



NEXT GENERATION NCLEX AND NEW GRADUATE NURSES

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OBJECTIVES

1

Understand the changes being made and implemented to the NCLEX-RN by NCSBN

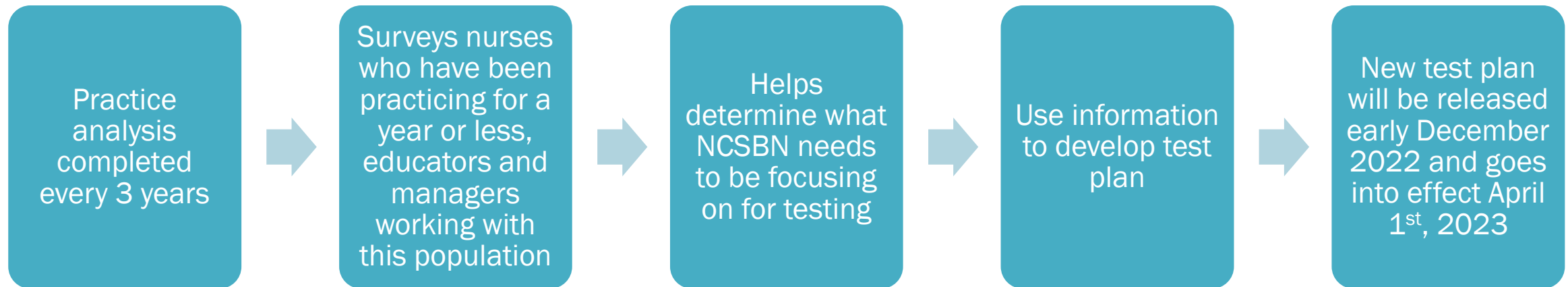
2

Discuss the different types of questions and scoring being implemented for the new testing items

3

Formulate ways to incorporate Next-Generation NCLEX into the classroom

PRACTICE ANALYSIS AND 2023 RN TEST PLAN



2019 RN TEST PLAN		PROPOSED 2023 RN TEST PLAN	
Client Needs Categories/Subcategories	Percentage of Items	Client Needs Categories/Subcategories	Percentage of Items
Safe and Effective Care Environment		Safe and Effective Care Environment	
Management of Care	17-23%	Management of Care	15-21%
Safety and Infection Control	9-15%	Safety and Infection Control	10-16%
Health Promotion and Maintenance	6-12%	Health Promotion and Maintenance	6-12%
Psychosocial Integrity	6-12%	Psychosocial Integrity	6-12%
Physiological Integrity		Physiological Integrity	
Basic Care and Comfort	6-12%	Basic Care and Comfort	6-12%
Pharmacological Therapies	12-18%	Pharmacological Therapies	13-19%
Reduction of Risk Potential	9-15%	Reduction of Risk Potential	9-15%
Physiological Adaptation	11-17%	Physiological Adaptation	11-17%

WHY NEXT GENERATION NCLEX?

Project started with the question:

- Are we still measuring the right things regarding public safety on the NCLEX?
- Clinical judgment is the goal

Conducted a large review of literature

Surveyed over 3,265 frontline nurses

What they found:

- Over 50% of medical errors involve a new nurse
- 65% of errors involve some lapse in clinical judgment
- 20% believed that their novice nurses were proficient in making decisions based on the nursing process
- 12% believed they could prioritize care
- 10% believed they were able to delegate appropriately

WHAT ARE THEY GOING TO DO ABOUT IT?

