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Faculty of Health

***INTERNATIONALLY EDUCATED NURSES
NCLEX-RN PREPARATION:
A PEDAGOGICAL APPROACH***

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INTRODUCTION

Project "*IEN Success: Leveraging Collaborative Partnerships*" is a collaboration between

- York University
- Algonquin College
- Centennial College
- Fanshare College
- George Brown College
- Mohawk College

Funded by Ministry of Citizenship, Immigration, and International Trade





INTRODUCTION 2

- This research is designed to recognize the unique needs of educators of IENs
- This project includes the development of faculty, students and curriculum that reflect the current regulations re RN examination. The project also focuses on faculty professional development for educators who teach IENs and diverse learners.

BACKGROUND

- Newly adopted NCLEX-RN for registration in Canada requires new approaches to assist students for the exam success



BACKGROUND 2

Literature review themes

- Strategies to support students in NCLEX prep (Cox-Davenport et al 2015, Condon et al 2013, Sears et al 2015, Pennington et al 2010)
- Strategies to support educators in teaching NCLEX (Cole et al 2014, Hyland 2012)
- Predictors of NCLEX readiness (Lavin et al 2013, Simon et al 2013, Emory et al 2013)
- Strategies to support students with ESL, diverse learners in NCLEX prep (Cunningham et al 2004, Fettig et al 2014, Heffernan et al 2010)



BACKGROUND 3

- Lessons learned from the US programs revealed constructivist approach as an optimal to NCLEX success
- In addition to introducing the focus of NCLEX-RN (as compared to CRNE) we considered
 - the increasing diversity of our students
 - nurse educator needs about NCLEX-RN



BACKGROUND 4

- NCLEX-RN preparation for success requires multiple strategies that:
 - respond to educators and learners learning needs
 - improve cultural competency/understanding of teachers and students
 - Assist students to develop testing/learning strategies



METHODOLOGY

- A Monitoring and Evaluation framework is being applied to ensure quality of education
- Constructivist approach is used to enhance learning through active interplay between knowledge, experience, and ideas (Brownie et al 2015)



METHODOLOGY 2

- Optimal learning environment
 - Learners are actively involved
 - Learning environment is democratic
 - Activities are interactive and learner-centered
 - Learners are involved in authentic tasks
 - Teachers facilitate learning process where students are responsible and autonomous



METHODOLOGY 3

- Activities are specified differently for educators and students
 - Educators: professional development workshops and NCLEX-RN workshops (review, hands-on practice, coaching, evaluation)
 - Students: NCLEX practice sessions, review sessions, and evaluation



NCLEX WORKSHOPS— FACULTY

- 2 day workshop
 - Overview of NCLEX
 - Decreasing anxiety & increasing confidence in test taking
 - Testing principles & overview of foundational knowledge for testing
 - Methods to improve learning for testing
 - Good vs “bad” questions
 - Questions specific to IENs
 - Question format guide



NCLEX WORKSHOPS— FACULTY 2

- Coaching sessions on NCLEX item writing
 - Principles of test construction (testing purpose, testing content, cognitive level)
 - Computerized items for student practice and learning (question categories, correct answer, explanation, and references)



NCLEX WORKSHOPS— FACULTY 3

- Piloting and revising newly developed NCLEX questions
- Training session on ExamMaster question bank
- Inputting newly developed questions into ExamMaster system



NCLEX WORKSHOPS— FACULTY 4

- NCLEX-RN testing content, cognitive levels, and test taking techniques for course development/adjustment to enhance teaching for NCLEX success



NCLEX WORKSHOPS— FACULTY 5

- Results of NCLEX practices were shared to enhance teaching strategies and faculty cultural competencies to teach diverse learners



NCLEX PRACTICE – STUDENTS

- Weekly NCLEX-RN practice sessions in lab include 3 hour practice and 2 hour review



NCLEX PRACTICE – STUDENTS 2

- NCLEX review sessions
 - different testing foci of NCLEX-RN
 - testing content
 - test taking techniques
 - time management
 - anxiety management
 - cultural differences in questioning



RESULTS

FACULTY PROFESSIONAL DEVELOPMENT

- Over 300 questions developed for students to practice
- Faculty participants highly valued hands-on experience in item writing.



RESULTS 2

FACULTY PROFESSIONAL DEVELOPMENT

- Faculty were highly motivated when they could claim their autonomy over the entire process of item writing
- Close evaluation and coaching was essential to produce high quality of learning and practicing





RESULTS 3

Student NCLEX prep for success

- 17 sessions and 120 student participants practice NCLEX with ExamMaster question bank of 3300 questions
- Student participants reported to be more skillful in writing NCLEX-RN.



RESULTS 4

STUDENT NCLEX-RN prep for success.
Respondent responses included:

- They highly valued review sessions on NCLEX preparation, and tips and tricks.
- Their confidence was reported to increase greatly
- Their anxiety was greatly reduced



RESULTS 5

Student NCLEX practice results for faculty professional development: area of teaching ADJUSTMENT:

- Health Promotion and Maintenance
 - Prevention and early detection
 - Evaluation (44% passed)
- Physiological Integrity
 - Basic care and comfort
 - Implementation (55% passed)



RESULTS 6

Student NCLEX practice results for faculty professional development: area of teaching ADJUSTMENT:

- Pharmacological and parenteral therapies
 - Analysis (47% passed)
 - Evaluation (38.5% passed)
 - Implementation (59% passed)



RESULTS 7

Student NCLEX practice results - area of teaching ADJUSTMENT:

- Physiological adaptation
 - Analysis (48.5% passed)
 - Planning (56.5% passed)
- Reduction of risk potential
 - Implementation (54.5% passed)



RESULTS 8

Student NCLEX practice results - area of teaching ADJUSTMENT:

- Psychosocial integrity
 - Psychosocial adaptation
 - Planning (56.5% passed)
- Safe and effective care environment
 - Safety and infection control
 - Evaluation (58.5% passed)



And.....

- Pass rate of first time NCLEX-RN exam takers at York University – 80%
- As compared to IEN Ontario pass rate of 35%



CONCLUSION

- Results of this research support findings from the literature review
- Constructivist approach is helpful
- Teaching for NCLEX-RN success requires multiple strategies
- Ability in teaching diverse learners or inclusive education enhances greatly NCLEX success.



Thank You

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