

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

Susan Joseph, Ph.D., RN, CNE

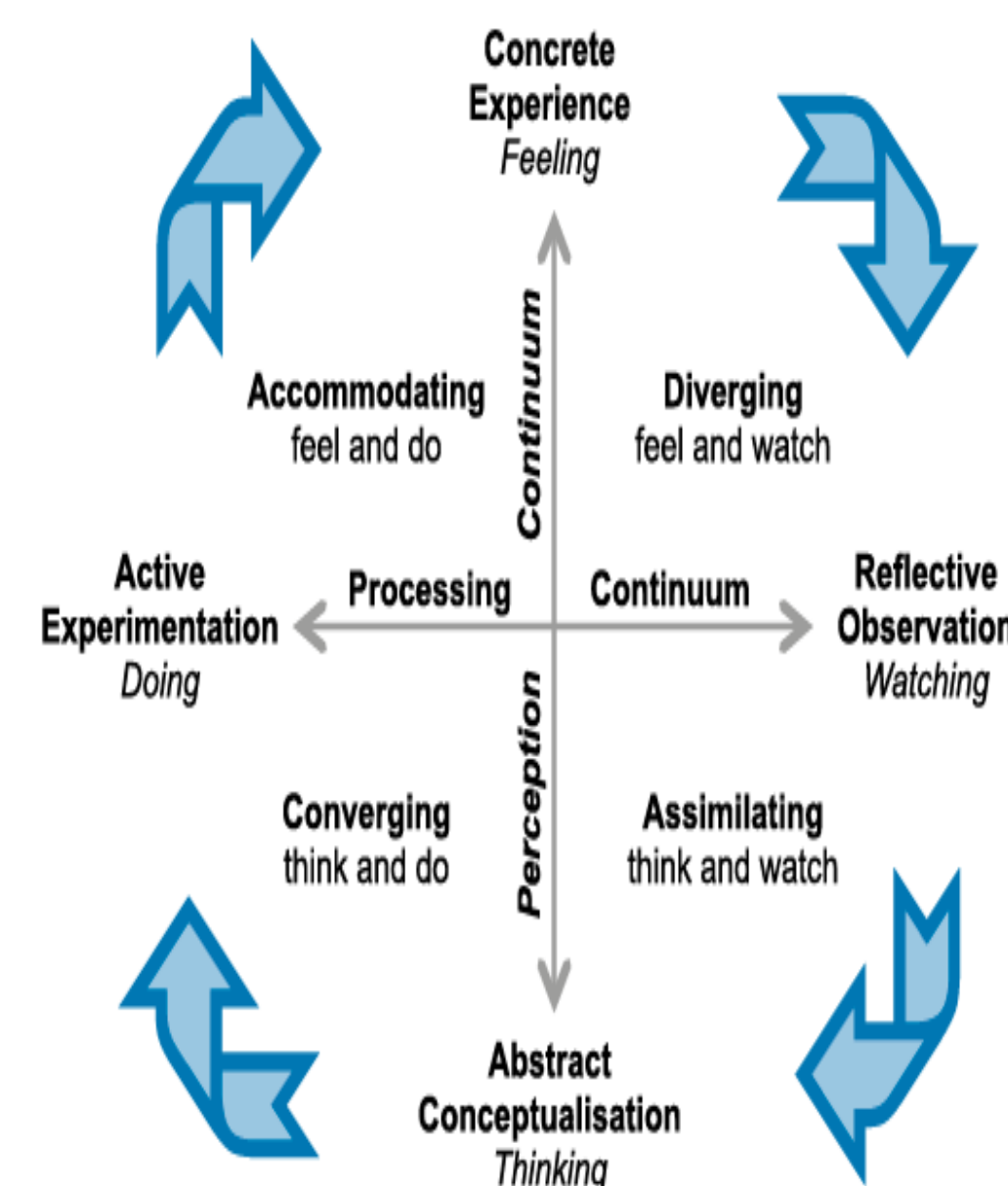
## ABSTRACT

- ❖ 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

### 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

### 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

### 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

- Cronin, C. (2014). Using case study research as a rigorous form of inquiry. *Nurse Researcher*, 21(5), 19-27 9p. doi: 10.7748/nr.21.5.19.e1240.
- Davis, J. H. (2016). Faculty roles and processes for NCLEX-RN outcomes: A theoretical perspective. *Teaching and Learning in Nursing*, doi: 10.1016/j.teln.2016.07.001
- Frantz, J., & Mthembu, S. (2014). Learning styles among nursing students, the implications for higher education institutions: A systematic review. *South African Journal of Higher Education*, 28(6), 1814-1829.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Nelson, A. E. (2017). Methods Faculty Use to Facilitate Nursing Students' Critical Thinking. *Teaching and Learning in Nursing*, 12, 62-66. doi: 10.1016/j.teln.2016.09.007.