Current NCLEX does test Clinical Judgment but can be done more effectively

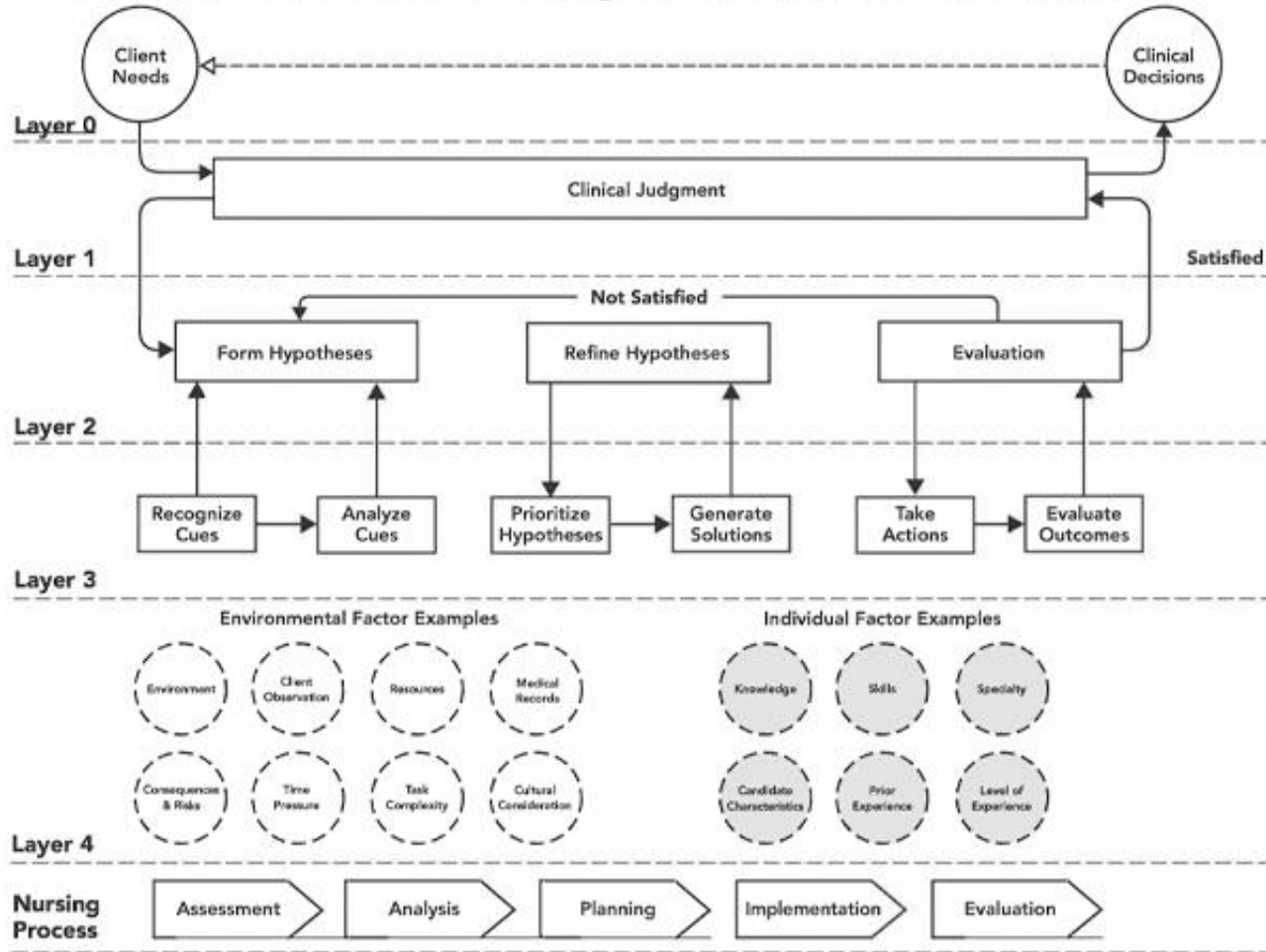
National Council of State Boards of Nursing (NCSBN) Developed the Clinical Judgement Model

- A way to measure clinical judgment

Developed several new testing items including case studies

Design Specification	NCLEX Today	NGN Minimum Length Exam	NGN Maximum Length Exam
Time Allowed	5 hours	5 hours	5 hours
Case Studies	N/A	3 (i.e., 18 items)	3 (i.e., 18 items)
Clinical Judgment Standalones	N/A	0	Approx. 7
Knowledge Items	60-130	52	Approx. 110
Total Scored Items	60-130	70	135
Unscored (Pretest) Items	15	15	15
Delivery Method	CAT	CAT	CAT

The NCSBN Clinical Judgment Measurement Model



NATIONAL COUNCIL OF STATE BOARDS OF NURSING CHANGES



Case Studies

Grouped sets of 6 items focusing on:

- Recognizing Cues
- Analyzing cues
- Prioritize Hypothesis
- Generate Solutions
- Take Action
- Evaluation Outcomes



Standalone items

Targets one or more of the 6 clinical judgment elements



NCLEX will provide students with some resources throughout the exam

Ex. Lab values,
Medication resources

QUESTION TYPES AND SCORING

- 0/1 Scoring rule
 - Classic approach to scoring exam questions
 - Earn 1pt for a correct response
 - Fail to earn points for incorrect responses
 - Sum of all correct responses is the total score for a multi-point item
- Example Items
 - Multiple Choice
 - Drop-Down Cloze
 - Drop-Down Table
 - Select N multiple response
 - Matrix Multiple Choice
 - Bowtie

DROP-DOWN CLOZE

- Complete the following sentence by using the list of options.

The nurse should first address the client's followed by the client's .

- Based on the findings in the Nurses' Notes at 1500 and Imaging Studies at 1600, which of the following actions should the nurse take? Complete the following sentences by choosing from the lists of options.

The nurse should insert . It would be a priority for the nurse to request a prescription for . The nurse should prepare the client for surgery within .

SELECT N MULTIPLE RESPONSE

➤ Select the 4 findings that require **immediate** follow-up.

