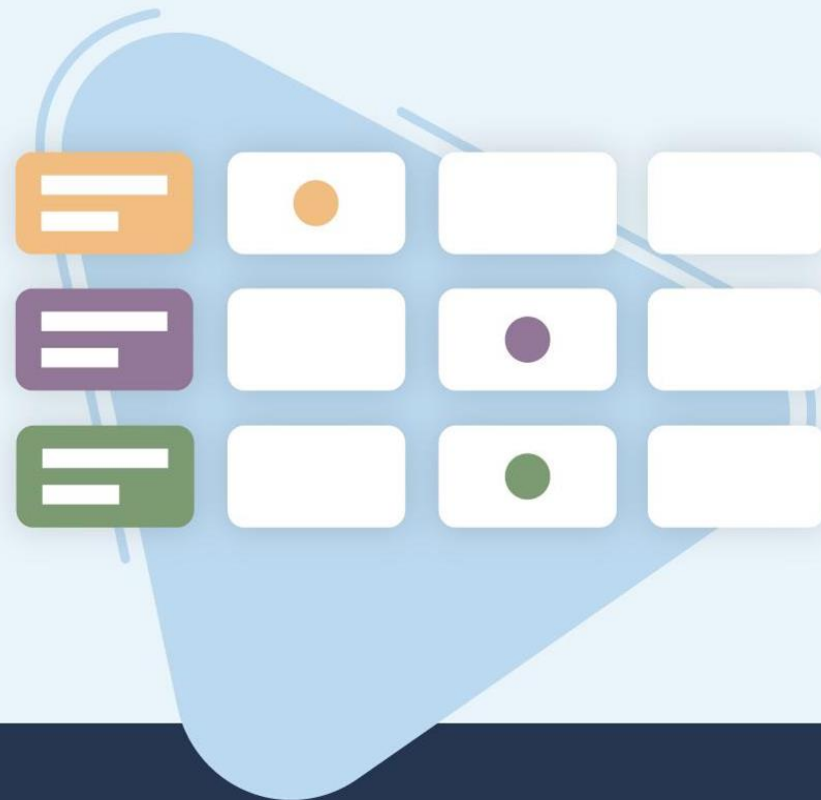


How to Write Items for The Next-Gen NCLEX®

An interactive workshop

Rhonda Lawes PhD, RN
Becky Oglesby, DNP, BA, RN
April 26, 2023



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Authors attest that no relevant financial relationship exists between themselves and any commercial supporting entity which would represent a conflict of interest or commercialize the presentation content.

Webinar Series Host



Prof. Rhonda Lawes

- Chief Nursing Officer at Lecturio
- Currently teaching in BSN program with emphasis on nursing research and advanced pathophysiology and pharmacology
- Award-winning, certified nurse educator and PhD in educational psychology with over 30 years of experience as a nurse



Today's Agenda

- 1 Learning Objectives
- 2 Question Samples
- 3 What is Coming Up?
- 4 Case Study (Elements 1-6)
- 5 Conclusions

Learning outcomes

After this session, participants will be able to:

- 1 **Review** the current types of NCLEX® formats with participant engagement in "fixing" the questions
- 2 **Review** the changes occurring in the launch of the NGN in April 2023
- 3 **Create** a learning objective for each type of NGN question
- 4 **Select** appropriate elements for a Case Study, Bowtie, and Trend by engaging participants in a collaboration of creating NGN questions.



Poll

Have you attended an NGN item writing workshop before?

- a. Yes
- b. No

Please respond through the poll on your Zoom screen.



NCLEX Pass Rates

Let's walk through some examples together!

Pass Rates

Reference pass rates

Program	YTD Pass rates per program / total of all programs
BSN	2022 – 82%
	2021 – 86%
	2020 – 90%
	2019 – 91%
ADN	2022 – 73%
	2021 – 79%
	2020 – 83%
	2019 – 85%
PN	2022 – 80%
	2021 – 80%
	2020 – 83%
	2019 – 86%





NEXT GENERATION NCLEX

Let's review what we know is coming with the Next Generation NCLEX®

Changes for April 2023 - NGN

What do we (and students) need to know?

Design Specification	2023 NCLEX®
Time Allowed	5 hours
Total Exam Length (min-max)	85 - 150
CJMM Case Studies	3 (18 items)
Standalone Items	52 - 117**
Total Scored Items (min-max)	70 - 135
Unscored (Pretest) items	15

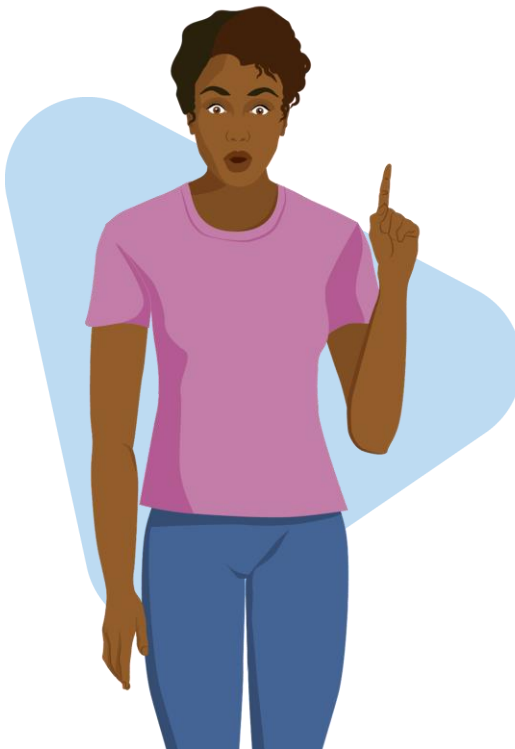
Item Response Types

What are the kinds of new items that will be on the Next Gen NCLEX®?

- Multiple Choice
- Multiple Response SATA
- Multiple Response Select N

- Bowtie
- Trend (any type)

- Drag & Drop Cloze
- Drag & Drop Rationale
- Drag & Drop Expanded



- Matrix Multiple Response
- Matrix Multiple choice
- Multiple Response Grouping

- Drop Down Cloze
- Drop Down Table
- Drop Down Rationale

- Highlight Text
- Highlight Table

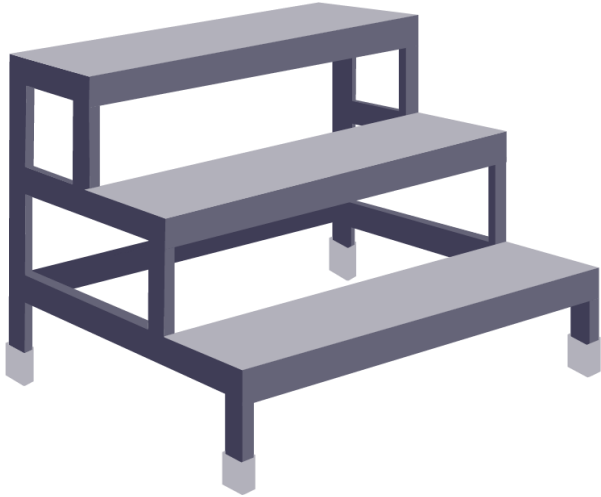
Item Response Types

What are the kinds of items we need to expect?

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 1: Recognize Cues	✓		✓	✓	✓
Element 2: Analyze Cues	✓	✓	✓	✓	
Element 3: Prioritize Hypotheses	✓		✓	✓	
Element 4: Generate Solutions	✓	✓	✓		
Element 5: Take Actions	✓	✓	✓	✓	
Element 6: Evaluate Outcomes	✓	✓	✓		✓

Learning Objectives for Each Questions

What you need to remember when you make a question



1

Create learning objectives

2

Consider the KSAs (if QSEN is used)

3

Decide the focus of the question

4

Include various NCLEX® categories

5

Make expected outcomes measurable

6

Consider creating a test blueprint



Poll

What is your current % of comfort level in writing NGN questions for your students?

- a. 0 – 20% - Brand new, clueless!
- b. 21 – 40% - I tried! Too confusing!
- c. 41 – 60% - I'm trying, getting better!
- d. 61 – 80% - Able to create now!
- e. 81 – 100% - I love creating these!

Please respond through the poll on your Zoom screen.



Case Studies 1 & 2 + Yours

Hyperglycemia, Infection Control, Pick your own adventure!



Case Study Outline

Outline of the story

1. History
2. Home meds
3. Vital Signs
4. Complications
5. Treatment

Next: Write out the objective(s) for each element. The objectives will help direct the story's path.

Sample Story for our Case Study 1

Case 1 - Hyperglycemia

Set Goal: Students will be able to recognize and manage a client who has a high glucose level for Type 2 diabetes.

Question story: Male client presents with a blood glucose (BG) of 355 mg/dL (19.7 mmol/L). Reports blurred vision and headaches almost every day and takes either ibuprofen, naproxen sodium, or acetaminophen. History of hypertension with antihypertensives prescribed. Diet consists of fast food during the day, with sodas several times a week. BMI 55.4. Client diagnosed with Type 2 diabetes two years ago. The client states he has not been actively checking BG and has not changed diet since being diagnosed. Last A1c was 8.4, checked six (6) months ago.

Home medications: Metformin 500 mg BID; Furosemide 20 mg BID; Crestor 10 mg daily.

ELEMENT1: A middle-age client is brought to the emergency department by a neighbor.

Nurse's Notes:

Nurse's Notes: Client has been brought to the ED by a neighbor who states the client was slurring words, could not see clearly, and was not making sense when talking. The client was residing at home in a warm temperature, where he works as

Client reports headaches almost daily. Client takes naproxen sodium (non-steroidal anti-inflammatory drug) and acetaminophen. History of hypertension with antihypertensives prescribed. Diet consists of fast food during the day, with sodas several times a week. BMI 55.4. Client diagnosed with Type 2 diabetes two years ago. The client states he has not been actively checking BG and has not changed diet since being diagnosed. Last A1c was 8.4, checked six (6) months ago.

Medications: Metformin 500 mg BID; Furosemide 20 mg BID; Crestor 10 mg daily. Current blood glucose level is 355 mg/dL (19.7 mmol/L).

Vital signs:

T	99.3 °F (37.4 °C)
HR	110 beats/min
RR	22 breaths/min
BP	140/90 mm Hg

The client's admission information that is most concerning to the nurse is

Physical examination findings that require further attention include and

Sample Story for our Case Study 2

Case 2 - Infection Control Precautions

A 50-year-old man is admitted to the hospital for acute cholecystitis.

Nurse's Notes: Pain level 9/10; visible jaundice; HIV positive, reports watery diarrhea for past 3 days for 8 times a day; lung sounds clear with no coughing, wheezing.

Vital signs:

- T 100.7°F (38.2°C) axillary
- RR 20 rpm
- HR 98 bpm
- BP 120/70 mm Hg
- O2 saturation 96% room air

Labs: WBC count 1,000 μL ($1000 \times 10^9/\text{L}$)

ELEMENT1: A middle-age client is brought to the emergency department by a neighbor.

