Promoting Retention and NCLEX-RN® Success on the First Attempt: Roles of Remediation, Self-confidence and Salutogenesis

E. (Tina) Cuellar, PhD, RN, P/MHCNS-BC
Director, Curriculum: Review & Testing
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Introduction

Schools of nursing and nursing faculty are struggling with high attrition rates and low NCLEX-RN first time pass rates. At the same time students are struggling with progressing and completing nursing programs while maintaining their own sense of self-worth. There is limited research addressing the association of positive factors that sustain nursing students in stressful situations, i.e., preparing for success on NCLEX.
Purpose

➢ Explore remediation techniques employed to promote student retention

➢ Examine coping strategies and resources that faculty and students may employ to assist nursing students who are dealing with stress,

➢ Investigate the relationship among remediation, self-confidence, and other factors (those facilitating adaptive coping) among nursing students

➢ Invite a call to action for research addressing the interrelationships of remediation, self-confidence and salutogenic factors.
Background and Significance

Nurse scholars have addressed multiple strategies to address retention focusing on one or two elements. However, retention encompasses multiple entities. Remediation, student self-confidence, salutogenesis, student population (diverse cultural and linguistic), faculty-student relationships, family support to name a few. Very little literature addresses the intersection of these dynamics and the role that intersection plays in student success.
Census data identifies a significant change in the cultural and linguistically diverse composition of the United States.

The proportion of births among non-English speaking backgrounds is increasing therefore our student population is representative of this growing demographic.

Currently in some classrooms there are as many as 5-10 culturally and linguistically diverse students in one class representing different cultures.

There is also an increase in male nursing students that may also impact the cultural diversity in the classroom.
Literature Review

Cultural & Linguistic Diversity

- Many culturally and linguistically diverse students as well as those who are not challenged by culture and language (males, Native Americans, blacks, etc.) describe the need for emotional and moral support (Loftin, et al, 2012).

- Referring to the weeding out process often seen in nursing school
Literature Review:
Confounding Factors for Success

‘The need to learn to use information in the real world rather than to memorize is the most important component of learning’ and one of the most difficult (Cox & Rotem, 1983)

- There is a high correlation with self-confidence & success
- Culturally and linguistically diverse students (CALD) may speak English as an additional language and may have difficulty with reading & remediation...these students may have trouble following the education videos because of jargon or are new to the culture of the U.S.
- Lack of confidence and stress can profoundly affect current & lifelong functioning
- Nursing school is stressful...(Anxiety is heightened by the associated high stakes testing that nursing schools use)---many CALD educated outside the US are used to memorization. Critical thinking is a new concept.
Remediation is impacted by positive and negative factors

Positive Factors:
- Self confidence
- Commitment to self motivation
- Faculty relationships
- Structured learning opportunities

Negative Factors:
- High anxiety
- Stigma associated with remediation
- Poor relationships with family & faculty
- Linguistic and cultural differences
Literature Review
Self Confidence

- Self confidence enhances personal and academic motivation thus reducing test anxiety while enhancing stress management (Mee & Schreiner, 2012).

- A student’s level of confidence is directly related to the student’s level of competence

- Student’s must learn to believe in themselves however many enter nursing school with a marked lack of self-confidence.

- Confidence in nursing was conceptualized as a caring attitude that fosters mutual trust and respects in the student nurse-patient relationship.

- Nursing students report an escalation in self confidence as they advance through multiple stages of “…feeling, knowing, doing, and reflecting (Crooks, et al 2005; Roach, 2002)
Salutogenesis is framed as a range occurring from health to disease (pathogenesis) throughout an individual’s lifespan. It has been explicated as the capacity to survive a stressful experience while gaining enhanced psychological strength with which to face future stressful events.

A sense of coherence (SOC) was one of the essential influences identified in individuals who managed to sustain a positive world view in spite of encountering extreme life stressors. In addition to the SOC positive world view the model encompasses three main elements:

1. comprehensibility,
2. manageability, and
3. meaningfulness.

These three elements help the student successfully manage stress.
Recommendations

- Students’ needs often center around a lack of knowledge and academic motivation and inadequate test-taking skills and test-taking anxiety“(Culleiton, 2009 ); Therefore content that addresses academic and clinical arenas needs to be present.

- Foster student self confidence that enhances personal and academic motivation thus reducing test anxiety while enhancing stress management (Mee & Schreiner, 2012). Faculty can provide moral support and encourage students to form supportive groups

- Provide remediation thus giving students’ enough time for the students to encode learning activities, arrange for repetition and encourage close faculty guidance
Conclusions

- Faculty and nursing students working together can improve attrition rates and low NCLEX pass rates by developing programs that facilitate learning opportunities and development of self-confidence. This is an opportunity for nursing research that addresses the interrelationships of remediation, self-confidence and salutogenic factors. Future research could address the impact of:
  - Early intervention by faculty
  - Impact of close faculty role modeling and guidance
  - Introduce preadmission programs that address CALD students