What do YOU want to learn in this conference?

Introduction to NCLEX Success!

- **4 keys to success:**
  - Program rigor (includes testing policy)
  - Educated faculty
  - Remediated and motivated students
  - Current, desaturated curriculum that prepares a *generalist* new graduate who “thinks like a nurse”
NCLEX-RN® and NCLEX-PN® Update: What’s New?

• Test plans (www.ncsbn.org):
  • NCLEX-RN® 2016 Detailed Test Plan Educator
    • Addition of Culture and Spirituality to list of Integrated Processes (INF, Caring, Teaching and learning, Communication and Documentation)
    • Addition of organ donation content, CAM content; DELETED intraoperative care

NCLEX-RN® and NCLEX-PN® Update: What’s New?

• NCLEX-PN® 2017
  • 2017 is first test plan based on practice analysis of new graduates at 12 months in practice, rather than 6 months.
  • NCLEX-RN® 2019 test plan will also be based on 12 months in practice.

NCLEX-RN® and NCLEX-PN® Update: What’s New?

• Terminology Update:
  • Client/Client reports
  • Primary health care provider
  • Prescribe/prescription
  • The nurse will (not should)
NCLEX-RN® and NCLEX-PN® Update: What’s New?

Test Items (in addition to single response multiple choice):
• Increase in alternate-formatted items (especially multiple-response):
  • Multiple-response format (Select all that apply)

Multiple response Test Item

A client is on seizure and aspiration precautions. What emergency equipment will the nurse have at the bedside? **Select all that apply.**
A. Padded tongue blade  
B. Suction apparatus  
C. Oxygen set-up  
D. Vest restraint  
E. Artificial airway

NCLEX-RN® and NCLEX-PN® Update: What’s New?

• Fill-in-the-blank items: Calculations!  
  • Rounding done at the end—TEACH dimensional analysis (DA) as the best practice, gold standard method  
  • If whole number, will indicate; if decimals, will specify.  
  • Only a number is needed; the unit of measurement is provided.
Fill-in-the-blank Test Item

The physician prescribes a loading dose of 18mg/kg IV phenytoin to be given at 50 mg/min. The client weighs 198 pounds. The nurse sets the IV pump for the drug to be given over ______ minutes (round to the nearest whole number).

NCLEX-RN® and NCLEX-PN® Update: What’s New?

• Test Items (cont’d):
  • Drag and drop /Ordered response
  • Chart/Exhibit format
  • Hot spot items
  • Audio item format
  • Graphic options format

NCLEX-RN® and NCLEX-PN® Update: What’s New?

Test Items:
• RN = 75-265 items (15 pretest items)
• PN = 85-205 items (25 pretest items)
• No increase in item difficulty level
• % of Client Needs Categories unchanged
NCLEX-RN® and NCLEX-PN® Update: What’s New?

• Generic drug names used most often
• No demographic information, including medical diagnosis unless absolutely needed to answer item
• Metric and International units for lab values (Canada and U.S. take same NCLEX®)

Questions?
Mapping the Curriculum

• National trends/best practices:
  • Move away from focus on specialties
  • Include more on care of older adults
  • Use lifespan approach where possible

Mapping the Curriculum

• “Desat” the curriculum
  • Teach conceptually to focus on nursing!
  • Engage students in learning (CT/CJ)
  • and require student accountability

Comparison of Concepts and Competencies

Concept-Based Curriculum
• Concepts are organizing principles or classifications/categories of information (knowledge).
  Conceptual learning develops knowledge patterns.

