

Accelerated Nursing Students: Perceptions of Success

Barbara Blozen EdD MA RN BC CNL

Purpose of the Study

Determine the factors that contribute to NCLEX-RN success as reported by accelerated nursing students

Significance of the Study

The findings of this study have implications for

- Educational policy
- Universities and schools of nursing
- Admission policies/committees
- Curriculum strategies

Gap in the Literature

There is little or no research on:

- 1) the accelerated nursing students' perceptions and challenges of being an accelerated nursing student
- 2) characteristics of accelerated nursing programs
- 3) factors attributable to NCLEX-RN success for this group

Methodology

- Grounded theory
- Qualitative
 - Selection of Participants
 - Snowball

Interviews

- $n=12$
- Semi-structured
- Tape-recorded (audio)
- Face to face

Participant Demographics

- 1 male
- Age range 20–45 years
- 9 White/Caucasian, 2 Asian, 1 African
- 3 participants- 2 & 5 children
- 11 partic. self reported GPA 3.0 or higher
- 7 Bachelors degrees science
- 50% had no previous healthcare exp.

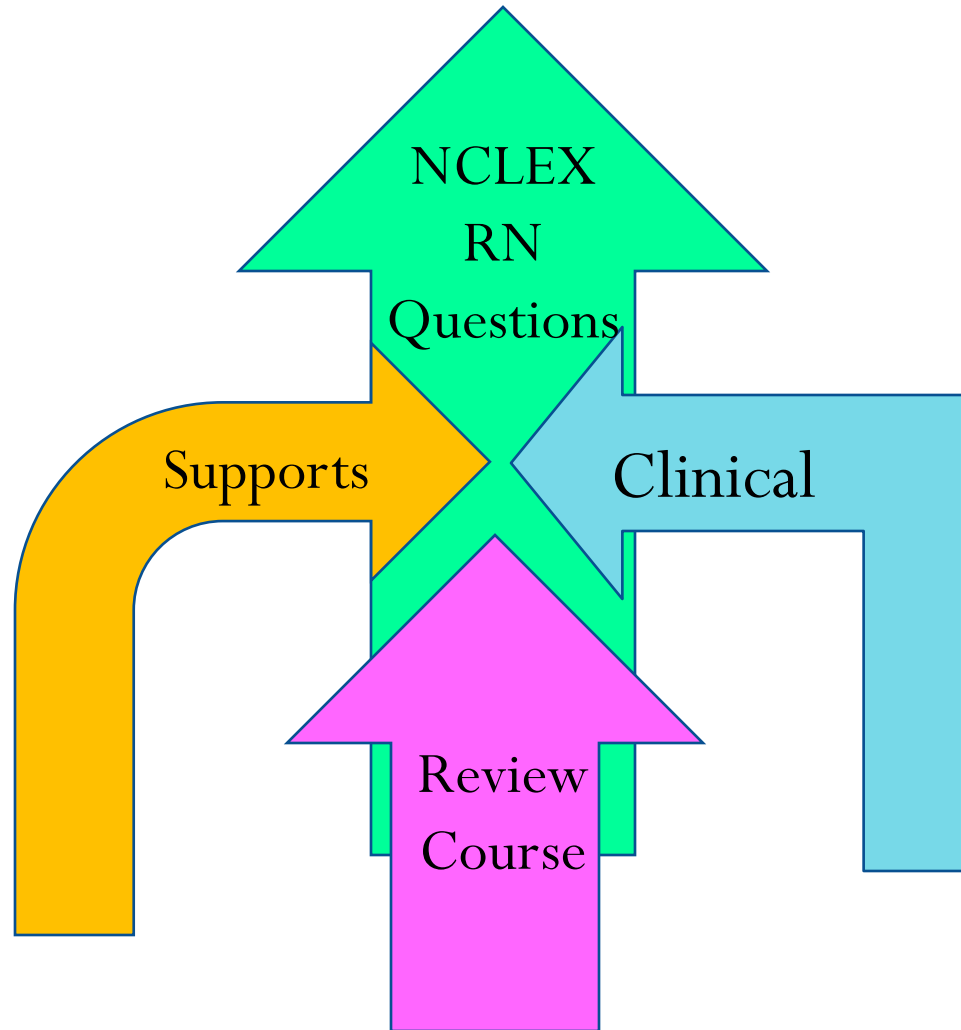
Data Analysis

- Grounded theory
- Analyzed and coded
- Open coding
- Axial coding

Categories

- Practicing NCLEX-RN questions
- Partaking in nursing clinicals
- Supports
- Participation in NCLEX-RN review course

The Road to NCLEX-RN Success



Practicing NCLEX-RN Questions

- **Completing practice NCLEX-RN questions was the factor that contributed most to their success on NCLEX-RN.**

Partaking in Nursing Clinicals

- where they learned best.
- “our textbook came to life in clinical”
- “Clinical (experiences) made it real...”
- “Paramount to anything... the clinical experience is more valuable to me.”
- “Hands-on experiences (in the clinical setting were the) key to understanding the patient, their disease process and retaining the skills learned in the lab.”

Receiving Support

- Family
- Faculty
- Peer

Participating in an NCLEX-RN review course

- Improved their ability to analyze & correctly answer NCLEX-RN questions
- Course summed up and reviewed all they had learned

Implications

- Incorporate NCLEX-RN style questions throughout curriculum (quizzes exams, assignments)
- pre and post conferences
- Coordinate exams, assignments, and presentations for the students so they are aware of the expectations.

Implications

- exceptional clinical instructors & clinical experiences are crucial
- faculty members who are
 - available
 - flexible office hours
 - can relate to and support the accelerated nursing student

Implications

- Adult learners
 - know their accelerated nursing students' previous backgrounds, abilities, and careers
 - Knowles “resource for the rest of the group”
 - alter their pedagogical approaches

Implications

- emphasize the demands of an accelerated nursing program prior to admission
- membership in a small cohort group
- pursue and secure funds
- admission interviews

Limitations

- GPA's were self reported
- one accelerated nursing program
- private mid-Atlantic university.
- time frame, which restricted the study to include one graduating class of accelerated nursing students.
- The population included
 - one male
 - one participant on a student visa
 - one non-Caucasianresulting in a homogenous sample

Future Research

- multisite studies
- other variables that would help explain additional factors that lead to NCLEX-RN success
- longevity of the accelerated nurse and how long they remain in the nursing profession

Thank You

QUESTIONS

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