Next Generation NCLEX® (NGN): Applications to Educational Settings

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Session Learning Outcomes

1. Differentiate a “flipped” and “scrambled” classroom.

2. Identify selected active learning activities designed to help students acquire and retain nursing knowledge.

3. Describe selected active learning activities to develop NCSBN® Clinical Judgment Measurement Model (NCJMM) cognitive skills needed for Next Generation NCLEX® (NGN) success.
Pretest

1. A flipped classroom ensures that clinical judgment skills will be learned.
2. Active learning activities help students to acquire and retain knowledge.
Pretest (cont’d)

3. Generation Z students prefer lecture over active learning activities.

4. Having nursing knowledge does not guarantee that students can make good clinical judgments.
Pretest (cont’d)

5. Using games in class or online helps to develop clinical judgment.

6. Having students engage in compare and contrast activities helps to develop critical thinking.
7. Case method is an appropriate activity for beginning students.

8. Unfolding case studies provide opportunities for students to practice thinking and make appropriate clinical judgments.
Assumptions…

• Become very familiar with the NCJMM, especially the six cognitive skills (processes).

• Use an active learning approach in the classroom or online rather than depending on lecture or voice-over Power Point.
More Assumptions…

• Prelicensure nursing curriculum should include a major emphasis on clinical judgment.

• Can begin with nursing process but transition to higher level cognitive skills needed for making appropriate clinical judgment.
What Does An Active Learning Classroom Look Like?
Active Learning

• Best approach to improve knowledge acquisition and retention; no guarantee than learners are thinking and using clinical judgment (CJ) skills! (Freeman, et al., 2014)

• Needed to meet the learning preferences of diverse learners (V-A-R-K)
Active Learning

• Aligns with meeting the learning preferences of Gen Y and Gen Z (who do not want lectures!)
• Helps students achieve student learning outcomes (SLOs)
Active Learning

• Decide on a “flipped” versus a “scrambled” classroom approach.

• Active learning and thinking are not synonymous with the “flipped” classroom!
Active Learning

• Nursing students often “flip” about “flipping” the classroom (often leads to low student and faculty satisfaction).
The “Scrambled” Classroom

• Active engaging learning activities interspersed with “lectureettes” (micro-lecture bursts of 5-10 minutes) and debriefing (aka “change-up” classroom) (Barnett, 2014)
The “Scrambled” Classroom

• Requires learning activities that are intentional/planned, purposeful, and focused on knowledge and thinking (Gonzalez, 2018)

• Best approach to help students learn how to develop CJ using the NCJMM for NGN success
The “Scrambled” Classroom

• Consistent with adult learning theory of constructivism, discovery, and experiential learning

• Role of nurse educator is to **clarify, summarize, highlight, and update**: Be a learning facilitator and partner with students!
The “Scrambled” Classroom

• Learning activities can be done (mix it up!):
  • Individually
  • Pairs
  • Groups of 4 (random or volunteer)
Developing CJ

- Mastery of CJ skills present a challenge to nurse educators who want to “cover” too much content; also a challenge from an assessment or measurement standpoint (Martin, et al., 2020)
Developing CJ

• Having knowledge is needed to make good CJ, but knowledge does not guarantee good CJ (Dickison, et al., 2019).
Developing CJ

• Faculty need to help students develop the cognitive (thinking) skills needed to make good CJ in all educational learning environments!
Developing CJ: Getting Started…

• “Bring” the patient/family into the classroom to create “clinical imagination” (Benner, et al., 2010).

• Select active learning strategies that focus on 1) knowledge retention (need knowledge to make CJs) and 2) six cognitive skills (need thinking skills to make CJs)!
Developing CJ: Getting Started…

- Six cognitive skills
  - Recognize Cues
  - Analyze Cues
  - Prioritize Hypotheses
  - Generate Solutions
  - Take Action
  - Evaluate Outcomes
Active Learning Strategies for Knowledge Acquisition/Retention

• Gamification (aka Gamified Teaching Strategies); e.g.,
  • Jeopardy
  • Who Wants to be a Millionaire?
  • Heads Up!
Active Learning Strategies for Knowledge Acquisition/Retention

- **Admit/Exit Ticket**: e.g.,
  - Pre/post-class quiz (previous knowledge or reading)
  - Pre/post-class worksheet
  - Pre/post class: Muddiest Points/Questions about reading
Active Learning Strategies for Knowledge Acquisition/Retention

- **Directed Reading** (aka Guided Reading); e.g., providing a list of questions for students to answer while reading or to narrow their reading

- **Numbered Heads Together**; e.g., form groups to look up information
Active Learning Strategies for Knowledge Acquisition/Retention

• *Power Point Slides*
  • Discourage students’ pre-class reading
  • Repeat content in textbook
  • Contain (too much) knowledge, not thinking focus
Developing Cognitive Skills for CJ: Why?

- Students practice technical, physical assessment, and math calculation skills which are evaluated.

