

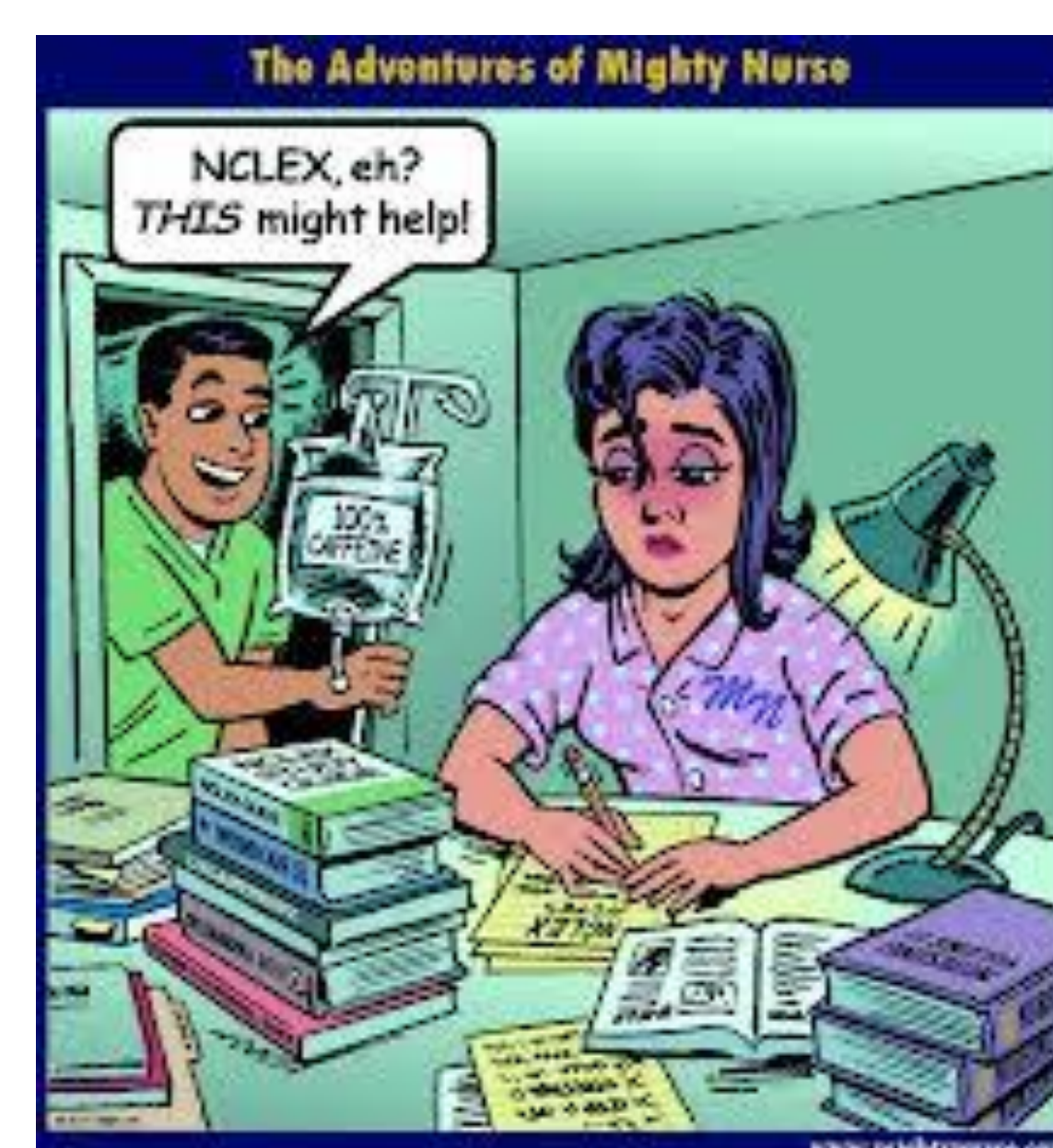
Promoting NCLEX-RN® Success for International Students: Roles of Self-Confidence and Resiliency

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Introduction

Culturally and linguistically diverse (CLD) international graduate nurses may speak English as a primary or as an additional language. However, they may have difficulty with reading comprehension because of idioms and semantics. They may have trouble following educational videos because of dialects, jargon or are new to the culture of the U.S. In addition, lack of confidence and stress can profoundly affect current functioning. There is a growing need for nurses. However, international nurses who immigrate to the US are struggling with high failure rates on first and subsequent attempts on the NCLEX-RN. International student success diminishes by half on the second NCLEX attempt. At the same time graduate nurses are struggling with attaining success while trying to maintain their own sense of self-worth.



