Webinar Series **Host**

Dr. Becky Oglesby

- Senior Content Editor at Lecturio Nursing

- Multiple presentations delivered on Item Writing and student engagement in the classroom

- Past experience as a nurse educator with a DNP in Nursing Education and over 25 years of experience as a nurse & educator

Today's Agenda

1. **Learning Objectives**
2. **Question Samples**
3. **What is Coming Up?**
4. **Case Study (Elements 1-6)**
5. **Conclusions**

Learning outcomes

After this session, participants will be able to:

1 — **Review** the current types of NCLEX$^{®}$ formats with participant engagement in "fixing" the questions

2 — **Review** the changes occurring in the launch of the NGN in April 2023

3 — **Create** a learning objective for each type of NGN question

4 — **Select** appropriate elements for a Case Study, Bowtie, and Trend by engaging participants in a collaboration of creating NGN questions.
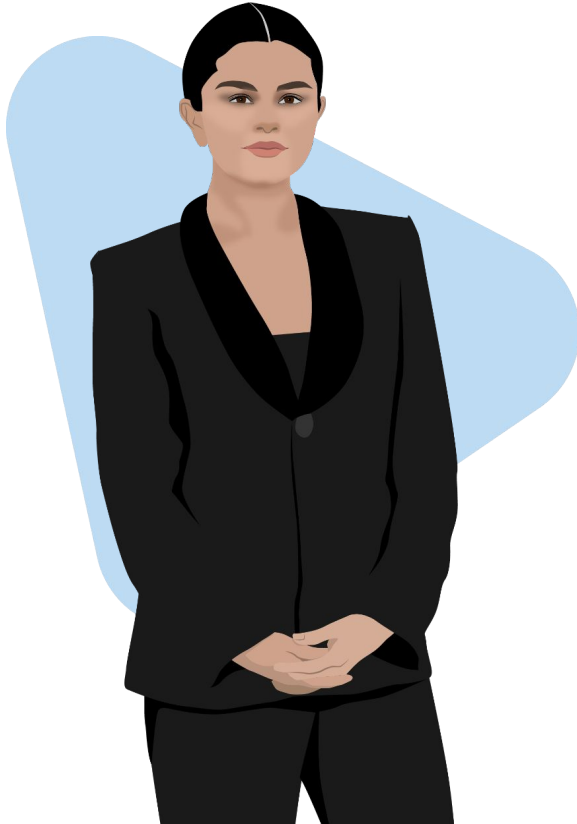
Question Samples

Let's walk through some examples together!

Multiple Choice Question

Let's Fix!

Selena Gomez, who has trypanophobia (severe phobia of needles), needs a flu shot. When preparing the shot, Selena has tachycardia, hypertension, and dry mouth. Which action by the nurse is a **priority**?

a. Start IV fluid replacement.
b. Place on cardiac monitoring.
c. Provide ice for a dry mouth.
d. Touch the client's arm.

Select All That Apply (SATA)

Let's Fix!

The nurse must teach a Type 2 diabetic patient. He has a large stage 4 pressure injury on the foot, and is currently taking **Deltasone®** for arthritis. Which of the following information points do you NOT teach about? **Select all that apply.**

a. "You should check your blood glucose levels more often than you do."
b. "This wound is going to take a long time to heal."
c. "Once the swelling in your joints subsides, you can stop the drug."
d. "Higher doses may be required on rainy days."
e. "Avoid sick people."

Select All That Apply (SATA)

Let's Fix! - Here is the correct way to write the options

The nurse provides teaching to a client diagnosed with Type 2 diabetes, who has a stage 4 pressure injury on the sole of the foot, and who is currently taking prednisone for arthritis. Which medication information does the nurse include in the teaching? **Select all that apply!**

a. **"Remember to monitor your blood glucose level more often."**

b. **"This medication could cause a delay in wound healing."**

c. "You can stop taking the medication once the swelling in your joints subsides."

d. "Take your medication as needed. Higher doses may be required on rainy days."

e. "It is important you avoid contact with people who have coughs and colds."

Pass Rates

Reference pass rates

Program	YTD Pass rates per program / total of all programs
BSN	2022 – 82% 2021 – 86% 2020 – 90% 2019 – 91%
ADN	2022 –73% 2021 – 79% 2020 – 83% 2019 – 85%
PN	2022 – 80% 2021 – 80% 2020 –83% 2019 – 86%

Changes for April 2023 - NGN

What do we (and students) need to know?