Nurse's Notes:

Nurse's Notes: Client has been brought to the ED by a neighbor who states the client was slurring words, could not see clearly, and was not making sense when talking. The client was nursing at home in a warm temperature, where he works as

Client reports headaches almost naproxen sodium (non-steroidal acetaminophen. History of hypertension. Diet consists of fast food daily. Client diagnosed with diabetes. Client states he has not been acting and not changed diet from previous

Medications: Metformin 500 mg daily. Current blood glucose

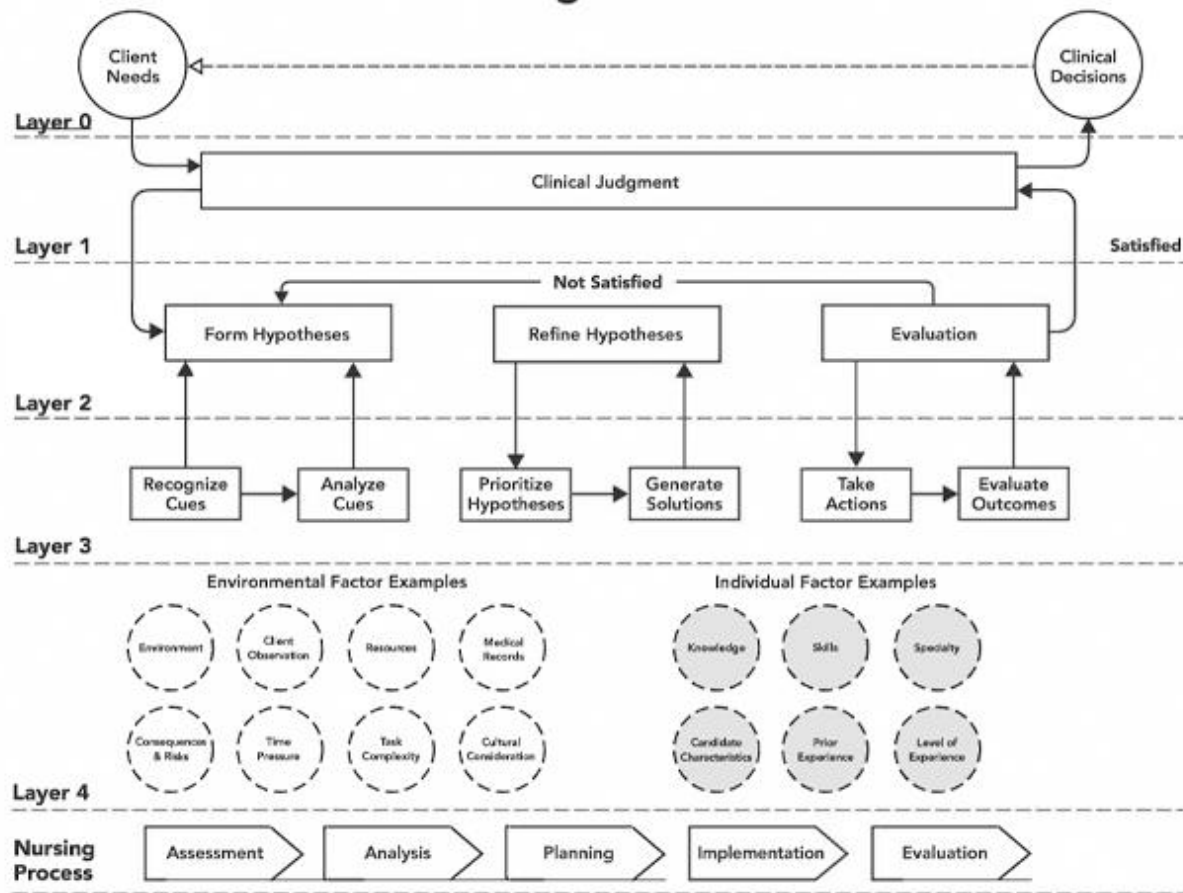
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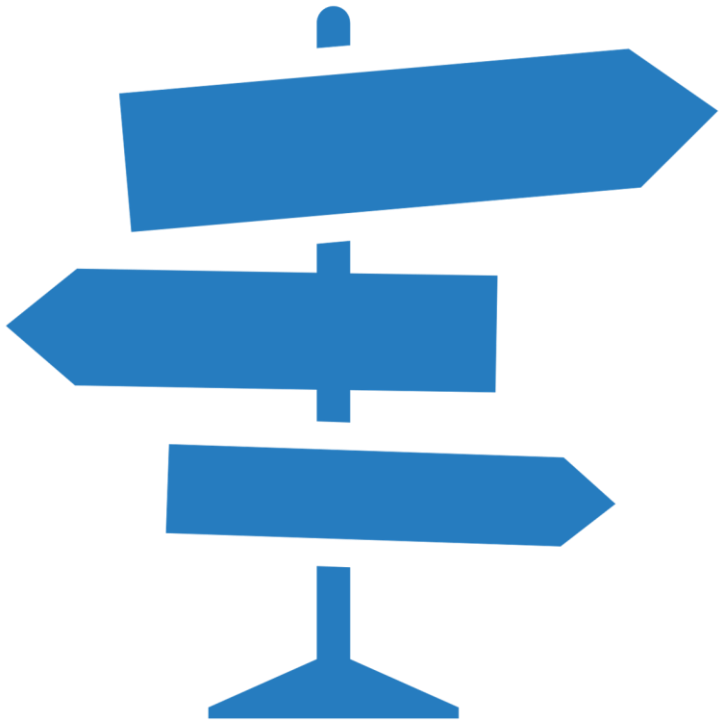
The NCSBN Clinical Judgment Measurement Model





Element 1

Recognize Cues





Keeping the Objective/ Goal in the Forefront

Objective:

Identify the client's normal/abnormal assessment data for a client who has hyperglycemia.

What Normals / Abnormals should the nurse notice?

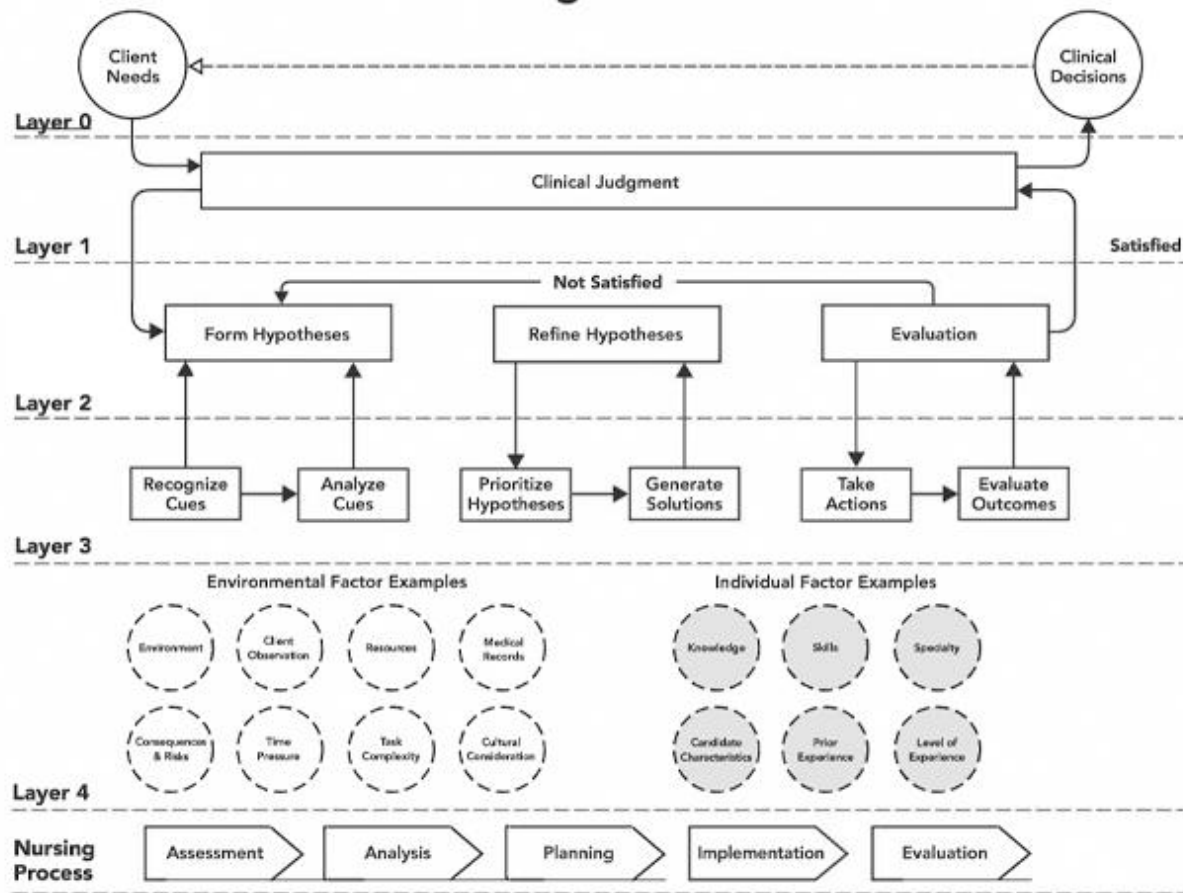
- Mentation?
- Breathing?
- Heart sounds/ECG?
- Neuro checks?
- Blood glucose?
- Three Ps?
- GI?
- Diet?
- Exercise?
- Medications?



Suggested types for Element 1

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbI
Element 1: Recognize Cues	✓		✓	✓	✓

The NCSBN Clinical Judgment Measurement Model



Example of **Element 1** Questions

What kinds of questions are Element 1 Questions?

- Which findings require immediate follow-up by the nurse?
- Which findings are unexpected/modifiable/non-modifiable?
- Which assessment findings concern the nurse?
- Which additional information is needed?
- Which additional assessment is needed?
- The aspect of the client's admission history that is concerning to the nurse is _____.
(Drop/down Cloze)
- Physical examination findings that require immediate follow-up include ____ and _____.
(Drop down cloze)
- Select the 3 findings that require immediate follow-up. (Multiple Resp N)
- Click to highlight the findings that requires follow-up from the nurse. (Highlight text)

Element 1 - Recognize Cues

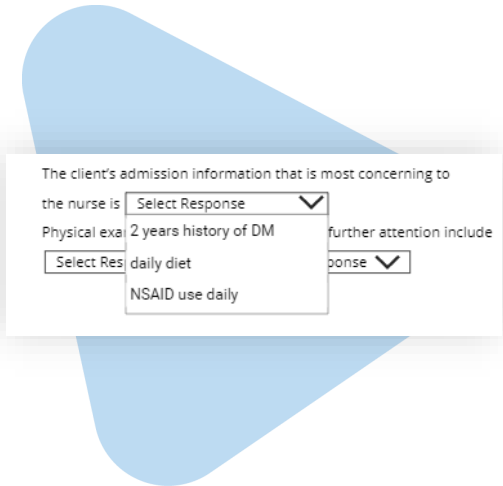
Case Sample 1 - Hyperglycemia

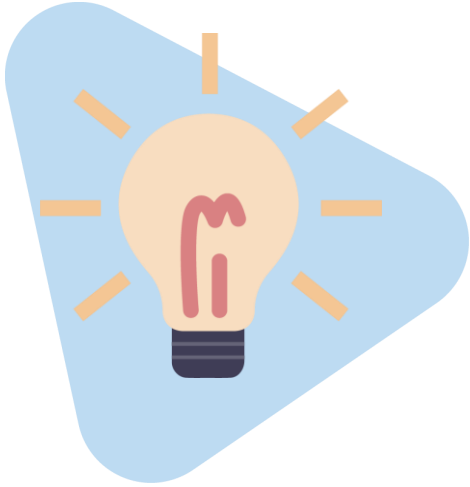
Element type - Drop Down Cloze

Objective: The student will recognize pertinent clues that relate to causes and results for hyperglycemia.

