NextGen NCLEX: Statewide Faculty Workshops

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Background

The purposes of this program are to 1) provide Maryland nursing faculty resources to plan, implement and evaluate their teaching and evaluation of students' ability to make clinical judgments, 2) prepare nursing students to succeed on the NCLEX-RN exam, including NextGen questions, and 3) prepare graduates for safe and effective nursing practice

Methods

➢ The program was designed so that faculty at each school in Maryland will be able to use a clinical judgment model to develop students' abilities to make effective decisions about patient care and integrate the use of the model into teaching and testing strategies.
➢ Faculty teaching each session expect that participants will bring teaching materials and drafts of test questions related to their course and engage in application –level activities.

Conclusions

Workshops have been well received and well attended

A second initiative to "Train the Trainer" will provide a representative from each school with the skills to write case studies and test questions which will be added to a test bank for practice (not actual graded testing) in May and June 2022

Objectives

After participating in the entire program, the participant will be able to:
1. Choose a clinical judgment model and implement it across the curriculum
2. Write a case study to use as a basis for teaching, testing and assessment
3. Use teaching strategies in didactic, clinical and simulation-based courses to facilitate students' ability to make clinical judgments
4. Use assessment and evaluation strategies to determine students' ability to make clinical judgement

Figures

Track 1: Using a Clinical Judgment Model and Case Studies Across the Curriculum
• Session 1.1: Using a Clinical Judgment Framework Across the Curriculum
• Session 1.2: Creating a Case Study Using a Template
Track 2: Strategies to Teach Clinical Judgment in Classroom (online and face-to-face), Simulation and Clinical Practice
• Session 2.1 Creating an Engaging Classroom Environment
• Session 2.2: Using Active Learning Strategies to Teach Clinical Judgment in the Classroom
• Session 2.3: Using Case Studies in the Classroom to Teach priority Setting and Integrating Data
• Session 2.4 Using Debriefing to Foster Clinical Judgment
• Session 2.5: Making the most of Pre- and Post-Clinical Conferences
Track 3: Strategies to Assess and Evaluate Students' Ability to Make Clinical Judgments
• Session 3.1. Overview and Scoring of Next- Generation Questions
• Session 3.2. How to Write Case Study Questions (Highlight, Drag and Drop, Drop Down, Multiple Choice, Multiple Response)
• Session 3.3. How to Write Stand-alone Questions (Bow-tie and Trend)

Bibliography

Dickison, P., Haerling, K, Lasater, K. (2019). Integrating the National Council of State Boards of Nursing Clinical Judgment Model into Nursing Educational Frameworks. *Journal of Nursing Education*, 58 (2), 72-77.

Betts, J., Muntean, W., Kim, D., Jorean, D., & Dickison, P. (2019). Building a method for writing clinical judgment items for entry-level nursing exams. *Journal of Applied Testing Technology, 20* (2).

Development

Advisory committee convened to develop the program guide and to determine the workshops in each category: didactic, clinical, and simulations

Program guide developed and speakers invited to present on topics in each category

Offerings provided through the UMSON Office of Professional Development. Marketing, CE provider approvals, CE certificates, virtual platform, recordings and postings to the MNWC website

Results

• Workshops well attended, averaging 80-100 per workshop
• Evaluations averaged 4.5 out of 5 for all workshops
• Powerpoints and recordings of each workshop posted on the MNWC website
• CE credits can be awarded up to 1 year after the presentation
• CE credits free of charge, supported by NSPII 20-125
• Have had people outside of Maryland review on YouTube and ask for CE credit

Notes