THE NCLEX® TEST PLAN ACROSS THE CURRICULUM

Client Needs in the Lesson Plan
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The Plan
- The Tools
  - Handouts
  - Voting Cards
  - www.ncsbn.org
- The Agenda
  - Client Needs
  - Clinical Reasoning questions

THE MECHANICS
NCLEX®

Test Items
- Alternate Format
  - http://www.pearsonvue.com/nclex/
- Multiple Choice
- Select All that Apply
- Hotspot
- Chart exhibit
- Drag/drop
- Calculations
- Audio
- Graphics
### Vote

Should we have Alternate Format questions on course exams?

1. Yes
2. No
3. Maybe
4. All of the above
5. None of the above

### THE CONCEPTS

**NCLEX®**

### Practice Analysis

Faculty can use the NCLEX test plan to write curriculum and develop learning activities.

1. True
2. False
3. Maybe

### Practice Analysis

- Conducted every 3 years
- New NCLEX® Test Plan every 3 years
  - RN – April 2010 – 2013
  - PN – April 2008 – 2011
- Determines content of test plan
- Reevaluates Areas of Client Needs

### NCLEX® RN 2008 Practice Analysis

- The sample...
  - 12,000 nurses (6-12 months post grad)
  - 2051 surveys used
  - 88.3% Female (down from 91.9% in 2005)
  - Average age 31.89 (down from 31.96 in 2005)
  - 18.6% Previous LPN/LVN (average of 5.3 years)
  - 51.7% Previous experience as an aide

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**2008 RN Practice Analysis**

- Adult Learning – Show Relevance to the Learners
- Download and Search – PDF
  - [https://www.ncsbn.org/1235.htm](https://www.ncsbn.org/1235.htm)
  - trach / chest tube
NCLEX® PN 2009 Practice Analysis

- The sample…
  - 12,000 nurses (6-12 months post grad)
  - 1415 surveys used
  - ~88% female
  - Average age ~33.1
  - 20% African American / 7.7% Hispanic
  - 40% of sample group were enrolled in an RN program

NCLEX® KEYS from Practice Analysis

- Med Admin Rights
- Universal Precautions
- Client ID
- Provides for Privacy
- Hypo/hyperglycemia
- (identification and management)

NCLEX® Detailed Test Plan

- Educator’s version
  - Integrated processes
  - Client Needs linked to the practice analysis
  - Practice test items
- Item writing exercises
  - Types of test items
  - Steps to item writing
  - Case scenario exercises – across 8 major client need categories

Client Needs Changes for 2011 - PN

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Coordinated Care</td>
<td>12-18%</td>
<td>13-19%</td>
</tr>
<tr>
<td>Safety &amp; Infection Control</td>
<td>8-14%</td>
<td>11-17%</td>
</tr>
<tr>
<td>Health Promotion &amp; Maintenance</td>
<td>7-13%</td>
<td>7-13%</td>
</tr>
<tr>
<td>Psychosocial Integrity</td>
<td>8-14%</td>
<td>7-13%</td>
</tr>
<tr>
<td>Basic Care &amp; Comfort</td>
<td>11-17%</td>
<td>9-15%</td>
</tr>
<tr>
<td>Pharmacological Therapies</td>
<td>9-15%</td>
<td>11-17%</td>
</tr>
<tr>
<td>Reduction of Risk Potential</td>
<td>10-16%</td>
<td>9-15%</td>
</tr>
<tr>
<td>Physiological Adaptation</td>
<td>11-17%</td>
<td>9-15%</td>
</tr>
</tbody>
</table>

Client Needs Changes for 2010 - RN

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Care</td>
<td>13-19%</td>
<td>16-22%</td>
</tr>
<tr>
<td>Safety &amp; Infection Control</td>
<td>8-14%</td>
<td>8-14%</td>
</tr>
<tr>
<td>Health Promotion &amp; Maintenance</td>
<td>6-12%</td>
<td>6-12%</td>
</tr>
<tr>
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<td>6-12%</td>
<td>6-12%</td>
</tr>
<tr>
<td>Basic Care &amp; Comfort</td>
<td>6-12%</td>
<td>6-12%</td>
</tr>
<tr>
<td>Pharmacological &amp; Parenteral Therapies</td>
<td>13-19%</td>
<td>13-19%</td>
</tr>
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</table>
Collaboration Station

- What do these changes mean?
- How will they affect students?
- How should we respond in our classroom/clinical/lab?

