A Multiple Case Study of Associate Degree Nursing Student Experiences on NCLEX-RN Preparation

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ABSTRACT
Nursing educators have a crucial responsibility for contributing to the nation’s need for more qualified nurses by maintaining first-time NCLEX-RN pass rate and reducing the impact of national nursing shortage.

A qualitative multiple case study was done on nine nursing students to explore their NCLEX-RN preparation including specific learning styles and learning approaches.

Eight major themes were emerged related to deep learning approaches and specific learning styles that helped the students to pass NCLEX-RN.

BACKGROUND/PURPOSE
NCLEX-RN pass rate and nursing shortage

Kolb’s Experiential Learning Theory

METHOD / DESIGN
Qualitative MULTIPLE CASE STUDY—Three cases defined by the year of graduation from 2011 to 2013

Associate Degree nursing graduates -

N = 9

Data Collection/ Analysis

Interview/Kolb’s LSI

Thematic analysis

FINDINGS
Eight Major Themes

STUDY PLAN

CONSTANT PRACTICE

NOTE TAKING/SUMMARIZING

COMMITMENT

FOCUSED

DO AND THINK

WATCH AND THINK

FEEL AND WATCH

Kolb’s Learning styles to pass NCLEX-RN

Assimilating:
Visualizing and thinking logically

Converging:
Practical

Diverging:
Learn by feeling, watching, rationalizing, and using their judgment

Deep Learning Approach

Become organized

Become familiarized with the questions

Increase language skills

Improve the knowledge, test-taking abilities, comprehension and confidence

Alleviate fear and anxiety

Improve their learning performance

Learn the active learning strategy

Decrease barriers to pass NCLEX-RN

RECOMMENDATIONS for Nurse Educators

Student Support

Mandatory study strategy seminars

Opportunities to practice unlimited NCLEX-RN style questions

Higher cognitive level questions

Imitate NCLEX-RN style questions

Extend the support after graduation

Identify preferred learning style

KEY REFERENCES