Question text: The client's admission and physical information that is most concerning to the nurse is the ____1____, the ____2____ and the ____3____.

Space 1	Space 2	Space 3
2 years history of DM	blood pressure	visual difficulties
daily diet	cholesterol levels	slurred speech
daily use of pain medication	blood glucose	





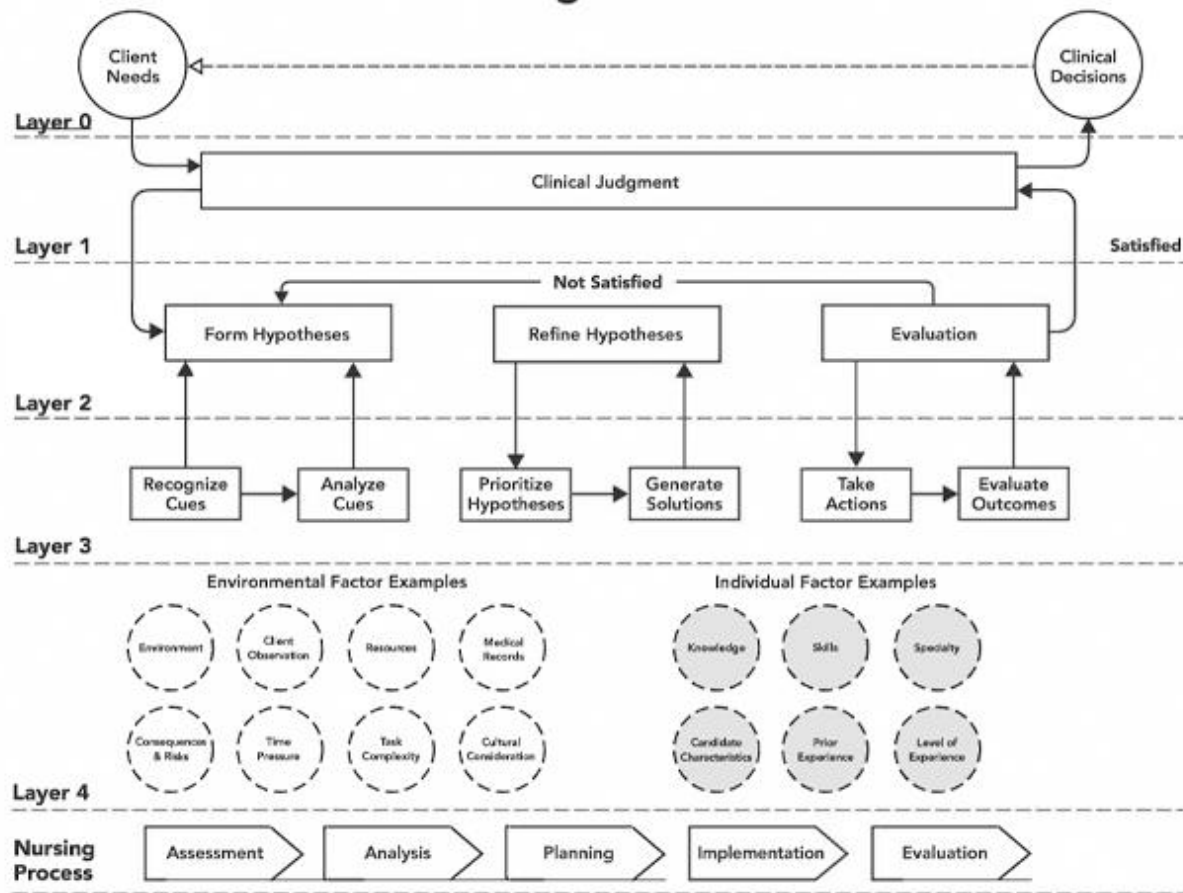
Element 1 - Recognize Cues

Case Sample 2 – Infection Precautions

Objective: The student will recognize the clues that are associated with standard precautions.

Question text: The nurse is aware that several types of precautions may be implemented. Which client findings are recognized as only standard precautions? Click to highlight the correct sections.

The NCSBN Clinical Judgment Measurement Model



Element 1 - Recognize Cues (Case Sample 2)

Case 2 - Infection Control Precautions (highlight text)

A 50-year-old man is admitted to the hospital for acute cholecystitis.

Nurse's Notes: Pain level 9/10; visible jaundice; HIV positive, reports watery diarrhea for past 3 days for 8 times a day; lung sounds clear with no coughing, wheezing

Vital signs:

- T 100.7°F (38.2°C) axillary
- RR 20
- HR 98
- BP 120/70
- O₂ saturation 96% RA

Labs: WBC count 1,000 μ L (1000 \times 10⁹/L)

ELEMENT1: A middle-age client is brought to the emergency department by a neighbor.

Nurse's Notes:

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Medications: Metformin 500 mg daily. Current blood glucose

Vital signs:

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The client's admission information that is most concerning to the nurse is

Physical examination findings that require further attention include and

Element 1 - Recognize Cues (Case Sample 2)

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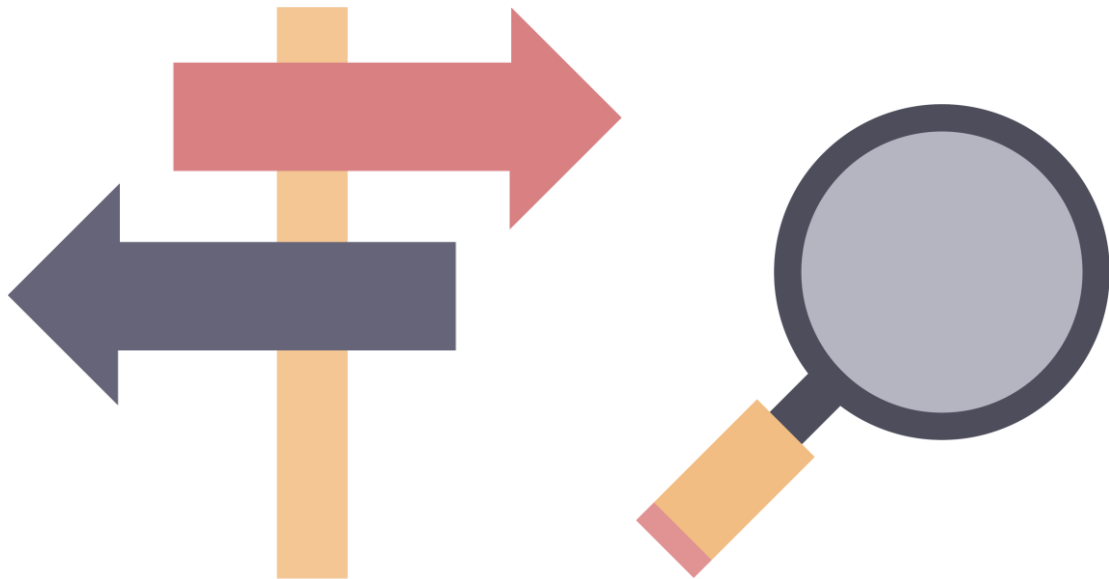
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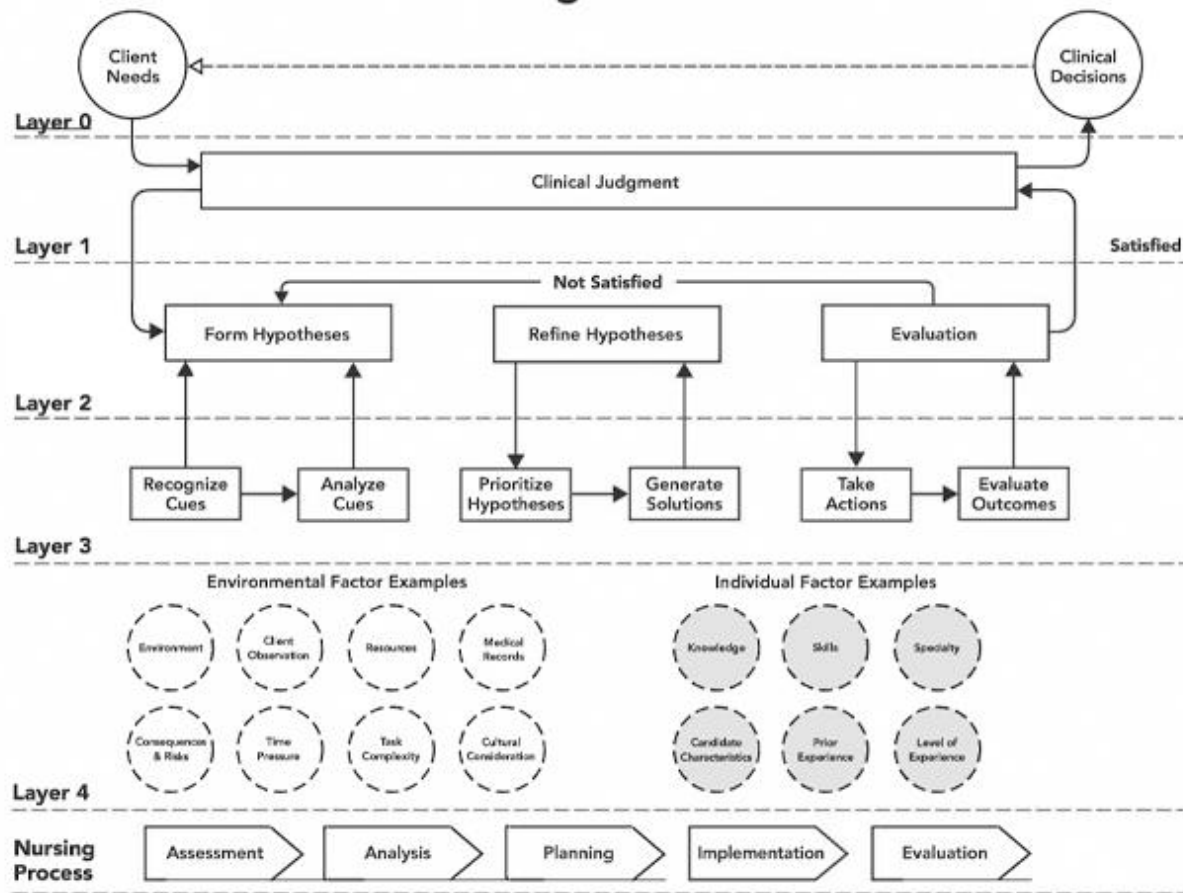


Element 2

Analyze Cues



The NCSBN Clinical Judgment Measurement Model



Keeping the Objective / Goal in the Forefront



Objective: Identify condition(s) that are associated with the s/s the client is experiencing

Which of the abnormalities found in Element 1 are:

- Most concerning?
- Puts the client at risk for more complications?
- Matches several different conditions?



Suggested Types for Element 2

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbI
Element 2: Analyze Cues	✓	✓	✓	✓	

Example of Element 2 Questions

What kinds of questions are Element 2 Questions?