Background and Significance



Cultural & Linguistic Diversity

How often have you felt like this when hearing or reading content or a question in familiar language using unfamiliar terminology?

Confounding Factors for Success

Moving to another country is stressful...Anxiety is heightened by the associated high stakes testing that impacts goals ambitions and employment.

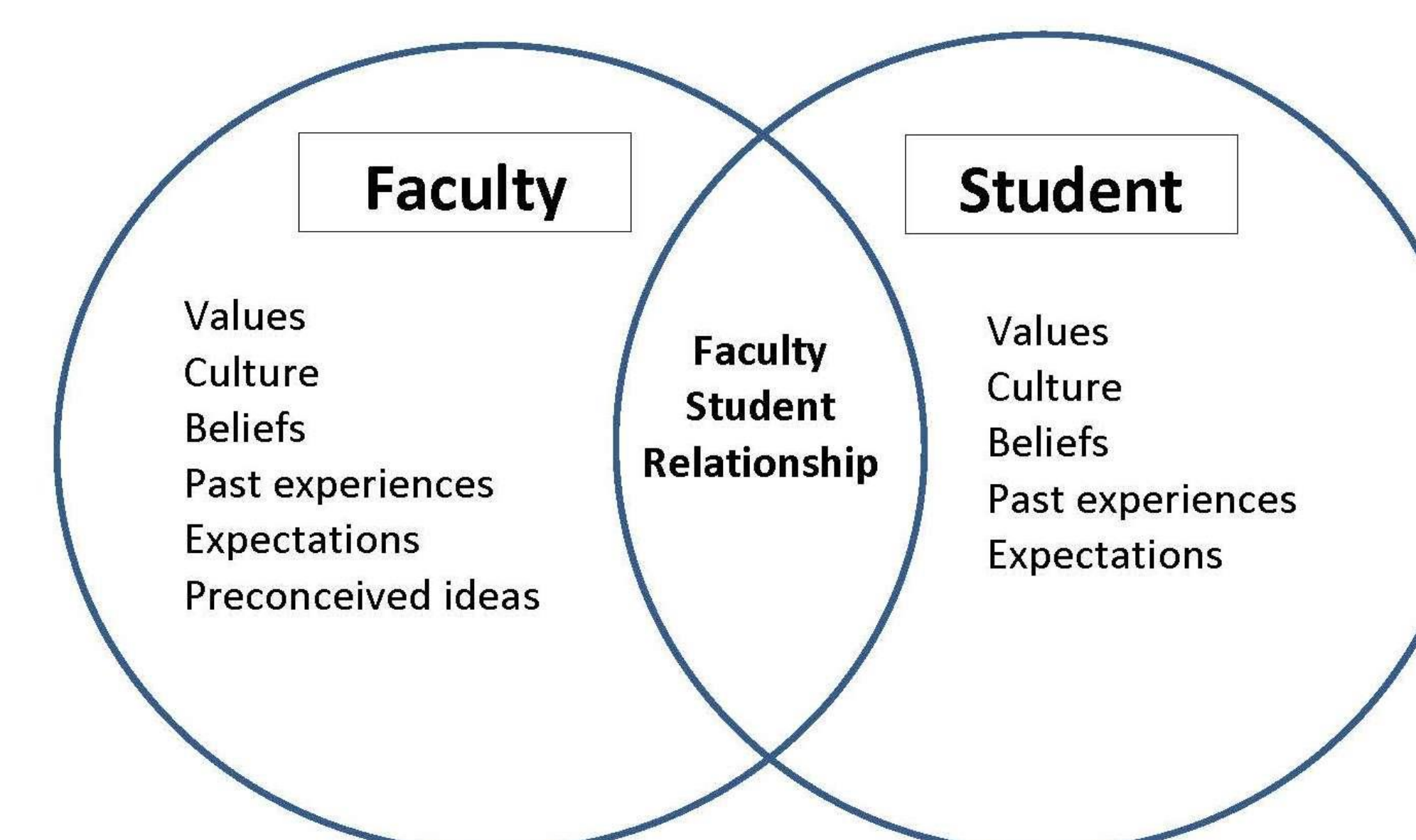
The need to learn to use information in the real world rather than to memorize is the most important component of learning" and one of the most difficult (Cox & Rotem, 1983)

There is a high correlation with self-confidence & success.