Design Specification	NCLEX®	2021
Time Allowed	5 hours	5 hours
Delivery Method	Variable-length CAT	Variable-length CAT*
Pass/Fail Decision Rules	CI, ROOT, Max Items	CI, Root, Max Items
Total Exam Length (min-max)	**75 - 145**	**85 - 150**
CJMM Case Studies	N/A	3 (18 items)
Standalone Items	60 - 130**	52 - 117**
Total Scored Items (min-max)	**60 - 130**	**70 - 135**
Unscored (Pretest) items	15	15

Poll

Select the % of comfort level you feel that <u>your students</u> will pass NCLEX® **before** April 1, 2023?

    a.   30%
    b.   60%
    c.   90%

Please respond through the **poll** on your Zoom screen.

Poll

Select the % of comfort level you feel that <u>your students</u> will pass NCLEX® **after** April 1, 2023?

   a.   30%
   b.   60%
   c.   90%

Please respond through the **poll** on your Zoom screen.

Poll

Have you attended an NGN item writing workshop before?

    a.   Yes
    b.   No

Please respond through the **poll** on your Zoom screen.

What is coming up

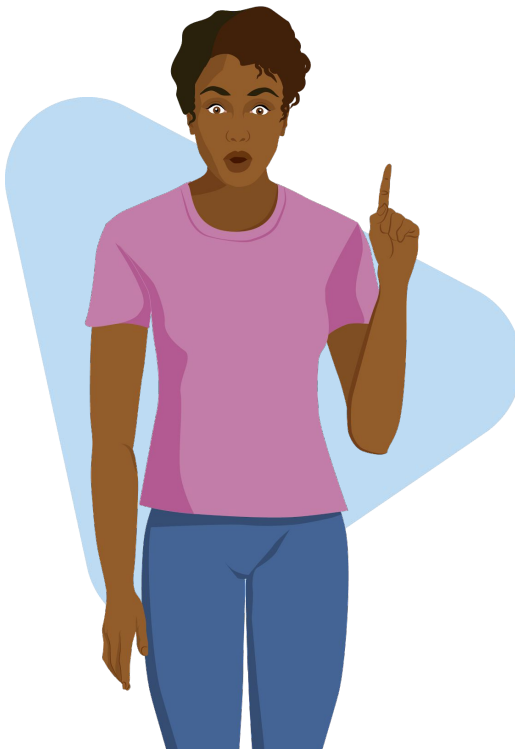Let's review what we know is coming with the Next Generation NCLEX®

Item Response Types

What are the kinds of new items that will be on the Next Gen NCLEX®?

- Multiple Choice
- Multiple Response SATA
- Multiple Response Select N

- Bowtie
- Trend (any type)

- Drag & Drop Cloze
- Drag & Drop Rationale
- Drag & Drop Expanded

- Matrix Multiple Response
- Matrix Multiple choice
- Multiple Response Grouping

- Drop Down Cloze
- Drop Down Table
- Drop Down Rationale

- Highlight Text
- Highlight Table

Item Response Types

What are the kinds of items we need to expect?

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 1: Recognize Cues	✓		✓	✓	✓
Element 2: Analyze Cues	✓	✓	✓	✓	
Element 3: Prioritize Hypotheses	✓		✓	✓	
Element 4: Generate Solutions	✓	✓	✓		
Element 5: Take Actions	✓	✓	✓	✓	
Element 6: Evaluate Outcomes	✓	✓	✓		✓

Learning Objectives for Each Questions

What you need to remember when you make a question
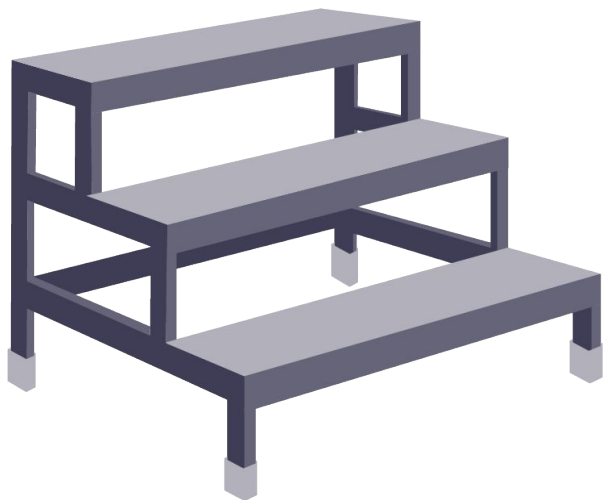
1   Create learning objectives

2   **Consider the KSAs** (if QSEN is used)

3   **Decide the focus of the question**

4   **Include various NCLEX® categories**

5   **Make expected outcomes measurable**

6   **Consider creating a test blueprint**

Poll

What is your current % of comfort level in writing NGN questions for your students?

a.   **0 – 20%** -   Brand new, clueless!
b.   **21 – 40%** - I tried! Too confusing!
c.   **41 – 60%** - I'm trying, getting better!
d.   **61 – 80%** - Able to create now!
e.   **81 – 100%** - I love creating these!

Please respond through the **poll** on your Zoom screen.