- Which assessment findings most concern the nurse? (from the abnormalities that nurse will follow-up on)
- Which risk factors does the client have for a specific disease/problem?
- What additional information would be helpful in interpreting the findings?
- Which potential issue(s) is the client at risk for developing?
- For which reason are these symptoms/data concerning?
- **Based on the symptoms/info, is there a disease process occurring?**
- Based on the finding of _____, indicate whether or not the client is at risk for the listed condition. (Matrix Grid Multiple Choice - MGMC)
- **For each assessment finding, click to indicate whether findings from the client's assessment are associated with _____, _____ or _____. Each finding may support more than one condition. (Matrix Grid Multiple Response – MGMR)**

Example of Element 2 Questions

What kinds of questions are Element 2 Questions?

- Which assessment findings most concern the nurse? (from the abnormals that nurse will follow-up on)
- Which risk factors does the client have for a specific disease/problem?
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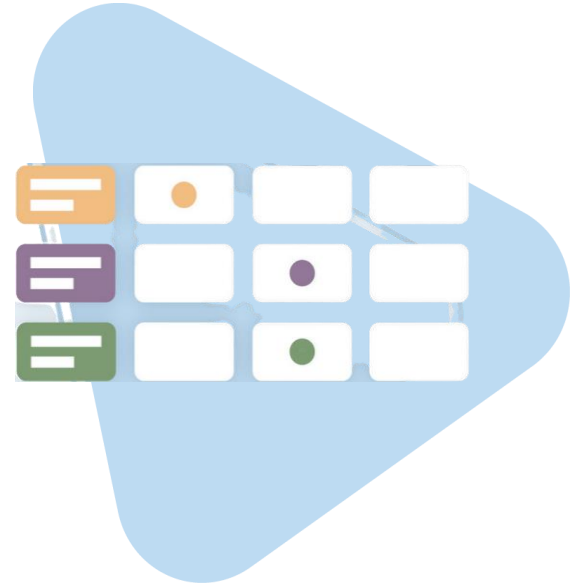
Element 2 - Analyze Cues (Case Sample 1)

Element type - MMR

Objective: The student will determine condition(s) are associated with the s/s the client is experiencing (that are similar to hyperglycemia).

Question text: The nurse has reviewed the labs with the admission data.

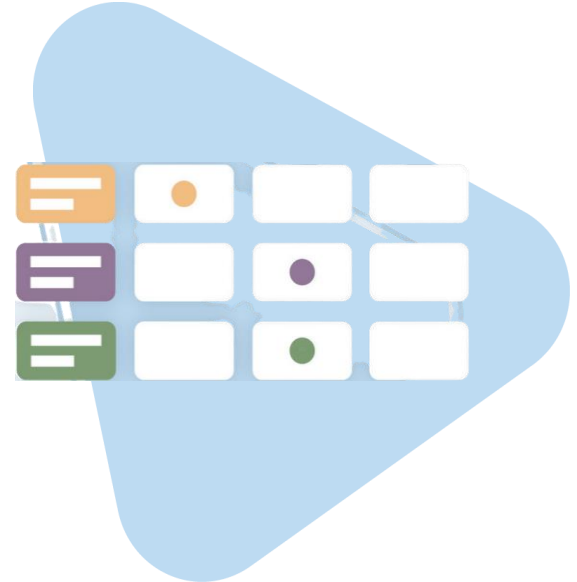
For each assessment finding, *click* to indicate whether the findings from the client's assessment and labs are associated with stroke, hyperglycemia, or hypertension. Each finding may support more than one condition.



Element 2 - Analyze Cues (Case Sample 1)

Matrix multiple response - MMR

Assessment Finding	Stroke	Hyperglycemia	Hypertension
Slurred Speech	✓	✓	✓
Visual Disturbance	✓	✓	✓
Cognitive Confusion	✓	✓	✓
Daily Headaches		✓	✓
Total Cholesterol	✓	✓	✓
BMI	✓	✓	✓

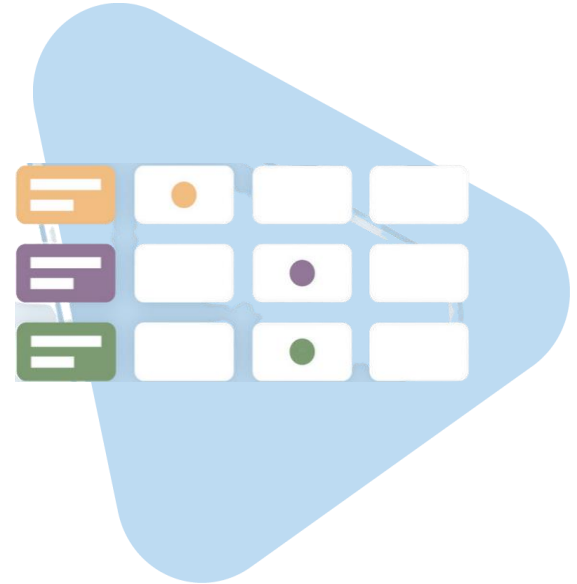


Element 2 - Analyze Cues (Case Sample 2)

Matrix multiple response - MMR

Objective: The student will determine the differences in standard, contact, droplet, and airborne precautions.

Question text: Select which intervention is linked to standard, contact, droplet, or airborne precautions. Multiple answers can apply to each intervention.



Element 2 - Analyze Cues (Case Sample 2)

Matrix multiple response - MMR

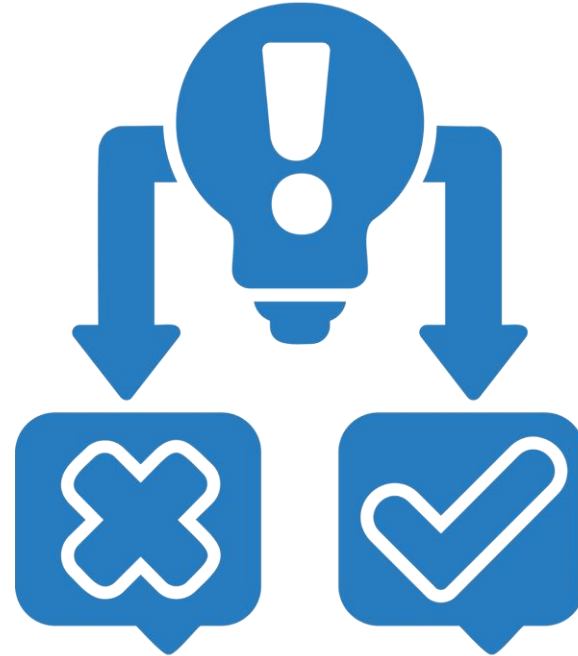
Intervention	Standard	Contact	Droplet	Airborne
Placing client in private room		✓	✓	✓
Posting PPE sign on the door		✓	✓	✓
Wearing goggles while in surgery	✓	✓	✓	✓
Wearing gloves to check the client's pulse		✓		
Handwashing before and after any client contact	✓	✓	✓	✓



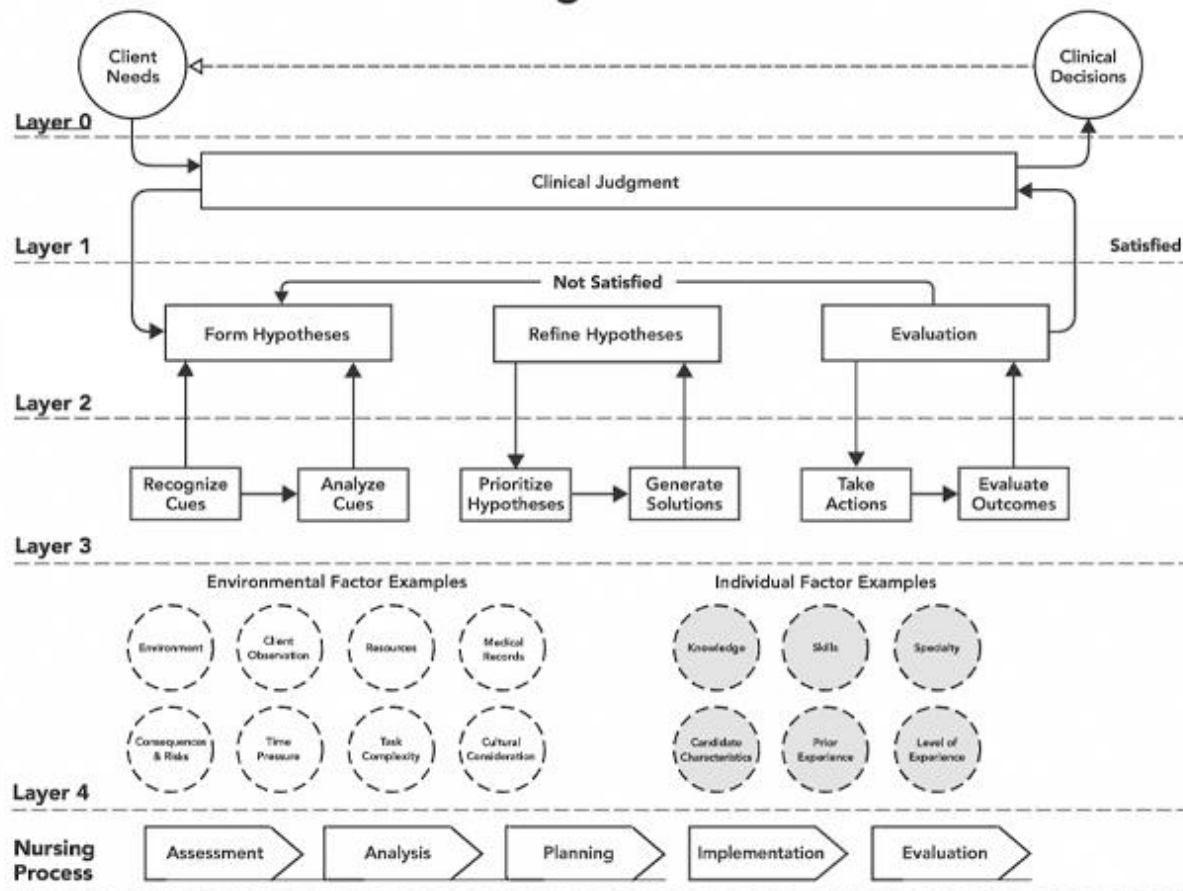


Element 3

Prioritize Hypothesis



The NCSBN Clinical Judgment Measurement Model



Keeping the Objective / Goal in the Forefront




Objective: Prioritize findings that might bring the greatest risk for the clients and assign urgency to them.

Element 3 asks things that include:

- Of these cues and assessment, what are some conditions that might be occurring that match several of these cues?
- Do we know what condition might be a risk for the client based on the gathered data?



Suggested types for Element 3

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbI
Element 3: Prioritize Hypotheses					

Example of Element 3 Questions

What kinds of questions are Element 3 Questions?

- Of the presenting problem(s), which is the most worrisome? (sounds like E2, but more in-depth)
- **Which condition is the client's highest risk and why?**
- What is the top complication the client is at risk for developing?
- **Which problem should the nurse address first?**
- Which condition are the symptoms related to?
- Which potential complication is anticipated?
- Which condition is anticipated?
- Which issues are beginning?
- What will most likely happen if the nurse fails to act?
- Make a decision on the most important client problem. Think of a concept map and how the presenting items point to a problem.
- **The nurse determines the client is at risk for experiencing ____ as a result of ____.** [Drag & Drop Rationale]
- Based on the finding of a high ____ and low ____, the nurse would prioritize (med change/fever reduction/BP med/ education). [Drop Down Rationale]
- **The nurse identifies the priority client problems as ____, ____, ____ and ____.** (Drag & Drop Cloze)

Example of Element 3 Questions

What kinds of questions are Element 3 Questions?