Competency-Based Curriculum
• Competencies are the KSAs that make up a person’s job. They are context-specific and show demonstration of abilities and skills in a variety of situations (behaviors). Demonstrates “thinking like a nurse.”
Mapping the Curriculum

- BSN Essentials
- QSEN competencies
- NLN New Graduate Outcomes
- NCLEX test plan categories (concepts)
- NCLEX test plan competencies

Mapping the Curriculum to the NCLEX®

**Advantages:**
- Helps identify gaps in curricular content
- Helps identify overlap and duplicate content
- Ensures that the curriculum in alignment with the NCLEX® test plan

**Advantages:**
- Provides data for curricular revision decisions
- Informs all faculty about curriculum
- Holds faculty accountable
- Helps improve pass rates and NCLEX success!
Mapping the Curriculum to the NCLEX®

Disadvantages/barriers to mapping:
• Time consuming process
• May not be viewed as a priority by faculty or may be assigned to curriculum committee
• Templates take time to set up

Mapping the Curriculum to the NCLEX®

Start with each course; list topics in the test plan, read the competencies of the detailed test plan; MAY label each topic as it applies with:
• I = Introduced or Taught
• R = Reinforced
• M = Mastered

Measuring Curricular Outcomes

Determine assessment/evaluation methods for all levels of curricular outcomes and analyze data to inform changes.
Use Mountain Measurement data to determine strengths and areas for improvement in graduate NCLEX performance.
Questions?

Developing Meaningful Test Blueprints for Faculty Exams

SLOs vs. POs
Student learning outcomes = Expectations of students during the learning process (KSA expectations):
- New Graduate SLOs (aka PLOs)
- Course SLOs
- Weekly/unit SLOs
Weekly/Unit SLOs

• Topics with Weekly or Unit SLOs (Lesson Plans/Study Guide) *(See handout)*
  • Help students know expectations and how they relate to course outcomes
  • Help faculty trim content to most important “need-to-know” material

Student Learning Outcomes

• Importance of weekly SLOs
  • Guide the delivery of instruction (method)
  • Direct learning activities
  • Direct assessment/evaluation method

TEST PLANS/BLUEPRINTS

• Directs test construction
• Provides evidence of measurement validity
• Focus on test content topics and competencies!
TEST PLANS/BLUEPRINTS (Cont’d)

• Nursing BPs located on www.ncsbn.org
• 2016 NCLEX-RN® Detailed Test Plan (Educator)
• 2014 NCLEX-PN® Detailed Test Plan (Educator)

NCLEX-RN® INTEGRATED PROCESSES

• Nursing process
• Caring
• Communication and documentation
• Teaching and learning
• Culture and spirituality (NEW!!!)

NCLEX-RN® CLIENT NEEDS

• Safe, effective care environment (Management/Coordination of care)
• Health promotion and maintenance
NCLEX-RN® CLIENT NEEDS (Cont’d)

• Psychosocial integrity
• Physiological integrity
  (Pharmacological therapies [also parenteral therapies for RN]; Reduction of risk potential)

COMPONENTS OF TEST PLAN (See handout)

• Student learning outcomes (most important factor in test writing!)
• Tests should focus on concepts and align with test plans, such as nursing role in promoting mobility, assessing oxygenation.

COMPONENTS OF TEST PLAN

• Specifies cognitive level—
  1. Remembering (knowledge) is the lowest level, involves regurgitation of facts and information
COMPONENTS OF TEST PLAN (cont’d)

2) Understanding (Comprehension) tests for recollection of facts, principles, theories, or procedures (only one) to answer question.

COMPONENTS OF TEST PLAN (cont’d)

3) Applying (application) and higher (analyzing, evaluating, and creating) requires student to critically think to make clinical decisions using clinical judgment!!!

* Student is asked to apply knowledge from at least two areas or concepts to a specific clinical situation

SAMPLE TEST ITEM

A client with chronic bronchitis is admitted to the unit. The nurse knows that this disease is usually caused by:
A. Smog
B. Smoking
C. Coal dust
D. Alcohol use

SLO = Identify risk factors for chronic bronchitis.
SAMPLE TEST ITEM

The nurse prepares to give heparin subcutaneously. The nurse knows that this drug is in what classification?