Literature Review

Nurse scholars have employed multiple strategies to address NCLEX success focusing on one or two elements. However, NCLEX success encompasses multiple entities. self-confidence, and resilience among the diverse cultural and linguistic graduate nurse population, faculty-graduate nurse relationships, and family support to name a few. Very little literature addresses the intersection of these dynamics and the role that intersection plays in international graduate nurses ' success on the NCLEX.

Interactions



Self confidence enhances personal and academic motivation thus reducing test anxiety while enhancing stress management (Mee & Schreiner, 2012). A graduate nurse's level of confidence is directly related to the graduate nurse's level of competence. Graduate nurses must learn to believe in themselves; however, many enter the country with a marked lack of self-confidence. Confidence in graduate nurses was conceptualized as a caring attitude that fosters mutual trust and respect in the graduate nurse-mentor relationship. Graduate nurses report an escalation in self-confidence as they advance through multiple stages of "...feeling, knowing, doing, and reflecting (Crooks, et al, 2005; Roach, 2002). Resilience (*I fall down and I get back up*). What's the meaning of that quote---to international nursing graduates it means I may not do well the first but I'll be prepared and successful the next time.

Recommendations

1. International graduate nurses' needs often center around a lack of understanding of culture and idioms in the USA. These graduate nurses often have test-taking skills that are different from skills used for NCLEX testing. This often leads to test-taking anxiety"(Culleiton, 2009). Therefore content that addresses academic and clinical arenas needs to be present as well as an understanding of subtle language differences.
2. Self confidence enhances personal and academic motivation thus reducing test anxiety while enhancing stress management (Mee & Schreiner, 2012). Facilitators can provide **moral support** and encourage graduate nurses to form supportive groups
3. Provide enough time for the graduate nurses to encode the nuances in language.
4. Arrange time for repetition and provide guidance
5. Include test taking strategies in preparation courses.

International Nurses NCSBN NCLEX® Statistics

| Type of Candidate | % passed 2012 | % passed 2013 | % passed 2014 | % passed 2015 | % passed 2016 | % passed 2017 |
|----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total US Educated | 90.34% | 89.04% | 87.76% | 84.53% | 84.57% | 87.75% |
| Total, Internationally Educated | 36.09% | 30.61% | 28.86% | 31.47% | 38.85% | 38.40% |
| Report US Educated | 55.63% | 47.42% | 46.36% | 44.32% | 46.34% | 44.00% |
| Report, Internationally Educated | 21.19% | 15.12% | 17.70% | 18.06% | 23.61% | 23.11% |
| All Candidates | 76.51% | 71.21% | 68.65% | 70.87% | 70.38% | 71.96% |

Conclusions

Faculty /mentors and international graduates working together can improve low NCLEX pass rates by developing programs that facilitate student learning opportunities and their development of self-confidence. This is an opportunity for nursing research that addresses the interrelationships of acculturation and self-confidence. Future research could address the impact of:

- Early intervention by faculty and graduate peers
- Impact of faculty role modeling and guidance
- Introduce programs that provide a gradual transition into nursing in the USA for CLD students
- Promoting graduate self-confidence

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Purpose

- Explore techniques employed to promote success on NCLEX for international graduate nurses
- Investigate the relationship among self-confidence, and factors (those facilitating adaptive coping) among nursing graduates
- Invite a call to action for research addressing the interrelationship of self-confidence, culture, and resilience with NCLEX success.

So What?

Why is using the same language important

Interprofessional Communication

Patient Safety: Interprofessional Communication

Quality and Safety Education for Nurses (QSEN)

| Competency: |
|----------------------------|
| Patient-Centered Care |
| Teamwork and Collaboration |
| Evidence-Based Practice |
| Quality Improvement |
| Safety |
| Informatics |

