

# A MULTI-MODAL APPROACH

TO DEVELOPMENT OF NURSING IDENTITY,  
CRITICAL THINKING AND N-CLEX PREPARATION  
IN A RURAL COLLEGE

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We know  
how to teach  
nursing &  
critical  
thinking to  
Canadian  
Students

## However,

- Students from other countries may come from a very different type of learning background
  - Auditory Learners; lecture-based teaching
  - May not take notes; learn to memorize
  - Not familiar with Multiple Choice style questions
- International Nurses may be used to a hierarchical medical system where nursing opinions are not valued and nurses are not considered professionals
- International Nurses may not be used to doing independent critical thinking to the degree expected of nurses in Canada

Selkirk College:  
2 year *Post-  
Graduate  
Diploma in  
Gerontological  
Nursing*

- These international nurses want to become Canadian Nurses
- But, In our cohorts of Indian and Philippine nurses we quickly discovered that they were used to rote learning, most had never been exposed to Multiple Choice exam questions, and they could not comprehend what 'being a professional nurse' meant
- These international nurses were used to following Drs. orders and were not as used to critically thinking about or reflecting on their own practice

Selkirk  
College:  
2 year *Post-  
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Gerontological  
Nursing*

**Primary Program Purpose:**

- To teach IEN's about aging in Canada – working with some of our most complex patients
- To provide skills for older adult assessment, decision-making and care interventions
- To increase knowledge about normal aging and chronic condition management

**Secondary Purpose:**

- To support them as they moved through the NNAS pathway
- To help them understand the Canadian Health Care System and Canadian nursing standards (entry- to- practice and gerontological standards)

We quickly discovered we needed to 'check our assumptions' about where these graduate nurses were at in regards to their nursing experience, expertise and critical thinking



## 5 Steps for Better Thinking Performance Patterns – Dr. Susan Wolcott, 2006

←Less Complex Performance Patterns		Patterns More Complex Performance Patterns→		
<b>“Confused Fact Finder”</b>	<b>“Biased Jumper”</b>	<b>“Perpetual Analyzer”</b>	<b>“Pragmatic Performer”</b>	<b>“Strategic Re-Visioner”</b>
<b>Overall problem approach:</b> Proceeds as if the goal is to find the single ‘correct answer’	<b>Overall problem approach:</b> Proceeds as if goal is to stack up evidence & information to support a conclusion	<b>Overall problem approach:</b> Proceeds as if goal is to establish a detached, balanced view of evidence and information from different points of view	<b>Overall problem approach:</b> Proceeds as if goal is to come to a well-founded conclusion based on objective comparisons of viable alternatives	<b>Overall problem approach:</b> Proceeds as if goal is to construct knowledge, to move toward better conclusions or greater confidence in conclusions
<b>Common Weakness:</b> Insists professor or Instructor has the ‘correct answer’	<b>Common Weakness:</b> Inept at breaking problem down and understanding multiple perspectives	<b>Common Weakness:</b> Unable to establish priorities or select and defend an overall solution	<b>Common Weakness:</b> Inadequately identifies and addresses solution limitations and “next steps”	<b>Common Weakness:</b> Not applicable

## To become a nurse in Canada....

- IEN's come with nursing knowledge.

Application & analysis of knowledge is required to pass the N-CLEX exam

- Critical thinking and communication of detailed assessments to other health professionals is the mainstay of nursing care and inter-professional practice
- Enactment of professional standards is required by our licensing bodies



How do we help the international nurses  
get from 'here to there',  
From Step 2 to Step 4 or 5?

So, how do we prepare our international nurses to become nurses in Canada?

How do we help International Nurses build on their education but move from their nursing experience into our Canadian nursing context?



We needed  
to develop a  
multi-modal  
approach to  
teaching



## A lengthy Orientation:

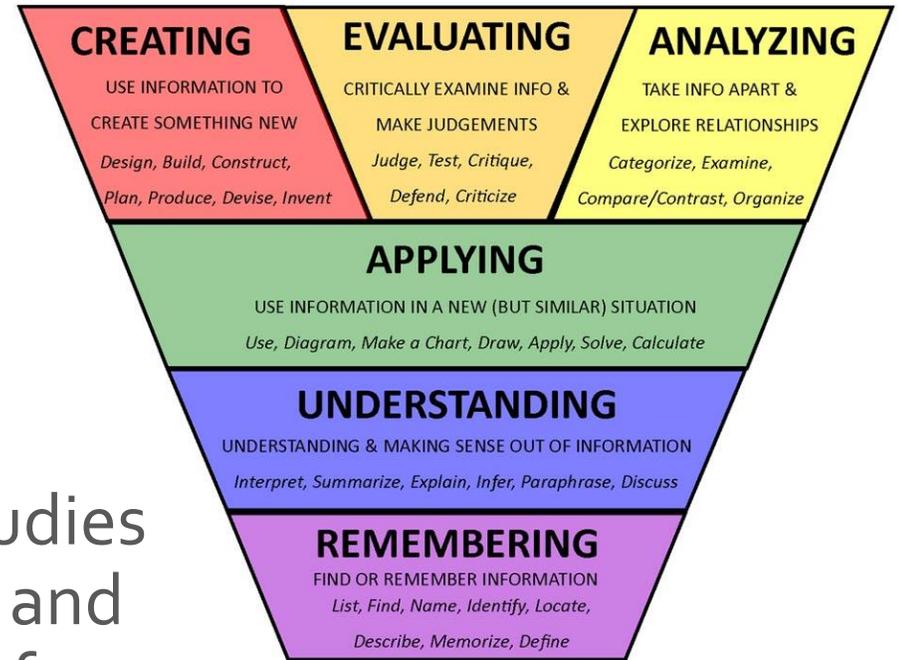
- All of the first semester – 2 credit course
- Topics include Time Management, note taking
- Introduction to Academic Integrity
- Instruction in how to review and critique research & professional articles
- Instruction in how to read, interpret and respond to MC questions
- Practice taking on-line MC exams
- Focus on building confidence
- On-going conversations about professionalism in nursing (+ a 2nd year course on Professional Nursing)