A. Antibiotic
B. Antifungal
C. Anticoagulant
D. Antidiuretic

*SLO = Identify drugs that are common anticoagulants.*

SAMPLE TEST ITEM

The nurse is teaching a new diabetic client about foot care. Which statement by the client indicates a need for further teaching?

A. “I will wash and dry my feet every day.”
B. “I will use lotion every day to prevent dryness.”
C. “It’s OK for me to walk barefooted this summer.”
D. “I will inspect my feet carefully every day.”

*SLO = Evaluate the effectiveness of health teaching about impaired perfusion associated with diabetes.*

**What cognitive level?**

When the nurse walks into the room, the client throws a tray towards the nurse. What behavior does this represent?

A. Assault
B. Battery
C. Libel
D. Slander
What cognitive level?
A client who had an open reduction of the tibia reports increased pain, swelling, and numbness in the affected leg. What action will the nurse take first?
A. Administer pain medication.
B. Call the surgeon immediately.
C. Elevate the affected leg.
D. Perform a neurovascular assessment.

What is the SLO? What is the concept?

What cognitive level?
The nurse is caring for a client with Cushing's syndrome. What assessment findings will the nurse expect? Select all that apply.
A. Buffalo hump
B. Truncal obesity
C. Clavicular fat pads
D. Abdominal striae
E. Ecchymosis

What is the SLO? What is the concept?

COMPONENTS OF NURSING TEST PLAN
• Includes of the integrated processes (IP)
• Is based on the NCLEX test plan for client needs categories (CN)
Developing Test Policies/Guidelines

• Include cognitive plan for nursing courses:
  • % of Non-CT/CJ items (R/U)
  • % of CT/CJ items (A and >)
  • Example: 1st nursing course 50%/50%; by last course 5%/95%

Questions?

TIPS FOR WRITING EFFECTIVE TEST ITEMS

• Be consistent with format.
• Be concise; focus on concepts and thinking!
• Simulate clinician-client interactions.
TIPS FOR WRITING EFFECTIVE TEST ITEMS

• Be sure that item cognitive level is aligned with weekly/class SLO.
• Keep all choices, including wrong answers (distracters) viable and about same length.
• Keep choices distinct and discrete, and not too similar.

TIPS FOR WRITING EFFECTIVE TEST ITEMS

• Don’t use serial terms in each choice; e.g., “tachycardia, hypotension, diaphoresis,” etc. Instead make that test item a multiple response item.
• Don’t use negative approach (e.g., except, but...)

TIPS (cont’d)

• Present choices in a logical manner.
• Do not use “all of the above” or “none of the above.”
• Be culturally competent!!!
Overall Test Writing and Administration Tips

- Administer 4 unit exams and 1 final comprehensive exam per semester course.
- Use 40-50 items for unit exams; 80-100 for final exam.
- Count exams as a large portion of theory grade and require passing average.

Overall Test Writing and Administration Tips

- Allow 1.5 minutes per item on a unit or final exam; 2-3 minutes for a medication competency (dosage calculation) test.
- If using dosage calculation tests, do not use as high stakes but rather as part of course requirements; remediate and assist students to help with anxiety and calculations.

Questions?
Insight into the Future of the NCLEX®

- Continual work on increasing authenticity of exam
- Move towards more simulated questions using web and video interactive technology
- Implications for faculty???

Pair Activity

Talk with your partner and list 3 ideas that you learned today that you will use when you get back to work. Write these ideas down on your "Follow-Up List."
### LESSON PLANS