- Of the presenting problem(s), which is the most worrisome? (sounds like E2, but more in-depth)
- **Which condition is the client's highest risk and why?**
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- **Which problem should the nurse address first?**
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- Which potential complication is anticipated?
- Which condition is anticipated?
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- Make a decision on the most important client problem. Think of a concept map and how the presenting items point to a problem.
- **The nurse determines the client is at risk for experiencing ____ as a result of ____.** [Drag & Drop Rationale]
- Based on the finding of a high ____ and low ____, the nurse would prioritize (med change/fever reduction/BP med/ education). [Drop Down Rationale]
- **The nurse identifies the priority client problems as ____, ____, ____ and ____.** (Drag & Drop Cloze)

Element 3 - Prioritize Hypotheses (Case Sample 1)

Drop Down Rationale

Objective: The student will decide on the client's problem and the cause is an extreme high GB.

Question text: The nurse determines the client is possibly experiencing a ___1___, as evidenced by ___2___

The client's admission information that is most concerning to the nurse is

Physical exam: 2 years history of DM, further attention include

daily diet, NSAID use daily

Space 1

stroke

hyperglycemic episode

heart attack

Space 2

hypertension

cholesterol levels

high blood glucose

Element 3 - Prioritize Hypotheses (Case Sample 2)

Element 3 - Drop Down Rationale

The client's admission information that is most concerning to the nurse is

Physical exam: further attention include

Objective: The student will decide which precaution is required and the reason for that decision.

Question Background: Within 48 hours, the client's WBC count has increased to 3,500 and the stool sample comes back negative for *C-diff*. The client's diarrhea is diagnosed to be due to food poisoning. Complete the passage by selecting from the drop-down options from the boxes to complete the sentences.

Element 3 - Prioritize Hypotheses (Case Sample 2)

Element 3 - Drop Down Rationale

Question text: The nurse will use ___1___ precautions when providing care to this client because ___2___.

The client's admission information that is most concerning to the nurse is

Physical exam: 2 years history of DM, further attention include

Select Response

Select Response: daily diet, NSAID use daily

Space 1

contact

standard

droplet

neutropenic

Space 2

the client is HIV positive

the client has food poisoning

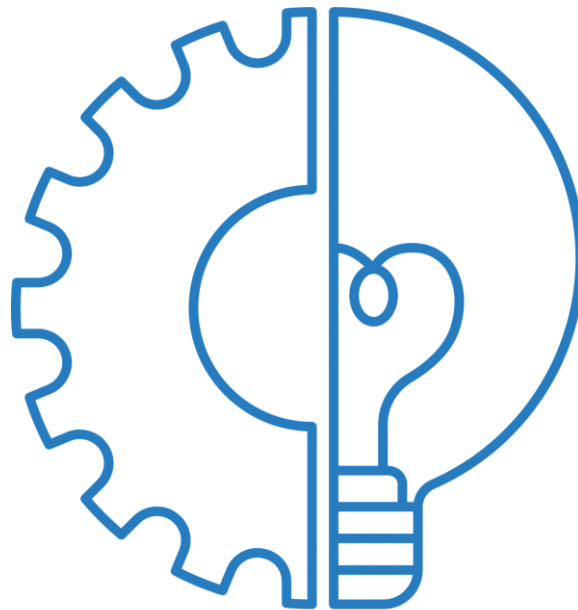
the client is not contagious

the client's WBC count is low

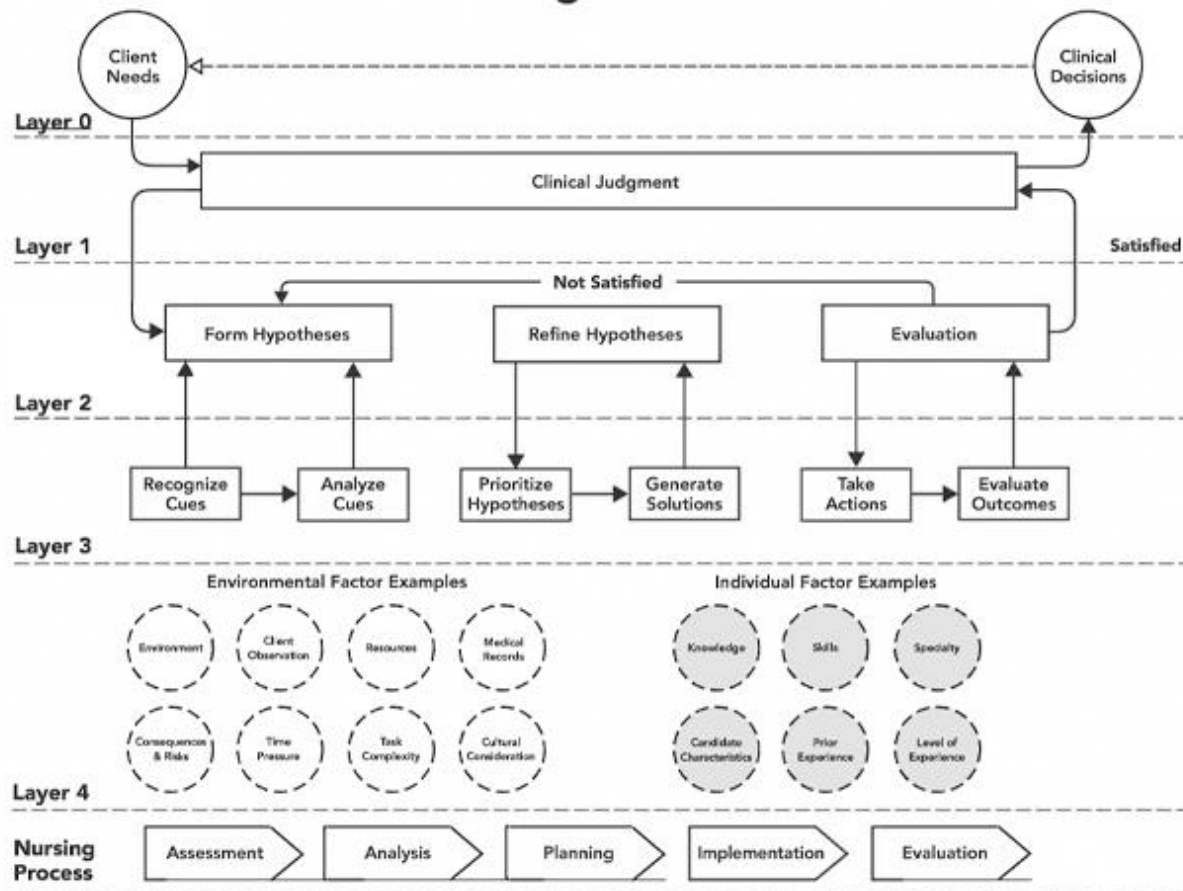


Element 4

Generate Solutions



The NCSBN Clinical Judgment Measurement Model



Keeping the Objective / Goal in the Forefront




Objective: Identify possible actions / solutions derived from the priorities understood through the previous elements.

The students will need to:

- Think about what actions that are needed (e.g., plan of care)
- Engage in the thinking / anticipating phase of the care



Suggested types for Element 4

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbI
Element 4: Generate Solutions					

Example of Element 4 Questions

What kinds of questions are Element 4 Questions?

- Which actions can be planned to help the client?
- For which actions are needed now, later, those that will cause harm, or need to be avoided?
- **Specify if Potential order is Anticipated / Nonessential / Contraindicated. (Matrix Grid MC or Response)**
- Which client will need to be seen first?
- Which action/implementation will need to be done first?
- Which ___ will the client need? (comfort measures? Meds? surgery?)
- **Which actions/medications are ANTICIPATED to be included in the plan of care?**
- Which client is stable? Unstable? ABCs prioritized?
- **Which interprofessional team members do we PLAN to be involved?**
- For which reason will the intervention will achieve the optimal client outcome?
- For each medication, chose the option for Drug Classifications and Client teaching (Drop Down Table)
- **For each client need, click to specify the POTENTIAL nursing intervention that is specific for the client. (Multiple Response Grouping)**

Example of Element 4 Questions

What kinds of questions are Element 4 Questions?

- Which actions can be planned to help the client?
- For which actions are needed now, later, those that will cause harm, or need to be avoided?
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- For which reason will the intervention will achieve the optimal client outcome?
- For each medication, chose the option for Drug Classifications and Client teaching (Drop Down Table)
- **For each client need, click to specify the POTENTIAL nursing intervention that is specific for the client. (Multiple Response Grouping)**

Element 4 - Generate Solutions (Case Sample 1)

Multiple response N - MRN



Objective: The student **plans** teaching points to educate the client on how manage the DM condition.

Question text: Which 5 interventions does the nurse **anticipate** are needed for this client's immediate plan of care?

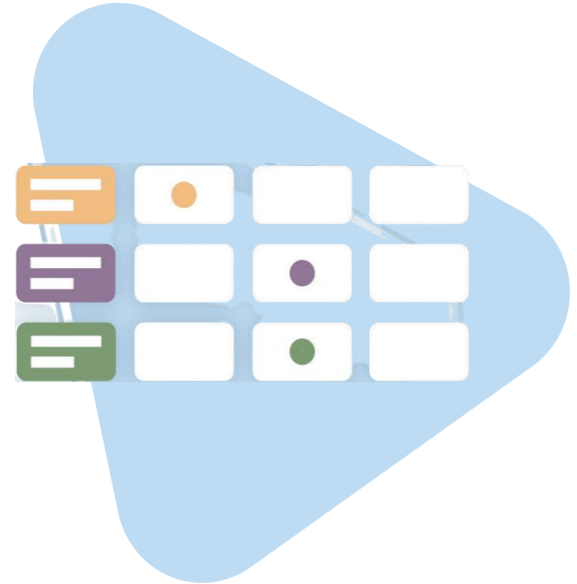
1. Teach on complications of diabetes mellitus.
2. Provide examples of healthy food choices.
3. Discuss weight loss options.
4. Ensure correct usage of a glucometer.
5. Instruct on expected blood glucose range.
6. Provide instruction on a diet diary.
7. Discuss exercise activities.
8. Discuss emotions about the condition.
9. Instruct on self-injecting insulin.
10. Reinforce on oral medication regimen.

Element 4 - Generate Solutions (Case Sample 2)

Matrix multiple choice - MMC

Objective: The student **plans** on interventions that will use standard precautions.

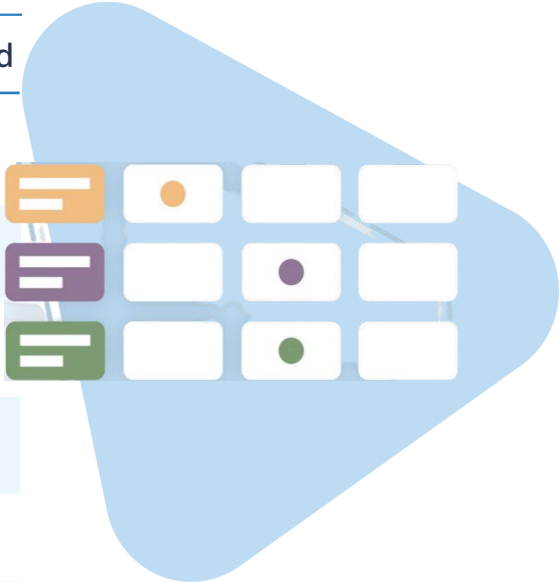
Question Background: Knowing that the nurse will use standard precautions when caring for this client, select which interventions are **anticipated** and which are not anticipated.



