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ADAPTIVE QUIZZING AS AN NCLEX PREPARATION STRATEGY

The outcome result of the national council of licensure examination (NCLEX) has a profound impact on academic institutions and students who pursue a registered nurse degree. Nursing programs are evaluated on the ability to prepare nursing students with the appropriate knowledge and skills to successfully pass the NCLEX examination on the first attempt to validate basic competency. Upon successful completion of the examination the new registered nurse can begin to practice with the confidence that they have met established requirements. There are a variety of strategies that a university in Northeastern PA has instituted to prepare the nursing student for the NCLEX examination. The pro-active approach includes a variety of strategies with one being adaptive quizzing. Adaptive quizzing is a strategy that was implemented to engage all senior students in weekly assignments to monitor their progress to successfully answer NCLEX style questions. Students answer questions on their own time and pace. Correctly answered questions increase the students mastery level (ML). The ML increases with the level of difficulty of the questions. ML begins at 1.0 and can increase to 8.0. Students at the university in the study were required to obtain a 4.5 ML prior to graduation. In addition to the quizzing strategy students have the opportunity to complete 75, 150 and 265 questions in preparation for the NCLEX examination. The faculty monitors student results and the suggested remediation provided to students. The adaptive quizzing strategy was first implemented in fall 2014 and has become a segment of the overall platform of NCLEX preparation. The results have revealed an increase of 11.55% pass rate following the implementation of the entire system. In the second year of use, an additional 3.95% increase in overall pass rate for the university was noted.

Biography

Susan Malkemes is a member of the Wilkes University Nursing Faculty teaching in both the didactic and clinical setting for 15 years across various levels of the Baccalaureate education. Currently as the Chair of the Undergraduate Nursing Program she has provided leadership for the institution and development of strategies to pro-actively prepare students for the NCLEX examination. The focus of her efforts have centered upon the continued development of critical thinking, the engagement of students in course and clinical outcomes, and the remediation of student efforts.

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