- vital signs
- lung sounds
- capillary refill
- client orientation
- radial pulse characteristics
- characteristics of the cough

DROP-DOWN TABLE

➤ Complete the following table of anticipated orders by choosing from the lists of options.

Area of Care	Anticipated Orders
Neurological	<input type="text" value="Select..."/>
Pulmonary	<input type="text" value="Select..."/>
Cardiovascular	<input type="text" value="Select..."/>

SELECT N MULTIPLE RESPONSE

➤ Select the 4 findings that require **immediate** follow-up.

- vital signs
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MATRIX MULTIPLE CHOICE

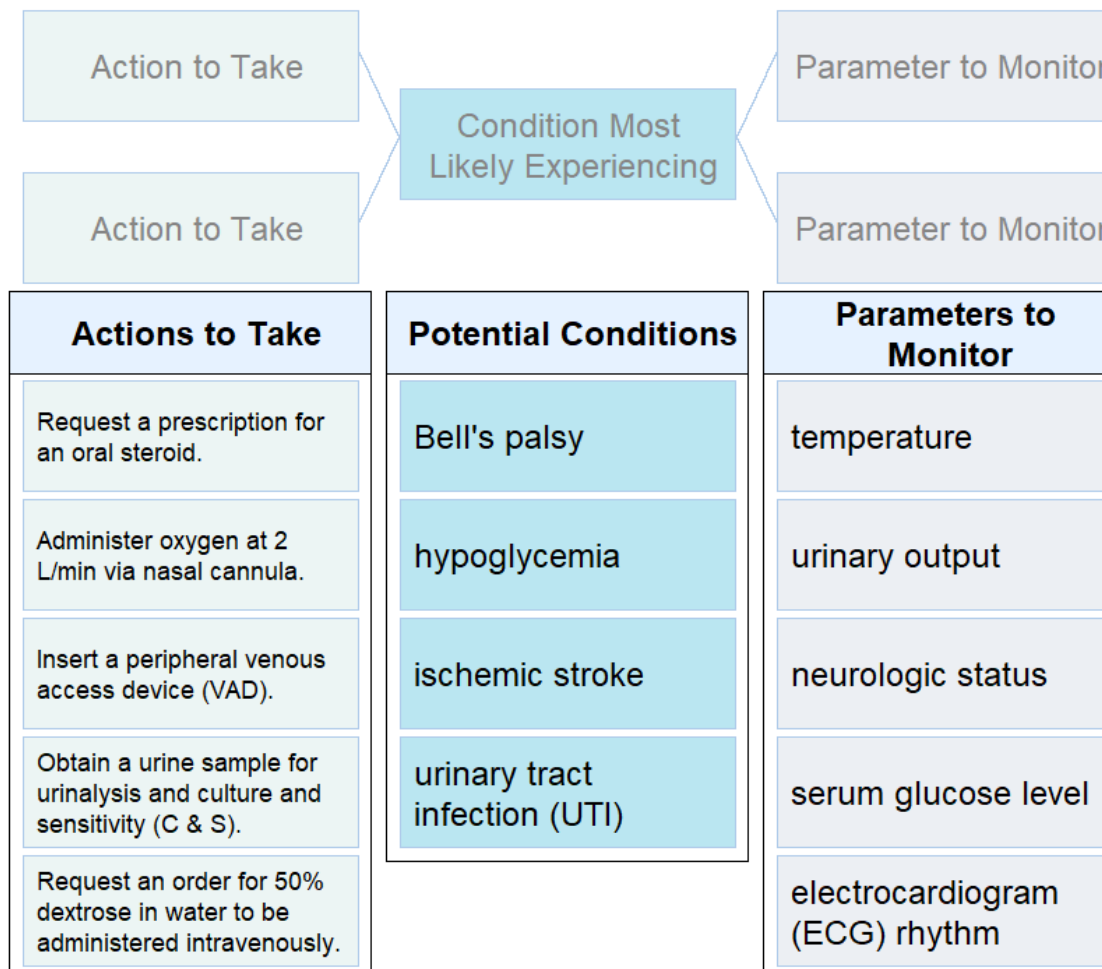
- For each potential nursing intervention, click to specify whether the intervention is indicated, nonessential, or contraindicated for the care of the client.

Potential Intervention	Indicated	Nonessential	Contraindicated
Prepare the client for defibrillation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place client in a semi-Fowler's position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request an order to increase the oxygen flow rate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request an order to administer an intravenous fluid bolus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request an order to insert an additional peripheral venous access device (VAD).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BOWTIE

The nurse is reviewing the client's assessment data to prepare the client's plan of care.

- Complete the diagram by dragging from the choices below to specify what condition the client is most likely experiencing, 2 actions the nurse should take to address that condition, and 2 parameters the nurse should monitor to assess the client's progress.