Element 4 - Generate Solutions (Case Sample 2)

Matrix multiple response - MMC

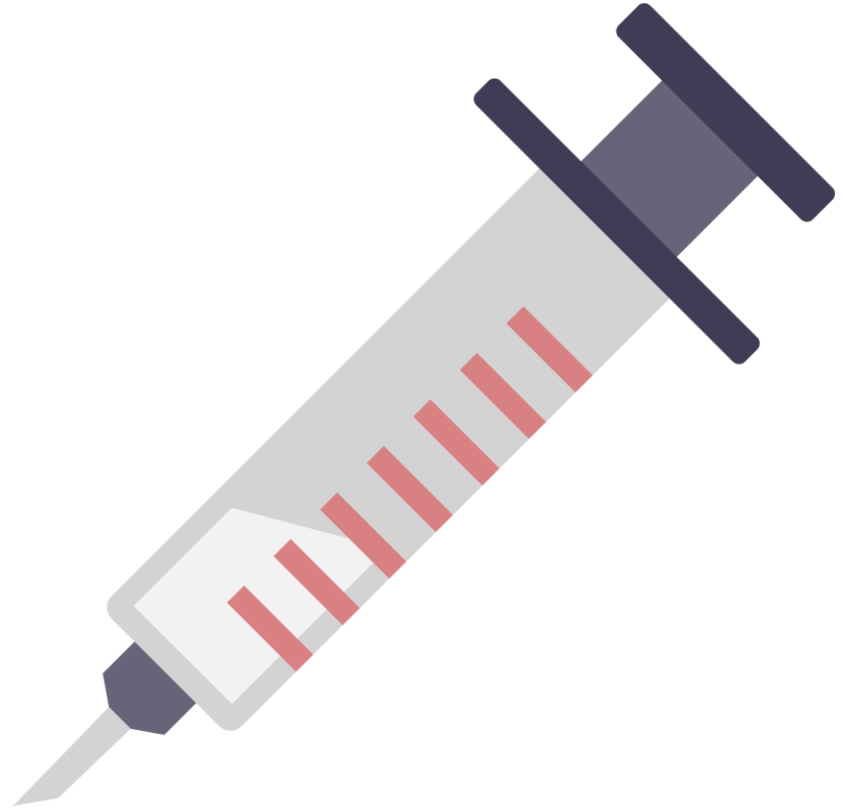
Interventions	Anticipated	Not Anticipated
		✓
	✓	
		✓
	✓	
	✓	
	✓	



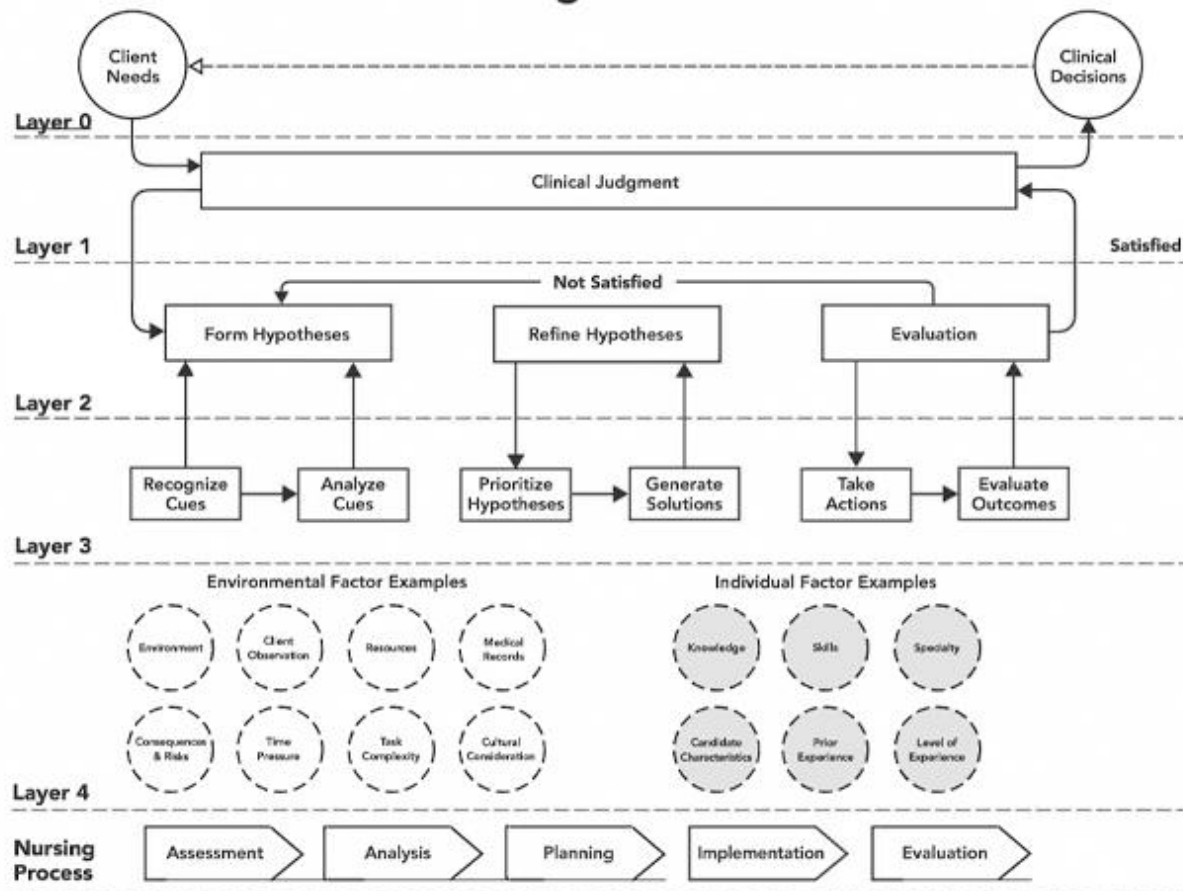


Element 5

Take Actions



The NCSBN Clinical Judgment Measurement Model





Keeping the Objective / Goal in the Forefront

Objective: Students will be able to choose the right actions to take from the plan of care that has been identified.

Pulling from the plan of care, what actions need to be taken?

- Teach clients?
- Provide medication?
- Adjust positions?
- Check vital signs?
- Insert a tube?
- Request for a med?
- Prepare clients for surgery?



Suggested types for Element 5

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbI
Element 5: Take Actions	✓	✓	✓	✓	

Example of Element 5 Questions

What kinds of questions are Element 5 Questions?

- Which education/teaching does the client need?
- Which meds does the client need?
- Which actions does the nurse implement for the client?
- Which health care members will be contacted?
- Which documentation is needed and recorded?
- Which interventions will need to be monitored?
- Which additional assessment is needed (as an action)?
- Which medications require further clarification?
- The nurse will administer ____ because ____ (or: hold ____ because _____. (Drop Down Rationale)
- For each client need, click to specify the nursing intervention that is specific for the client. (Multiple Response Grouping)

Example of Element 5 Questions

What kinds of questions are Element 5 Questions?

- Which education/teaching does the client need?
- Which meds does the client need?
- Which actions does the nurse implement for the client?
- Which health care members will be contacted?
- Which documentation is needed and recorded?
- Which interventions will need to be monitored?
- Which additional assessment is needed (as an action)?
- Which medications require further clarification?
- The nurse will administer ____ because ____ (or: hold ____ because ____.
(Drop Down Rationale)
- For each client need, click to specify the nursing intervention that is specific for the client. (Multiple Response Grouping)

Element 5 - Take Actions (Case Sample 1)

Multiple Response Grouping (MRG)

Objective: The student will be able to list teaching points for the client regarding DM management on diet, exercise, BG checks, and meds.

Question text:

The client is ready for discharge and the nurse performs teaching.

For each teaching subject provided by the nurse, click to specify the teaching intervention that is applicable for the client.



Element 5 - Take Actions (Case Sample 1)

Multiple Response Grouping



Subject	Click in Box	Intervention

Element 5 - Take Actions (Case Sample 2)

Element - MRSATA



Objective: The student will be able to use standard precautions when giving an injection.

Question Background: The client had a successful cholecystectomy procedure and is recovering without difficulty. Before discharge, the nurse will administer a flu shot to the client.

Element 5 - Take Actions (Case Sample 2)

Multiple response select all that apply - MRSATA



Question Text: Which actions does the nurse implement to follow safe injection practices using standard precautions?

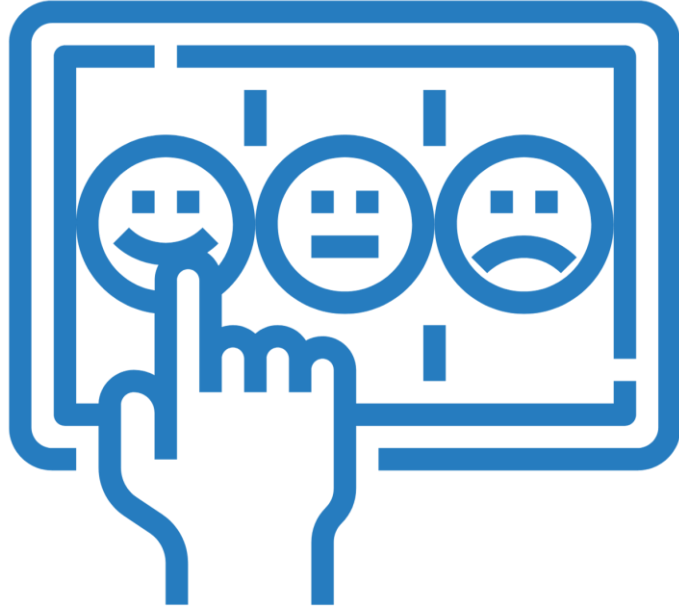
Select all that apply.

1. Use an antiseptic wipe to clean the client's skin and the top of the vial.
2. Keep the needle pointed away from the body.
3. Engage the needle safety device immediately after injection.
4. Dispose of the needle in a red biohazard bag in the room.
5. Wipe the client's injection site with an antiseptic wipe after the injection.
6. Discard the vial in the sharps box even if there is medication left in it.