Management/Coordinated Care

- Determine priority of care for a group of clients.
- Determine priority of care for a client.
- Delegation and Collaboration
- Confidentiality
- Performance improvement, ethics, informatics

Prioritization Pin-up

Best Quickest

- Prioritization
  - Acute / Chronic
  - Unstable / Stable
  - Unpredictable / Predictable
  - RN / LVN
  - First / Second

Management/Coordinated Care

- Based on a sample question from the Detailed Test Plan at NCSBN.org
  - Confidentiality & Collaboration
    - Student groups of 3-5 come up with a nurses response who is caring for a client receiving a liver transplant
    - Two statements that are correct about client confidentiality and two statements that are not
    - Can focus on one client or give student groups different scenarios

Sample Item p. 14 2010-RN Test Plan
The nurse is coordinating care for a group of clients. There are two nurse's aids providing client care. The nurse notices that the client with Kaposi's sarcoma and pneumocystis jiroveci pneumonia has not had his bed changed or has been bathed. The room is cluttered and the trash full. What is the best nursing action?

1. Identify who is assigned to the client, review with her the job description and expectations and write a counseling report for poor work performance.
2. Call both nurse's aids in and review with them their job description and the importance of reliability
3. Assign someone else to care for the client, advise the supervisor of the problem and make a note in the nurses aid's personnel folder.
4. Discuss the problem with the nurse's aid, evaluate her values and her knowledge about caring for HIV positive clients.

SAFETY AND INFECTION CONTROL

- Ergonomics, assistive devices when providing care
- Emergency response
- Error prevention
- Standard precautions, transmission-based precautions, surgical asepsis

EMERGENCY TRAUMA ASSESSMENT

- Based on a sample question from the Detailed Testplan at NCSBN.org
- What If – Signs
  - Discuss a patient situation (hip replacement, mastectomy, dementia in long-term care)
  - What if this client had ________ (strep pneumonia, active TB, neutropenia, etc. – pick one)
  - Each group creates a sign that would go on the client's door
The nurse is transporting a client with AIDS and *pneumocystitis jiroveci* pneumonia (PCP) to radiology for chest x-rays. Which statement reflects appropriate nursing judgment regarding the transfer?

1. Put gloves and mask on the client to protect him during the transfer.
2. The nurse should wear a gown and mask when transferring the client from his room to radiology.
3. There are no special precautions required during the transfer of the client to the radiology department.
4. Place a protective barrier on the stretcher.

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**Health Promotion and Maintenance**

- Aging / maternal-child
- Developmental Stages and Transitions
- Health belief / change – lifestyle
- Physical assessment

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**Growth and Development**

- A care plan that fits the client!

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**Compare/Contrast Concept Map**

- Developmental Stages – Post Op Pain – Blank paper
- Every other person at your table
  - Adolescent
    - OR
  - Older Adult
- Given your assigned developmental group, create a concept map for that client based on them experiencing severe post operative abdominal pain not well controlled with medication. Focus on the impact the pain could have on their normal functioning and what non pharmacological interventions may be utilized.
- CONTINUED…
A young adult says "I’m just so worried that I’m going to get breast cancer like my mother and grandmother. What can I do to decrease my chances of getting this disease?" What is the best nursing response?

1. "I know that you must be worried, but just because you have a strong family history for the disease doesn’t automatically mean that you will get it."
2. "You need to talk with your primary health care provider who will discuss healthy choices for you."
3. "Let me print out some information for you, and I’ll be right back to discuss some actions that you can take."
4. "You should talk with your health care provider about starting yearly mammograms earlier than generally recommended."

Who is the patient?

PSYCHOSOCIAL INTEGRITY

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Psychosocial Integrity

- Abuse/neglect
- Chemical and other dependencies
- Cultural diversity
- Family dynamics
- Respect beliefs/values
- Alzheimer’s, dementia
- Therapeutic communication
Psychosocial Integrity

- Based on a sample question from the Detailed Testplan at NCSBN.org
- Picture Perceptions
  - Show students in class a picture of clinical situation (simulated, off the internet, etc.)
  - Each small group writes a small scenario that could include a potential for abuse and passes their scenario to another group
- SWAP
  - Receiving group then writes two comments the nurse could make to assess or intervene

Fair/Common Universal Language

- The client is running late for an appointment.
- The client understands Buddhist practices are peaceful.
- The client is on five different medications.
- The client ate a submarine sandwich.
- The alcoholic client with delirium tremens is agitated.
- After the client sneezed, the nurse said “bless you.”
- The nurse is giving a report on the client.
- The nursing unit is working shorthanded.