**NUR 320: Nursing Concepts I**

<table>
<thead>
<tr>
<th>EXEMPLAR STUDENT LEARNING OUTCOMES</th>
<th>RELATED CLOs</th>
<th>LEARNING ACTIVITIES/ ASSESSMENT</th>
<th>EVALUATION METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas exchange: COPD</td>
<td>1, 2, 5</td>
<td>Before Class:</td>
<td>*Worksheet worth a possible 1 point.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Complete gas exchange worksheet and bring to class #1. (NOTE: May use as an Admit Ticket.)</td>
<td>Unit exam questions on Exam #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Review respiratory system with focus on ventilation and diffusion of gases.</td>
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<tr>
<td></td>
<td></td>
<td>*Read COPD section in Iggy.</td>
<td></td>
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<td></td>
<td></td>
<td>*Review chapter on end-of-life in Iggy.</td>
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<td>During class:</td>
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<tr>
<td></td>
<td></td>
<td>*Have students pair and draw graphic to demonstrate what happens the pathophysiology of COPD. Be prepared to explain this graphic in class. (#2)</td>
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<tr>
<td></td>
<td></td>
<td>*i-Clicker questions (#3)</td>
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<tr>
<td>1. Recall the introduction to gas exchange, including anatomy and physiology.</td>
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<tr>
<td>2. Explain the pathophysiology of COPD as it affects gas exchange, including risk factors.</td>
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<tr>
<td>3. Outline the role of the nurse in caring for patients with COPD having diagnostic testing to measure gas exchange.</td>
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</tbody>
</table>
4. Apply knowledge of pathophysiology to document assessment findings for the patient with COPD to determine the status of gas exchange.

5. Use nursing judgment to plan safe, evidence-based care to promote gas exchange in the patient with COPD.

6. Apply knowledge of pharmacology to delineate nursing implications for administering drug therapy used to promote gas exchange in the patient with COPD.

7. Collaborate with the health care team for care coordination to improve gas exchange in the patient with COPD.

8. Apply knowledge of pathophysiology to reduce potentially life-threatening complications of COPD that impact gas exchange and perfusion.

9. Provide health teaching for the patient and family to manage transitions in care, including smoking cessation if applicable, to promote gas exchange.

10. Explain the professional role of the nurse in assisting patients

| *Unfolding case study in small groups (#4-#6, #8) |
| *Create drug cards for assigned selected prototype bronchodilators. |
| *NCLEX Practice Test Items (#6-#7) |
| *3Rs (Recognize, Respond, and Rescue) activity on cor pulmonale in small groups. |
| After class: Online discussion forum about ethics and EOL care. |
| Discussion forum due prior to next class; 3 points possible (see rubric) |
and families with end-of-life and palliative care for patients with COPD.

<table>
<thead>
<tr>
<th>Gas exchange: Asthma</th>
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</thead>
<tbody>
<tr>
<td>Mobility: OA</td>
<td></td>
</tr>
<tr>
<td>Mobility: Fractures</td>
<td></td>
</tr>
<tr>
<td>Nutrition: Peptic ulcer/GERD</td>
<td></td>
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<tr>
<td>Nutrition: GB disease</td>
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<tr>
<td>Perfusion: Hypertension</td>
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</tbody>
</table>
### EXAMPLE OF TEST BLUEPRINT
NURSING 320
UNIT 4 EXAM

<table>
<thead>
<tr>
<th>ITEM #</th>
<th>CO/SLO</th>
<th>CL</th>
<th>IP</th>
<th>CN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>A</td>
<td>NP (I)</td>
<td>Phy</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>U</td>
<td>TL</td>
<td>HP</td>
</tr>
</tbody>
</table>

**KEY:**

CO/SLO = Class Objective/Student Learning Outcome  
CL = Cognitive Level (R, U, A or >)  
NP = Nursing Process Step (A, An, P, I, E)  
IP = Caring (Ca), Teaching (TL), Communication (Co), Culture/Spirituality (C/S)  
CN = Client Need (Phy, PS, HP, S)
How to Determine if a Nursing Test Item is Written at the Applying Level or Above

Read test item.

Does the question involve both a nurse and a patient/staff?

Yes

The question MAY be written at the application level or higher.

No

Revise question.

Does the question ask the nurse to make a clinical/nursing decision?

Yes

The question IS likely written at the application level or above.

No

Does the question ask the nurse to apply two or more concepts or principles?

Yes

The question IS likely written at the application level or above.

No

The question MAY be written at the application level or higher.