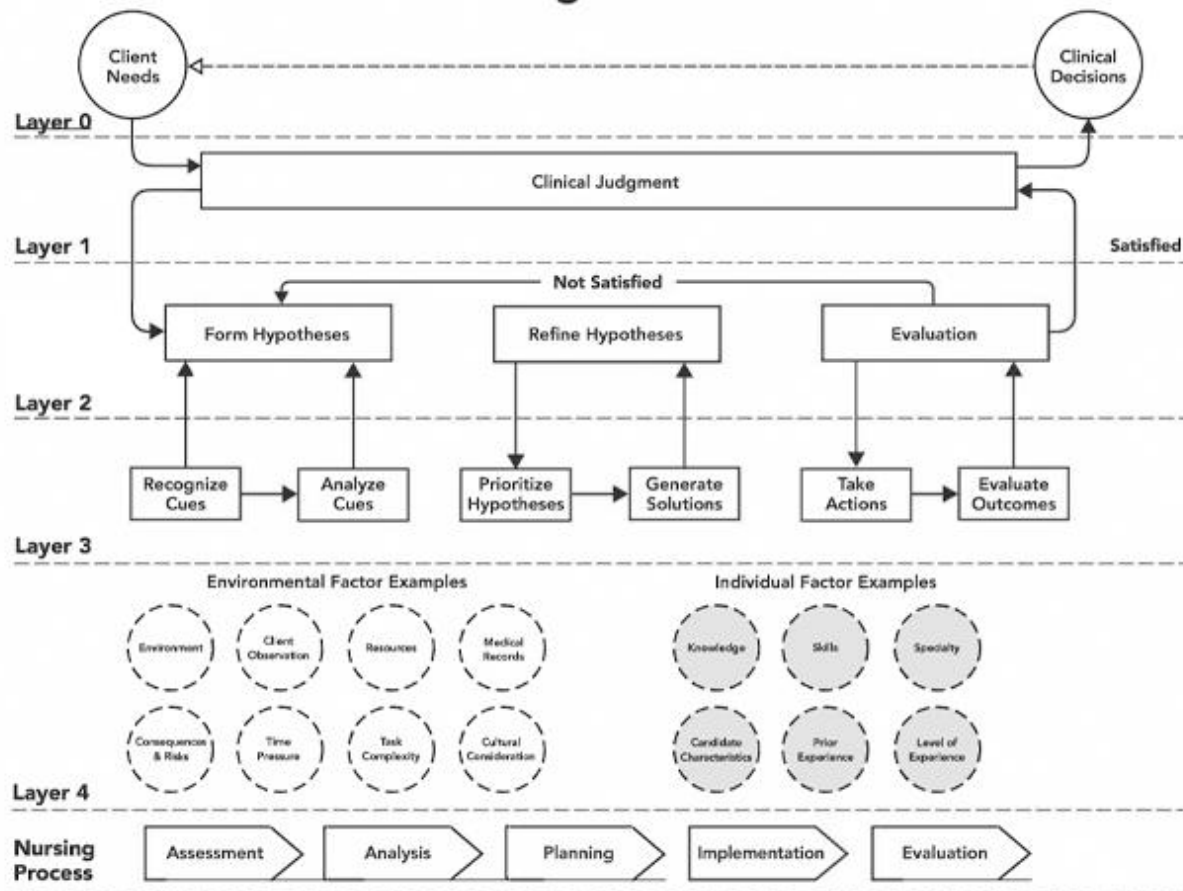


Element 6

Evaluate Actions



The NCSBN Clinical Judgment Measurement Model



Keeping the Objective / Goal in the Forefront

Objective: Students will be able to evaluate the result of the actions provided for the clients.

Before or after discharge, how do we know if the actions provided:

- Are successful or not?
- Are understood or not understood?
- Show sufficient teaching or require more teaching?
- Have helped the client - has health declined?



Suggested types for Element 6

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbI
Element 6: Evaluate Outcomes	✓	✓	✓		✓

Example of Element 6 Questions

What kinds of questions are Element 5 Questions?

- Which planned interventions were successful/unsuccessful?
- Which measurements/data show client/symptoms improved/Did not improve?
- Which data indicates successful/unsuccessful teaching/outcomes?
- Is the client better? Worse? No change? Need revising treatment?
- Click to highlight the ___ results in the table that indicate improvement in the client's condition from the treatment for _____. (Highlight Table)

Example of Element 6 Questions

What kinds of questions are Element 5 Questions?

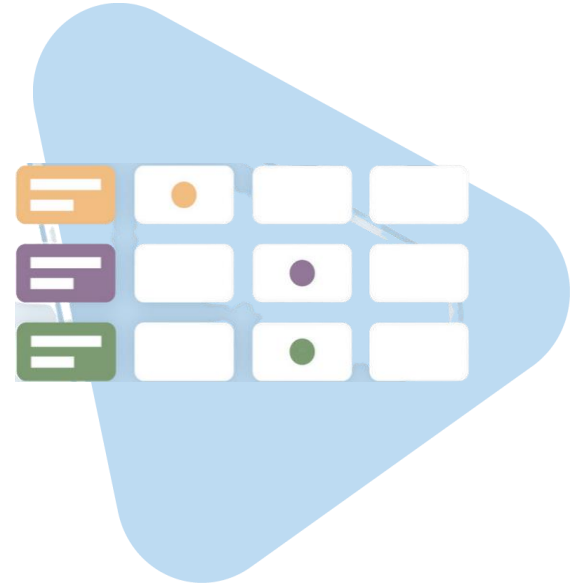
- Which planned interventions were successful/unsuccessful?
- Which measurements/data show client/symptoms improved/Did not improve?
- Which data indicates successful/unsuccessful teaching/outcomes?
- Is the client better? Worse? No change? Need revising treatment?
- Click to highlight the ___ results in the table that indicate improvement in the client's condition from the treatment for _____. (Highlight Table)

Element 6 - Generate Solutions (Case Sample 1)

Matrix multiple choice - MMC

Objective: The student will evaluate if the client understands the teaching on ways to manage DM.

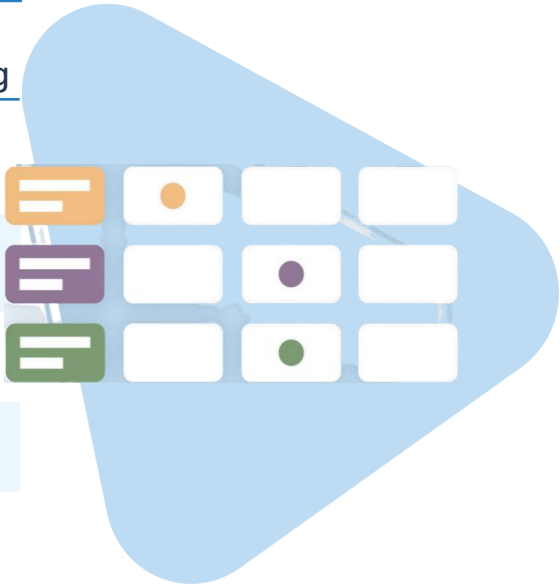
Question Text: After discharge teaching, click to specify whether the client statement indicates an understanding or no understanding of the teaching.



Element 6 - Evaluate Outcomes (Case Sample 1)

Matrix multiple choice - MMC

Client statements	Understanding	No Understanding
	<input checked="" type="checkbox"/>	
		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	
		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	
	<input checked="" type="checkbox"/>	



Element 6 - Evaluate Actions (Case Sample 2)

Multiple response N - MRN



Objective:

The student will evaluate the teaching of staff and unlicensed assistant personnels (UAP) on standard precautions.

Question Background:

The nurse manager on the unit holds a training session for the staff nurses to remind them of the correct use of standard precautions.

Element 6 - Evaluate Actions (Case Sample 2)

Multiple response N - MRN



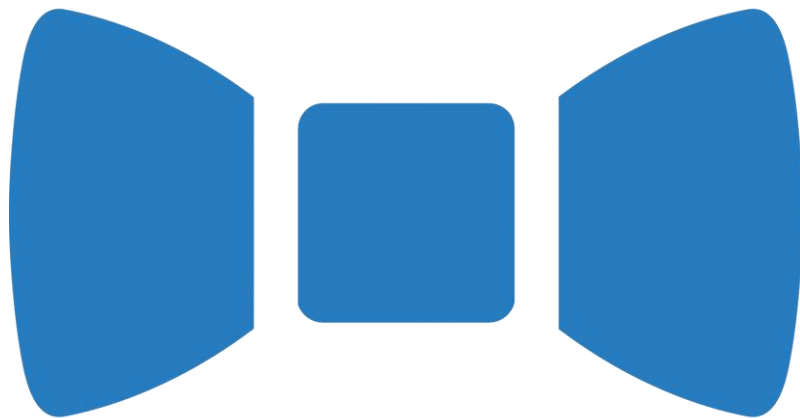
Question Text: Which 3 behaviors observed by the nurse manager show that the teaching was effective?

1. A UAP wears gloves when feeding a client.
2. The nurse teaches a client to cough in the hands and then wash them.
3. The nurse immediately notifies environmental services of a blood spill.
4. A UAP wears gloves when providing perineal care to a client.
5. The nurse, who has an autoimmune disease, does not care for clients on transmission-based precautions.
6. The nurse removes a soiled dressing, then removes the gloves and puts on sterile gloves to apply the new sterile dressing.
7. The nurse removes the gown and gloves at the client's doorway and then exits the room.



Bowtie

Combination of
all 6 elements



Keeping the Objective / Goal in the Forefront

Objective: Students should be able to utilize all six skills within the clinical judgment model.

This includes the ability to:

- **Recognize cues:** Recognize if findings are normal or abnormal
- **Analyze cues:** Determine associations between possible conditions or complications the client may be experiencing
- **Prioritize hypotheses:** Determine the most likely cause or risk of the client's issues
- **Generate Solutions:** Identify possible solutions to address the client's needs and issues
- **Take Action:** Perform implementations
- **Evaluate outcomes:** Know which parameters to monitor once interventions have been implemented



Example of Bowtie

What does a Bowtie question look like?

Objective:

The student will recognize problems, actions to take and items to monitor in a client who is pregnant in the 1st trimester and who is dehydrated from vomiting.

Question Text:

The nurse cares for a 26 year-old client in the emergency department (ED). The client reports being approximately 9 weeks pregnant.



Example of Bowtie


What does a Bowtie story look like?

Nurses' Notes

History & Physicals

12:15

A client presents to the ED accompanied by the spouse, reporting generalized weakness and vomiting. The client denies fevers and diarrhea and reports being approximately 9 weeks pregnant based on a home pregnancy test. The client's pregnancy history is Gravida 2; Para 0; Abortion 1. The client denies vaginal bleeding and abdominal pain. The client reports persistent nausea and vomiting over the past 4 days, with 1 episode of vomiting reported en route. PO intake has not been tolerated for the last 24 hours due to vomiting. The client is alert and oriented but reports dizziness accompanied by a headache. Lung sounds are clear and equal. The apical pulse is regular and rapid. Radial pulses are present. Dry mucous membranes are noted and the client reports the last episode of urine output was eight hours ago. The client reports inability to provide a urine sample. A urinalysis is ordered and the HCP performs a transvaginal ultrasound at the bedside, obtaining fetal heart tones at 167 beats/min.



Vital Signs	Results
Temp (oral)	37°C (98.6°F)
Pulse	119 bpm
BP	92/54 mmHg
Resp.	22 breaths/min
SpO ₂	94% room air

Example of Bowtie

What does a Bowtie format look like?

Task: Complete the **diagram** by dragging from the choices from the next slide to specify what **condition** the client is most likely experiencing, **2 actions to take**, and **2 parameters** that should be monitored.



Example of Bowtie

What does a Bowtie format look like?