**GOAL:**  
To help students learn about expectations of learners & nurses in the Canadian context

**GOAL:**  
To Infuse  
Critical  
Thinking into  
all Activities

## Utilize Bloom's Taxonomy

- Extensive use of Case Studies in all classes, nursing lab and practice (the real world of nursing as it is in Canada)
- Move on to utilizing 'evolving' case studies that increase in complexity
- Use of analysis guides



**CHRONIC CONDITION OR SYSTEM DISORDER**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Alteration(s) in Health: \_\_\_\_\_

Identified Client Problem(s): \_\_\_\_\_

Normal Aging Changes Relevant to Problem: \_\_\_\_\_

Pathophysiology Relevant to Problem: \_\_\_\_\_

ASSESSMENT

Subjective Data:

Objective Data:

Negative Functional Consequences / safety concerns:

Personal Risk Factors:

Medications: (use back of sheet if necessary):

Relevant Lab Data:

Relevant Diagnostics:

Team Collaboration

Team Referrals/Inter-professional Care:

Family Involvement:

OUTCOMES:

Nursing Interventions (in priority order):

Client/Family Education:

We expanded this to a 3' x 5' laminated sheet that could be used with groups in classroom or post-conference

GOAL:  
To have  
students  
practice  
CT while  
answering  
N-CLEX style  
questions

## Emphasis on Critical Analysis and Clinical Reasoning

- All exams have been converted to an on line format & primarily have Multiple Choice questions
- In each theory class the instructor provides 5 or more MC questions and students respond using hand-held vote *Clickers*. Answers are displayed in a graph format and then discussed.



### What is the average attention span?

1. What attention span?

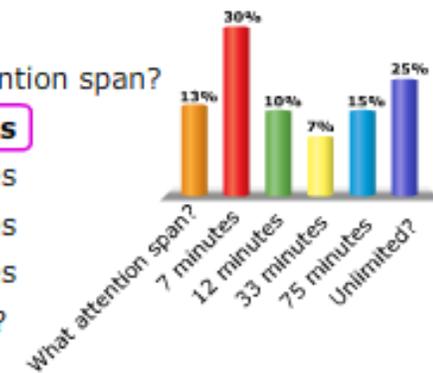
2. **7 minutes**

3. 12 minutes

4. 33 minutes

5. 75 minutes

6. Unlimited?



**GOAL:**  
To facilitate  
knowledge to  
application

## Use of a Virtual Patient Simulation program

- Students must determine what they will assess after obtaining subjective data, how they will do the assessment, and interpret what the objective data means
- It reinforces nursing responsibilities like safety, ethical responses, empathy and documentation
- Practice passing off information to different 'virtual' health care professionals
- Reflect on their actions at the end of each module

## My Exam Plan

General ▶

HEENT ▶

Gastrointestinal ▶

Cardiovascular ▶

Respiratory ▶

Neurological ▶

Musculoskeletal ▶

Skin, Hair & Nails ▶

⋮ Edit Plan

🏠 End Exam



## Electronic Health Record

Tina Jones

Patient Chart ▶

Documentation ▶

Vitals ▶



Transcript info will appear here.



Great your patient

Great

⬅️ Instructions

Submit

## Preparation to Write the N-CLEX

- N-CLEX prep program
- Practice and Proctored exams (with feedback about standing/progression)
- Learning to read the question and understand what it is asking

### GOAL:

To be able to understand & respond appropriately to N-CLEX style questions using critical reasoning

GOAL:  
To apply  
knowledge to  
a changing  
situation

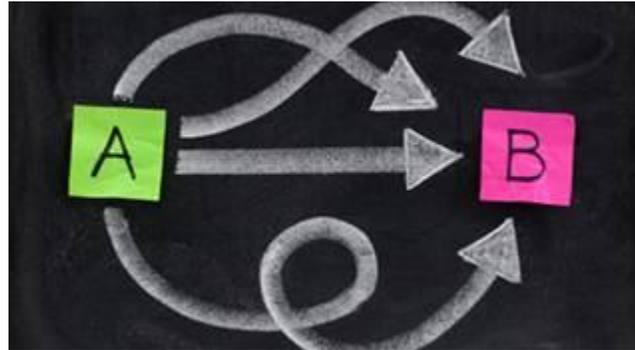
## Preparation for Clinical Practice

- Nursing Lab Simulations – unfolding cases with unexpected patient changes
- Expectation is that they will be learn to document, do full & appropriate assessments (physical, psychosocial and focused) and utilize the SBAR summary sheet to 'call the Dr.'
- Specific 'debriefing' techniques are used to maximize learning
- Complete Competency skills exams (based on cases) – much like an OSCE

Throughout our program  
the focus is on Professionalism &  
nursing identity in Canada

- Nurses practice according to *Standards of Practice*
- Nurses rely on evidence-based information to inform their decision-making
- Nurses assess and analyze autonomously using clinical reasoning
- Nurses are guided by ethical principles

Learning new or different content,  
in a new context, in a second language  
is a complex process



That is best supported by a  
multi-modal teaching approach

Questions? Or Stories  
to Share.....?