QUESTION TYPES AND SCORING

- +/- Scoring Rule
 - Earn points for endorsing correct information
 - Offsetting points for endorsing incorrect information
 - Identifying and selecting more pertinent information results in higher scores
- Examples
 - Select All Multiple Response
 - Highlight
 - Matrix Multiple Response
 - Grouped Multiple Response

SELECT ALL MULTIPLE RESPONSE

- Which of the following assessment findings require **immediate** follow-up? **Select all that apply.**
- productive cough
 - BP 90/50, P 116, RR 24
 - intermittent left shoulder pain
 - ECG showing normal sinus rhythm
 - slightly diminished breath sounds on the left
 - T 97.8° F (36.6° C), O₂ saturation 98% on room air
 - Hgb 9 g/dL (19.0 x 10⁹/L), HCT 27% (0.27), WBC 19,000/mm³ (19.0 x 10⁹/L)
 - tenderness upon palpation and dullness to percussion over the abdomen

HIGHLIGHT

The nurse in the medical-surgical unit is caring for a 41-year-old male client.

- Click the findings below that would require follow-up.

Nurses' Notes

Admission: The client reports nausea, a loss of appetite, vomiting, fever and constipation for the past 2 weeks. The client has had abdominal pain rated 7/10 for 1 week. The client states: "I noticed the abdominal pain came after being accidentally kicked in the stomach by my 7-year-old child." Plays soccer with child once a week. Vital signs: T 103.4° F (39.7° C), P 92, RR 22, BP 130/86, pulse oximetry reading of 98%. No past medical or surgical history. Body mass index (BMI) of 32. Consumes 3 alcoholic beverages only during social occasions. Smokes cigarettes only during social occasions.

MATRIX MULTIPLE CHOICE

- For each client finding below, click to specify if the finding is consistent with the disease process of pneumonia, a urinary tract infection (UTI), or influenza. Each finding may support more than 1 disease process.

Client Findings	Pneumonia	UTI	Influenza
fever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
confusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
body soreness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cough and sputum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shortness of breath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Each column must have at least 1 response option selected.

GROUPED MULTIPLE RESPONSE

- Select the anticipated physician orders from each of the following categories.

Category	Orders
Imaging	<input type="checkbox"/> chest x-ray <input type="checkbox"/> echocardiogram <input type="checkbox"/> abdominal ultrasound <input type="checkbox"/> upper gastrointestinal series
Monitoring	<input type="checkbox"/> continuous cardiac monitor <input type="checkbox"/> serial serum phosphorus levels <input type="checkbox"/> continuous pulse oximetry monitor <input type="checkbox"/> neurologic exam every 15 minutes
Medications	<input type="checkbox"/> niacin <input type="checkbox"/> aspirin <input type="checkbox"/> lisinopril <input type="checkbox"/> atropine

NOTE: Each category must have at least 1 response option selected.

QUESTION TYPES AND SCORING

- Rationale Scoring Rule
 - Requires a full understanding of paired information
 - Concepts require justification through a rationale
 - Ex., A nurse must do X because of Y
 - Both X and Y must be correct to earn a point
 - Examples
 - Drop-Down Rationale

DROP-DOWN RATIONALE

- Complete the following sentence by choosing from the lists of options.

The client is at highest risk for developing as evidenced by the client's

.

- vital signs
- neurologic assessment
- respiratory assessment
- cardiovascular assessment

- hypoxia
- stroke
- dysrhythmias
- a pulmonary embolism

PREPARING STUDENTS



Teaching preparation
for practice



Dig deeper into
content



Watch out for
"infobesity"



Make sure students
have a solid foundation
of pathophysiology



Help students make the
connections in the
classroom to clinical
reasoning and clinical
judgment

HOW ARE WE SUCCESSFUL?

- Starts in the classroom, clinical, simulation
- Create different learning activities that involve students making decisions and using the 6 steps in the Clinical Judgment Model
- Find ways to bring clinical situations to the classroom to help close the learning loop
- Allow students to get “hands on” in the classroom
- Why is it important to place critical clinical judgment into the classroom and simulation?



NCLEX TESTING ACCOMMODATIONS

NCLEX Candidate

- Contacts NRB to determine accommodation requirements
- Requests accommodation to NRB and applies for licensure
- Registers for the NCLEX

Nursing Regulatory Bodies

- Review accommodations requests and supporting documentation
- Determine whether the accommodations are appropriate for the candidate's diagnosis
- Approve the appropriate accommodations

NCLEX TESTING ACCOMMODATIONS

Common Accommodation Requests

- Extra Time- 3 hours
- Extra Time- 2 hours
- Extra Time-double time
- Separate Room
- Separate Room and reader

Comfort Aids

- Auto injectors
- Medical device
- Inhaler
- Glucose Tablets
- Hearing Aid

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