Actions to Take

Administer pain medication

Request lactated Ringer's infusion

Encourage PO Intake

Obtain a stool culture

Administer antiemetics

Potential Conditions

Migraine

Hyperemesis gravidarum

Foodborne illness

Parameters to Monitor

Intake and output

Culture results

Vital signs

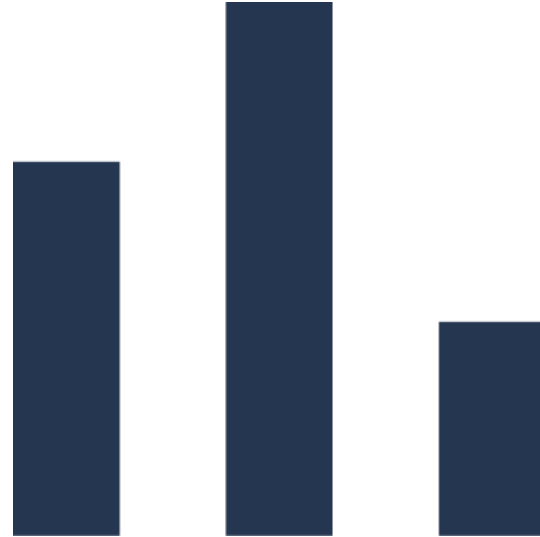
Stress level

Pain



Trend

Changes over time



Keeping the objective / goal in the forefront

Objective:

Students should be able to answer questions based off of the observation of a patient's progression / trend over time.

This could include:

- Client needs
- Nursing interventions
- Anticipated HCP order



Trend

What does a Trend story look like?

Nurses' Notes

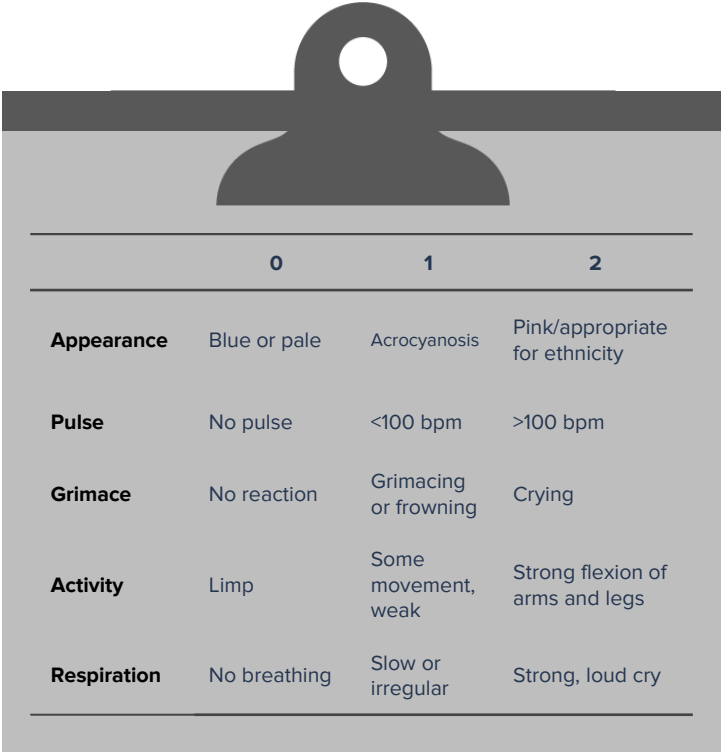
History & Physicals

**Wed,
17:50**

34+3 week female newborn just delivered via emergency c-section due to abruptio placenta. NICU team at delivery. Infant pale, heart rate 65 beats/min; no reaction to stimulation; limp; attempting to breathe using accessory muscles. Infant dried, suctioned, placed under the radiant warmer, and provided positive pressure ventilation (PPV).

**Wed,
17:55**

After initial resuscitation measures, at 5 minutes of life the newborn remains pale, the pulse has increased to 127 beats/min and the respiratory rate is 60 breaths/min with a pulse oximetry reading of 94% on 2 L NC. The infant has a weak cry when stimulated, and has only slight flexion in upper and lower extremities. Blood drawn for blood cultures, CBC, glucose level, and blood type.



	0	1	2
Appearance	Blue or pale	Acrocyanosis	Pink/appropriate for ethnicity
Pulse	No pulse	<100 bpm	>100 bpm
Grimace	No reaction	Grimacing or frowning	Crying
Activity	Limp	Some movement, weak	Strong flexion of arms and legs
Respiration	No breathing	Slow or irregular	Strong, loud cry

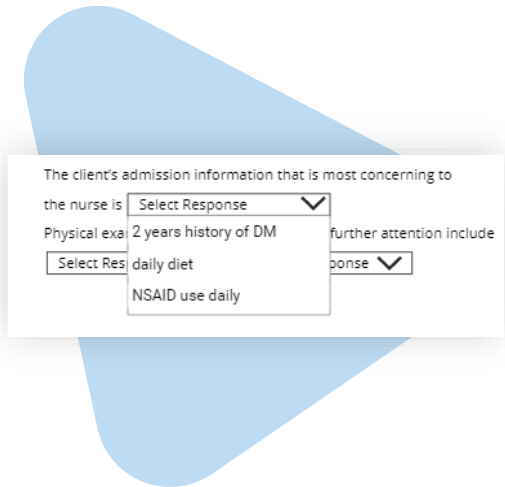
Trend Example

Trend question choice - Drop Down Cloze

Objective: The students will be able to decide, based on the trend of the client, what the appropriate next step will be.

Question text: The nurse charts the infant's Apgar score as ___1___ at 1 minute and ___2___ 5 minutes. The infant will need ___3___ and ___4___.

Space 1	Space 2	Space 3	Space 4
1 (one)	5 (five)	more PPV	skin-to-skin care
2 (two)	6 (six)	to be weaned off oxygen ASAP	close monitoring of vital signs
3 (three)	7 (seven)	another APGAR score at 10 minutes	transfer to the newborn nursery





Poll

Are you aware that Lecturio has an NCLEX® Review?

- a. Yes
- b. No

Please respond through the poll on your Zoom screen

Reference



- National Council of State Boards of Nursing. (2023, January 23). NCLEX <https://www.ncsbn.org/exams/exam-statistics-and-publications/nclex-pass-rates.page>
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Conclusion

Conclusion

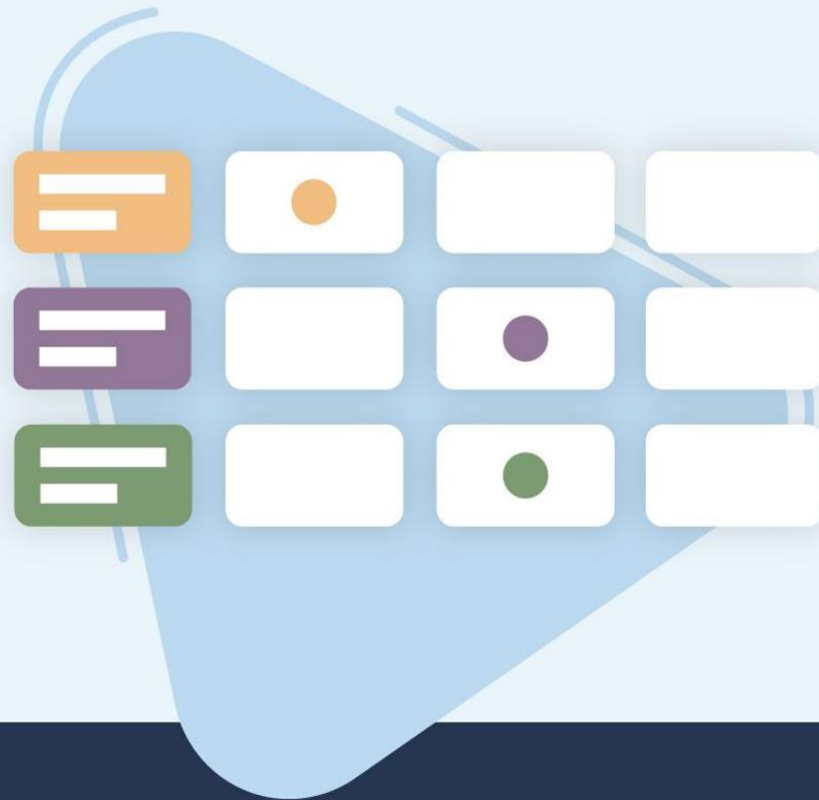


1. Be systematic in how you outline and write your Next Gen NCLEX® questions.
2. Practice is the best way to be an expert!
3. Remember the purpose of each element and what kinds of question formats are used for each.
4. Remember that an objective is key to creating a good NGN question. 🐿️
5. I would ***love to come to your school*** virtually or in-person to have additional workshops on item writing and item analysis.

Thank you for joining!

Contact me:
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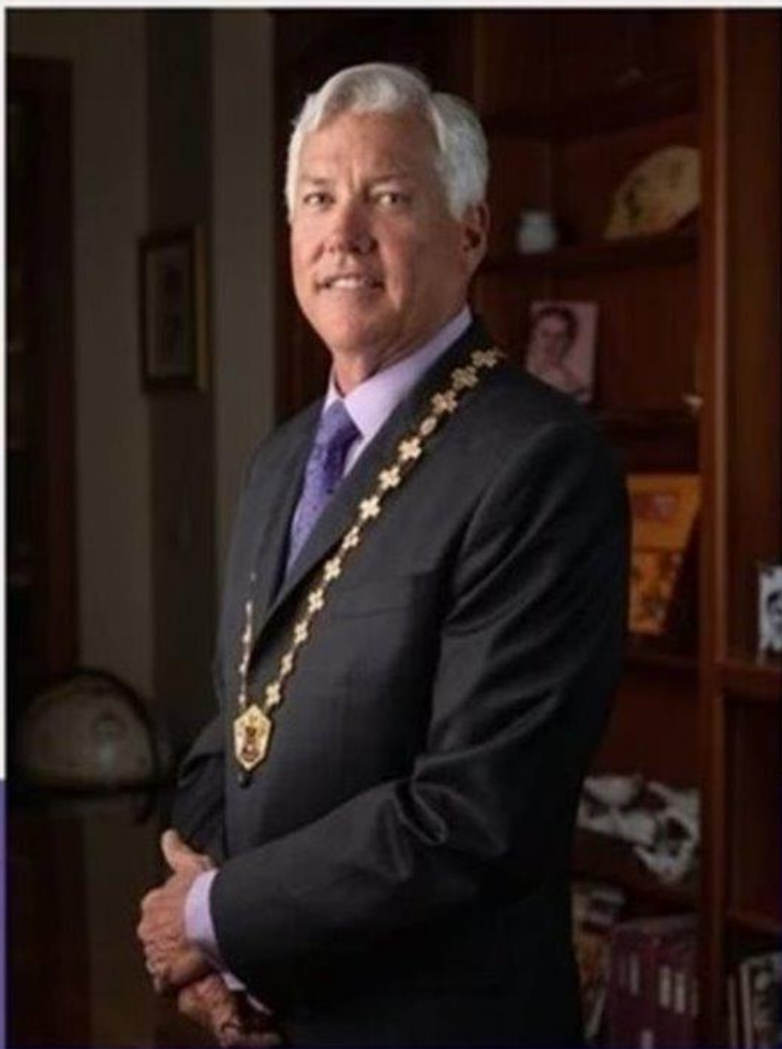
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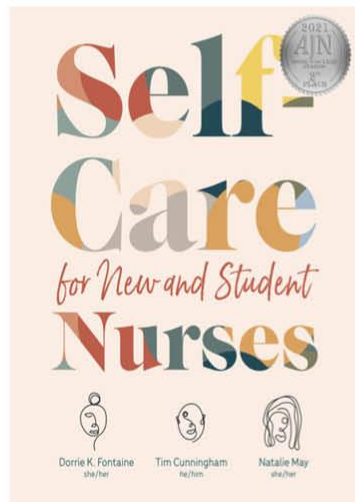
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