

Repertoire of Strategies

Canadian Schools of Nursing requested that CASN facilitate information sharing on strategies being used across Canada to prepare students for the NCLEX-RN. In response to this request, CASN sent out an online survey to all of the Deans and Directors of Schools of Nursing, except those in Quebec where the NCLEX-RN has not been adopted. The purpose of the survey was to determine new strategies Schools of Nursing are using to prepare their students for the NCLEX-RN. CASN received a response from 52 of the 84 Schools of Nursing.

Statistical Overview of NCLEX-RN Preparation Activities

Schools of nursing across Canada have introduced measures to prepare students for the introduction of the NCLEX-RN as the entry-to-practice exam in Canada.

- 60% are using stand-alone educational resources (e.g. preparatory books, videos, test banks, etc.)
- 52% are using preparatory education programs offered by companies or instructors who are external to the institution
- 33% are using other types of resources to prepare students
- 29% have made changes in the content of courses being offered in their nursing programs
- 13% have created new courses or learning opportunities within the institution to address NCLEX-RN related content
- 83% have introduced new testing approaches in courses to prepare students for NCLEX-RN content
- 31% have implemented other strategies

Strategies Described by Schools

The strategies identified by the schools address one of the following four areas; Curriculum, Faculty, Testing, and Students. A thematic analysis of the data within each category yielded the following, commonly used, strategies.

Curriculum

- Mapping items in the NCLEX-RN Detailed Test Plan against the curriculum to identify gaps in the current curriculum to be addressed.
- Adding content that may be tested on the NCLEX-RN to existing courses (e.g. nutrition) as a result of the mapping or the analysis of the Blueprint.
- Changing content in the acute care courses to prepare students for a greater med-surg and task oriented focus.

Students

- Providing students with NCLEX-RN preparatory resources.
- Offering students external webinars and workshops to help them prepare for the NCLEX-RN.
- Providing students with special sessions, such as workshops, organized by the institution to address gaps in the curriculum that have been identified.
- Providing students with special sessions organized by the institution to help them understand how they should prepare for the NCLEX-RN.

Faculty

- Offering faculty workshops on specific content areas that will be tested by the NCLEX-RN.
- Holding information sessions for faculty to ensure they understand the NCLEX-RN exam.
- Sending faculty to external workshops and information sessions on the NCLEX-RN.
- Promoting and/or supporting faculty development on writing NCLEX-RN type exam questions.
- Promoting and/or supporting faculty to include more audio and visual content in existing courses to prepare for this on the NCLEX-RN.

Testing

- Introducing NCLEX-RN style testing approaches in courses being offered to prepare students for NCLEX exam.
- Using the Institution's IT systems to administer computerized testing, including the use of MOODLE for administering computer adaptive tests.
- Increasing the use of online quizzes.
- Incorporating NCLEX-RN type questions into tests/exams including alternate format questions, and ensuring the test/exam questions reflect the taxonomy/thinking level and style of the NCLEX-RN.
- Providing students with testing resources such as Elsevier, HESI, Prep U, and ATI.