Accelerated Nursing Students: Perceptions of Success

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Purpose of the Study

Determine the factors that contribute to NCLEX-RN success as reported by accelerated nursing students
Significance of the Study

The findings of this study have implications for

- Educational policy
- Universities and schools of nursing
- Admission policies/committees
- Curriculum strategies
Gap in the Literature

There is little or no research on:

1) the accelerated nursing students’ perceptions and challenges of being an accelerated nursing student

2) characteristics of accelerated nursing programs

3) factors attributable to NCLEX-RN success for this group
Methodology

- Grounded theory
- Qualitative
  - Selection of Participants
    - Snowball
Interviews

- $n=12$
- Semi-structured
- Tape-recorded (audio)
- Face to face
Participant Demographics

- 1 male
- Age range 20–45 years
- 9 White/Caucasian, 2 Asian, 1 African
- 3 participants- 2 & 5 children
- 11 partic. self reported GPA 3.0 or higher
- 7 Bachelors degrees science
- 50% had no previous healthcare exp.
Data Analysis

- Grounded theory
- Analyzed and coded
- Open coding
- Axial coding
Categories

- Practicing NCLEX-RN questions
- Partaking in nursing clinicals
- Supports
- Participation in NCLEX-RN review course
Practicing NCLEX-RN Questions

• Completing practice NCLEX-RN questions was the factor that contributed most to their success on NCLEX-RN.
Partaking in Nursing Clinicals

- where they learned best.
- “our textbook came to life in clinical”
- “Clinical (experiences) made it real…”
- “Paramount to anything... the clinical experience is more valuable to me.”
- “Hands-on experiences (in the clinical setting were the) key to understanding the patient, their disease process and retaining the skills learned in the lab.”
Receiving Support

- Family
- Faculty
- Peer
Participating in an NCLEX-RN review course

• Improved their ability to analyze & correctly answer NCLEX-RN questions
• Course summed up and reviewed all they had learned
Implications

• Incorporate NCLEX-RN style questions throughout curriculum (quizzes exams, assignments)

• pre and post conferences

• Coordinate exams, assignments, and presentations for the students so they are aware of the expectations.
Implications

- exceptional clinical instructors & clinical experiences are crucial

- faculty members who are
  - available
  - flexible office hours
  - can relate to and support the accelerated nursing student
Implications

- Adult learners
  - know their accelerated nursing students’ previous backgrounds, abilities, and careers
- Knowles “resource for the rest of the group”
- alter their pedagogical approaches
Implications

- emphasize the demands of an accelerated nursing program prior to admission
- membership in a small cohort group
- pursue and secure funds
- admission interviews
Limitations

- GPA’s were self reported
- one accelerated nursing program
- private mid-Atlantic university.
- time frame, which restricted the study to include one graduating class of accelerated nursing students.
- The population included
  - one male
  - one participant on a student visa
  - one non-Caucasian
  resulting in a homogenous sample
Future Research

- multisite studies
- other variables that would help explain additional factors that lead to NCLEX-RN success
- longevity of the accelerated nurse and how long they remain in the nursing profession
Thank You

QUESTIONS

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