach and assess our students. According to the NCSBN (2018) teaching critical thinking and clinical judgement requires innovative and interactive teaching strategies. Some of these strategies may include case studies, unfolding case studies, scenario-based learning, etc. The McKenzie-Elliott School of Nursing at University of North Carolina at Pembroke (UNCP) needed faculty training on teaching methodologies as well as resources to prepare students to

take the NGN NCLEX. A grant proposal was submitted to the UNCP Teaching and Learning Center to obtain funding for resources and faculty training. The grant was approved and fully funded.

Expected Outcome

The expected outcomes of the project were:

1. Nursing faculty will be trained in teaching and assessing clinical judgement and critical thinking in the classroom.
2. UNCP Nursing students will pass the Next Generation NCLEX in 2023 (85% or greater- This is in alignment with our strategic plan).

Implementation

The following activities and interventions were proposed with completion noted as bullet points:

1. The grant applicants researched methods of instruction that promoted the development of clinical judgement and critical thinking in nursing student education. The grant applicants researched instructional resources that promote clinical judgement – example: unfolding case studies etc.
 - The grant applicants used grant funding to purchase resource books on Critical Thinking and Clinical Judgement by internationally known scholars and Unfolding Case Study books for our courses with a clinical component. See budget for list of resources purchased; nine books in total.
 - As this was a new topic, the expectation was that more resources would be available as time to implement NGN grew closer, however they were not.
2. The grant applicants developed a two-part series workshop for nursing faculty. The first session introduced resources and teaching methodologies related to clinical judgement

and critical thinking. The second session included resources and practice writing assessment items that measure clinical judgement and critical thinking. These workshops were held in Spring 2022. The workshops were interactive in nature- the grant applicants guided the workshop participants in creating clinical judgement instructional tools and in writing clinical judgment assessment items.

- March 25, 2022: The workshop, Next Steps and Teaching Strategies, was held in spring of 2022. This workshop was interactive and incorporated developing a teaching plan for a classroom session incorporating NGN item types. (3 hours)
 - a. An overview of the purpose of NGN and the implementation timeline were reviewed. The group discussed available resources and goals for the workshop.
 - b. Faculty were asked to bring their course syllabi to the workshop. Faculty were placed in workgroups of 2-3 who had chosen to focus on the same course.
 - c. After discussion of the workshop goals and process, faculty were asked to identify a unit of content where teaching modalities could be transitioned to an unfolding case study or NGN item types.
 - d. Faculty used a block of time to discuss strategies and resources needed to redesign the content.
 - e. Each group then reported on their progress and were asked to upload it to the faculty resource sharepoint.
- May 6, 2022: A few months later, the workshop Resources and Item Writing reviewed current and added resources, discussed NGN item types, and incorporated faculty writing a course specific unfolding case study in small groups. (3 hours)

- a. An overview of the purpose of NGN and the implementation timeline were reviewed. The group discussed available resources and goals for the workshop. Time was specifically spent reviewing the steps of the
- b. Faculty were broken into course groups as planned for the fall workload, 3-4 per group. The unfolding case study book that related to the course was given to the group with pre-identified content marked for them. This was done to save the group time deciding which content to use.
- c. The group was given a block of time to adapt the unfolding case study from traditional NCLEX questions to NGN questions, using the Clinical Judgement Model steps.
- d. After the allotted time, each group reported out, took suggestions from the faculty, and were encouraged to complete the case study and upload it to the faculty resource site.
- e. The faculty discussed the process, noting challenges and approaches.

Impact of Proposal

- The workshop participants completed an evaluation survey at the end of each workshop. All participants agreed or strongly agreed that each objective was met. The workshop participants stated they liked the learning activities and the breakout rooms. The workshop participants did not identify anything they liked least about the workshops.
- The final workshop at the end of the academic year discussed scoring for all NGN types. Each of the six workshops reviewed previous content briefly as well as introduced additional content. The workgroup was intentional to include open dialogue at each

session, allowing faculty to express their feelings and content requests for future workshops.

- This project has provided the School of Nursing with resources to aid faculty in teaching and evaluation related to Next Generation NCLEX. In addition to the purchased resources, the researchers created an online repository of resources for the faculty to utilize. This repository includes recordings of training, links to external sites and samples of next generation NCLEX items and case studies.
- The UNCP Nursing class of 2023 has a projected NCLEX pass rate of 94% overall based on their standardized testing scores. Graduates will take the NCLEX over the summer months of 2023.

Scholarly Growth of Researchers

This project has contributed to both researchers' growth as scholars in several ways. First this process has allowed the researchers to experience applying for a grant. Additionally, this opportunity allowed both researchers to develop and deliver professional training sessions related to nursing education. This opportunity aided in developing both researchers as leaders in the school of nursing.

The researchers have had the opportunity to share their learning via poster presentations on this process as follows:

- 16th Annual SouthEastern Nurse Educator Symposium in Asheville, NC in October 2022
- 4th Global Virtual Summit on Nursing Education, Nursing Diversity, Canada (virtual presentation) in March 2023
- Global Summit on Nursing Education and Healthcare, Nursing Trends, Rome, Italy in April 2023

Lastly, the researchers have been invited to deliver an in-person four-hour pre-conference at the 17th Annual SouthEastern Nurse Educator Symposium in Wrightsville Beach, NC in October 2023.

The researchers also have submitted two articles for publication, neither of which were accepted. We plan to revise per editorial feedback and continue to pursue this route. Journals requested NGN first year testing results as an outcome measurement of this project.

Conclusion

This TLC grant has been beneficial to the faculty and students of the McKenzie-Elliott School of Nursing. The grant process allowed the researchers to present three poster presentations, submit two articles for publication, and be invited to present a pre-conference workshop. This grant is a foundation for future scholarship and research.

References

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