

Title:

The Effect of Two Preparatory Interventions on Performance on Comprehensive Assessments and the National Council Licensure Examination of Graduating Baccalaureate Nursing Students

Ann Marie M. Paraszczuk, EdD

Division of Nursing, Molloy College, Rockville Centre, NY, USA

Session Title:

NCLEX Outcomes

Slot:

2D: Friday, April 4, 2014: 11:45 AM-12:30 PM

Scheduled Time:

11:45 AM

Keywords:

Baccalaureate nursing students and NCLEX Preparation

References:

Eddy, L. L., & Epeneter, B. J. (2002). The NCLEX-RN experience: Qualitative interviews with graduates of a baccalaureate nursing program. *Journal of Nursing Education*, 41(6), 273-278. Herrman, J. W., & Johnson, A. N. (2009). From beta-blockers to boot camp: Preparing students for the NCLEX-RN. *Nursing Education Perspectives*, 39(6), 384 – 388. Jones, J. H., & Bremner, M. N. (2008). Essential steps in implementing a comprehensive testing and review program. *Nurse Educator*, 33(5), 206 – 209.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" <ul style="list-style-type: none"> • Course of study • Arrangements of instructional materials • The subject matter 	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	<p>that is taught</p> <ul style="list-style-type: none"> • Cultural "training" • Planned engagement of learners 				
<p>To explain the effect of Review on Performance on Comprehensive Assessments of graduating baccalaureate nursing students</p>	<p>Explain the purpose of this study Describe the two interventions provided to students to prepare for the NCLEX-RN Explain the instruments used to collect data and measure outcomes Describe the methodology used to compare the effectiveness of the interventions on the performance on comprehensive assessments the NCLEX-RN of graduating</p>	<p>15 minutes</p>	<p>Ann Marie Paraszcuk, Ed.D., RNC, IBCLC</p>	<p>Power Point Presentation, Participant questions and feedback</p>	<p>Group Discussion: what is your experience with preparing students for the licensure examination</p>

baccalaureate students Discuss the findings of this study and the implications for nursing education.				
--	--	--	--	--

Abstract Text:

Purpose: This study compared the effectiveness of two different preparatory interventions on comprehensive assessments by achievement level and degree status of graduating nursing students, and the relationship of these scores to the first-time pass rates on the National Council Licensure Examination-Registered Nurse (NCLEX-RN). The graduates' perceptions of the interventions were also explored.

Methods: Computerized comprehensive assessments were administered to graduating seniors in proctored environments before and after students participated in one of two interventions. The students were randomly assigned to a group that either attended a faculty-led onsite Pre-NCLEX Review course or participated in an online-review program called the Virtual Tutor. Both interventions were scheduled to occur in the month between the two assessments and were offered through the testing service used by this nursing program. After graduation, those candidates who had taken the NCLEX-RN were mailed a survey. Graduates' pass-fail status was reported to the school by the state; exam scores, demographic data, were obtained from college records.

Findings: The results for a sample of 109 revealed a significant increase between pretest and posttest scores ($p < .000$) for all students. The differences in performance between the intervention groups and by achievement level and degree status were not significant. There was also a significant relationship between the posttest scores and NCLEX-RN outcomes ($r = .405$, $p = .000$). The descriptive statistics of the survey responses revealed there was variation in the perceived benefit of these interventions reported by participants.

Conclusion: As these results indicate, use of targeted preparation and measures to address students' supplementary instructional needs can promote success on NCLEX-RN. Although both interventions were deemed to be effective, the inconsistency in the benefit perceived by the participants in this study suggests that providing alternatives that address the variation in abilities and learning preferences among nursing students may enhance preparation.