Therapeutic Texting

- 10 People / 10 Colors
- Presence, lean forward, no barriers/distraction
- Instant access, safe, lack of social inhibition
- One piece of paper per person.
  - “I am done.”
  - Pass to the right.
  - Nurse Responds (160 characters)

Which nursing actions would be appropriate for the client experiencing alopecia? Select all that apply.

1. Assist in finding sources for wig purchase.
2. Educate client to avoid overexposure of scalp to sunlight.
3. Apply warm compresses to the scalp for 10 minutes three times daily.
4. Perform daily scalp massages for 10 to 15 minutes.
5. Discuss impact of hair loss on self-image.
6. Start vigorous brushing at the first sign of hair loss to stimulate hair growth.

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BASIC CARE AND COMFORT

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A young adult is admitted to the hospital after suffering for a week with an exacerbation of inflammatory bowel disease. Which information is most essential for the nurse to collect?

1. Weight gain or loss.
2. Number of stools in last 24 hours.
3. What precipitated the exacerbation.
Top 5

• Choose a system
• For that system, as a group come up with the Top 5 meds a NEW nurse should know
• Is this a list that could be a curricular thread?

Pharm Map Relay

• Blank sheet of printer paper
• Write a medication in the middle of the paper
• Start a concept map focusing on assessment/interventions for a client using this medication
• When music stops pass to the right
• Continue the map of your neighbor

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A client has been diagnosed with gout and is being treated with allopurinol (Zyloprim). What nursing observations will confirm the treatment is effective?

1. Fever and white cell count begin dropping within 48 hours of treatment.
2. Decrease in crepitus surrounding affected joints.
3. Client states he has less fatigue and he is gaining back his lost weight.
4. Decrease in swelling and pain of affected toe and joints.

Used with permission – www.nursinged.com

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The nurse is caring for a postoperative client. What data would indicate the client needs to be closely monitored over the next hour?

1. The blood pressure changes from 136/80 to 122/80 mmHg.
2. The urine output decreases from 40 to 20 mL/hour.
3. The client cannot count backward from 100 by sevens.
4. The client’s temperature has changed from 100.2° to 101.4° F.

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One-Minute Careplan – Create It

- *Creative Teaching Strategies for the Nurse Educator* (2008), Herrman, J.
- In your groups create an outline for this form/activity

One-Minute Care Plan – Use It

- Watch a video of an individual changing their appliance.
  - [http://www.youtube.com/watch?v=miqIU0iSMo&feature=related](http://www.youtube.com/watch?v=miqIU0iSMo&feature=related)
  - REAL PLAYER VIDEO – Last Colostomy Change
- Complete the One-Minute Care Plan

Clinical Question Quik Swap

- Students write two pathophysiology questions on two different notecards by the time clinical is half way done for the day.
- They hand the cards to the instructor.
- During the last half of clinical, the instructor gives each student one card from another student (this is all anonymous).
- During post conference students have to dig/discuss/research to come up with the answers to the questions passed out by the instructor.

A client’s chest tube is accidently dislodged. Arrange the nursing interventions in order of priority.

1. Call the physician.
2. Apply pressure over the chest tube site.
3. Observe respiratory status, check breath sounds.
4. Obtain a pulse oximeter reading.

A client’s chest tube is accidently dislodged. Arrange the nursing interventions in order of priority. Listed in correct order

CURRICULAR SUCCESS
<table>
<thead>
<tr>
<th>NCLEX Commitment</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eval your learning environments</td>
<td>• Themes across the curriculum</td>
</tr>
<tr>
<td>• Eval your lesson plan</td>
<td>• Keep the Test Plan near by. Commit to at least one</td>
</tr>
<tr>
<td>• Eval your tests/exams</td>
<td>concept in every class.</td>
</tr>
<tr>
<td></td>
<td>• Clinical reasoning process used by all students/faculty.</td>
</tr>
<tr>
<td></td>
<td>• Blueprint test items and learning activities.</td>
</tr>
<tr>
<td></td>
<td>• Be Intentional</td>
</tr>
<tr>
<td></td>
<td>• Students complete the NCLEX Pearson Vue tutorial</td>
</tr>
<tr>
<td></td>
<td>once a week for the last semester.</td>
</tr>
<tr>
<td></td>
<td>• Students practice with 20 clinical reasoning questions</td>
</tr>
<tr>
<td></td>
<td>a week through the entire program.</td>
</tr>
<tr>
<td></td>
<td>• Take your standardized testing reports to clinical.</td>
</tr>
</tbody>
</table>

**Thank You**

- References Online
- Stay in touch