- Where do students practice thinking skills, and where and how are these skills evaluated?
Active Learning Strategies for Developing CJ Cognitive Skills

• **Think-Pair-Share**
  • Use Socratic questioning for students to discuss e.g., “What is the priority for care for a client who has bariatric surgery?”
  • Have students **compare and contrast** own answers
  • Discuss answers in large group and debrief
Active Learning Strategies for Developing CJ Cognitive Skills

- *Video Clips* IF thinking questions are provided before and after clip (e.g., ask about Recognizing Cues)
- *Structured Controversy*, especially when used for ethical dilemmas
- *Send-A-Problem* activity, aka Pass-A-Problem
Active Learning Strategies for Developing CJ Cognitive Skills

• **Send-A-Problem** activity, aka Pass-A-Problem
  • May be done as pair or group
  • Learners develop NCLEX®-style test items (or case studies) and “send” the item to another pair or group to answer.
  • When all questions have been answered by all pairs or groups, the answer to each item is revealed by the pair or group who developed it.
Active Learning Strategies for Developing CJ Cognitive Skills

- Faculty stories (storytelling), which demonstrate application of concepts, use of CJ cognitive skills, and faculty expertise
- Narrative pedagogy, student stories that help learners think about and understand nursing care
Active Learning Strategies for Developing CJ Cognitive Skills

• **Graphic Organizers**; e.g.
  • Venn diagram
    
    *(Compare & contrast)*
Active Learning Strategies for Developing CJ Cognitive Skills

- *Graphic Organizers*; e.g.
  - *Concept Maps*; can develop individually or in groups of 2-4 students
  - Can use case studies as simulated patient or students to apply to graphic organizer before, during, or after class as homework
Active Learning Strategies for Developing CJ Cognitive Skills

• **Graphic Organizers**
  • Concept Map Courtesy of Deanne Blach, MSN, RN, CNE, NPD-BC
Active Learning Strategies for Developing CJ Cognitive Skills

• *Case Studies* are stories that simulate actual nursing practice; low fidelity simulation!

• Types:
  • **Case Method**: Short clinical scenario (1-2 sentences) that provides only the essential data; 1 or 2 related questions for beginning students to start thinking process
Active Learning Strategies for Developing CJ Cognitive Skills

• Example of **Case Method:**
  The nurse is caring for a client who reports feeling “a little short of breath.” What priority action would the nurse perform at this time? *(Take Action)*
Active Learning Strategies for Developing CJ Cognitive Skills

• Types (cont’d):
  • **Single episode case study**: One comprehensive clinical scenario that requires thinking to make CJ; one or more high-level thinking questions (open-ended or structured) *(Handout)*
Active Learning Strategies for Developing CJ Cognitive Skills

• Types (cont’d):
  • **Unfolding case study** (aka continuing or evolving case study): Initial comprehensive clinical scenario (1-2 paragraphs) that changes over time (several phases of care) as the client’s condition changes; requires analysis and CJ to answer one or more high-level thinking questions for each phase of care.
Active Learning Strategies for Developing CJ Cognitive Skills

• **Characteristics** of effective case studies:
  • Connects nursing theory to nursing practice (relevant and realistic)
  • Is designed to meet student learning outcome(s)
  • Immereses students in “clinical imagination” to engage learners
Characteristics of effective case studies:

- Promotes deep (retrieval) learning and patterns of knowing and thinking
- Provides opportunity for students to practice thinking and make CJs
- Challenges students to use thinking skills
How to Write an Effective Nursing Case Study: Example

- A 57-year old female client had a large mole removed from her left upper arm by a dermatologist in the office two days ago. She has a history of atrial fibrillation, chronic heart failure, diabetes mellitus type 2, and multiple lower back surgeries for persistent back pain. This morning the client asked her daughter to drive her to the Emergency Department (ED) for severe radiating 8/10 pain in her entire left arm. When the nurse removes the bandage from the area, her skin and tissue around the wound is reddened, very swollen, and warm. The wound drainage is foul-smelling and greenish-yellow. Her current temperature is 100.6 degrees F (38.2 degrees C). The client is admitted to the hospital with cellulitis.

(Ignatavicius, 2021)
How to Write an Effective Nursing Case Study: Example

• A 57-year old female client admitted to the hospital with a left upper arm open wound infection (methicillin-resistant *staphylococcus aureus* [MRSA] and several gram-negative bacteria) and cellulitis has been on IV daptomycin and tobramycin for less than two days. This morning her daughter reports that the client is having frequent foul-smelling diarrhea and severe abdominal discomfort.

(Ignatavicius, 2021)
Active Learning Strategies for Developing CJ Cognitive Skills

• Reverse Case Studies
  • Give students (in groups of 2-4) 2-to-3 sentence scenario and list of medications
  • Have students develop an unfolding case study with questions/answers
Active Learning Strategies for Clinical and Simulation Environments

• Case studies (all types) in pairs or groups (also helps to develop Teamwork and Collaboration; Handout)

• Concept maps

• Venn diagrams
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Summary

• Students need knowledge to make good clinical judgments
• Active learning helps retain knowledge.
• Select learning strategies that require students to use NCJMM cognitive skills to develop CJ in all learning environments
References


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