Case Study

Let's learn with real examples

Case Study Outline

Outline of the story

- History
- Home meds
- Vital Signs
- Complications
- Treatment

Next: Write out the objective(s) for each element.

The objectives will help direct the story's path.

Sample Story for our Case Study 1

Case 1 - Hyperglycemia

Set Goal: Students will be able to recognize and manage a client who has a high glucose level for Type 2 diabetes.

Question story: Male client presents with a blood glucose (BG) of 355 mg/dL (19.7 mmol/L). Reports blurred vision and headaches almost every day and takes either ibuprofen, naproxen sodium, or acetaminophen. History of hypertension with antihypertensives prescribed. Diet consists of fast food during the day, with sodas several times a week. BMI 55.4. Client diagnosed with Type 2 diabetes two years ago. The client states he has not been actively checking BG and has not changed diet since being diagnosed. Last A1c was 8.4, checked six (6) months ago.

Home medications: Metformin 500 mg BID; Furosemide 20 mg BID; Crestor 10 mg daily.

ELEMENT1: A middle-age client is brought to the emergency department by a neighbor.

Nurse's Notes:

Nurse's Notes: Client has been brought to the ED by a neighbor who states the client was slurring words, could not see clearly, and was not making sense when talking. The client was outside at home, in a warm temperature, where he works as

Client reports headaches almost
naproxen sodium (non-steroidal
acetaminophen. History of hyper
prescribed. Diet consists of fast f
daily. Client diagnosed with diab
Client states he has not been act
not changed diet from previous

Medications: Metformin 500 mg
mg daily. Current blood glucose

Vital signs:
T   99.3 ºF (37.4 ºC)
HR   110 beats/min
RR   22 breaths/min
BP   140/90 mm Hg

The client's admission information that is most concerning to the nurse is [Select Response ▾]

Physical examination findings that require further attention include [Select Response ▾] and [Select Response ▾]

Sample Story for our Case Study 2

Case 2 - Infection Control Precautions

A 50-year-old man is admitted to the hospital for acute cholecystitis.

Nurse's Notes: Pain level 9/10; visible jaundice; HIV positive, reports watery diarrhea for past 3 days for 8 times a day; lung sounds clear with no coughing, wheezing.

Vital signs:
- T   100.7°F (38.2°C) axillary
- RR 20 rpm
- HR 98 bpm
- BP 120/70 mm Hg
- O2 saturation 96% room air

Labs: WBC count 1,000 µL (1000 × 109/L)

ELEMENT1: A middle-age client is brought to the emergency department by a neighbor.

Nurse's Notes:

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Client reports headaches almost... naproxen sodium (non-steroidal... acetaminophen. History of hyper... prescribed. Diet consists of fast... daily. Client diagnosed with diab... Client states he has not been act... not changed diet from previous y...

Medications: Metformin 500 mg... mg daily. Current blood glucose...

Vital signs:
T   99.3 °F (37.4 °C)
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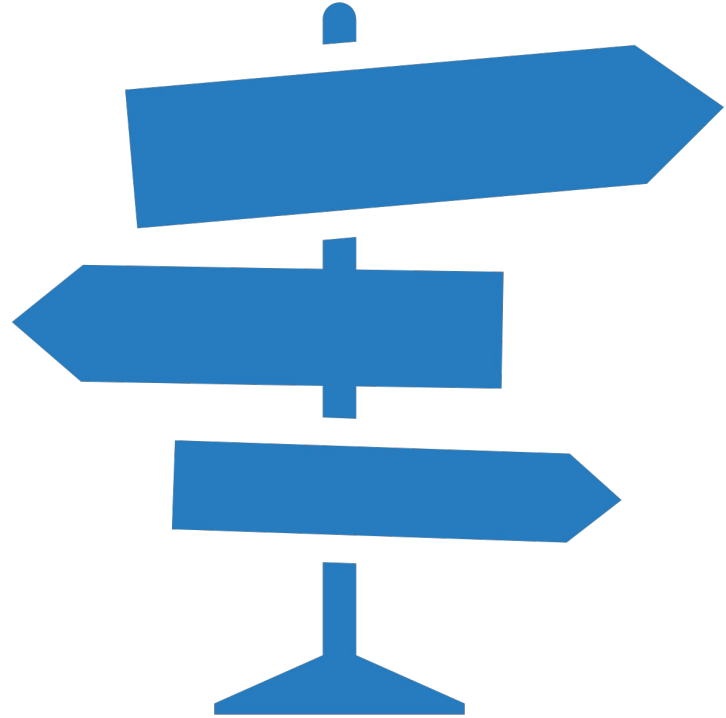RR   22 breaths/min
BP   140/90 mm Hg

The client's admission information that is most concerning to the nurse is [Select Response]

Physical examination findings that require further attention include [Select Response] and [Select Response]
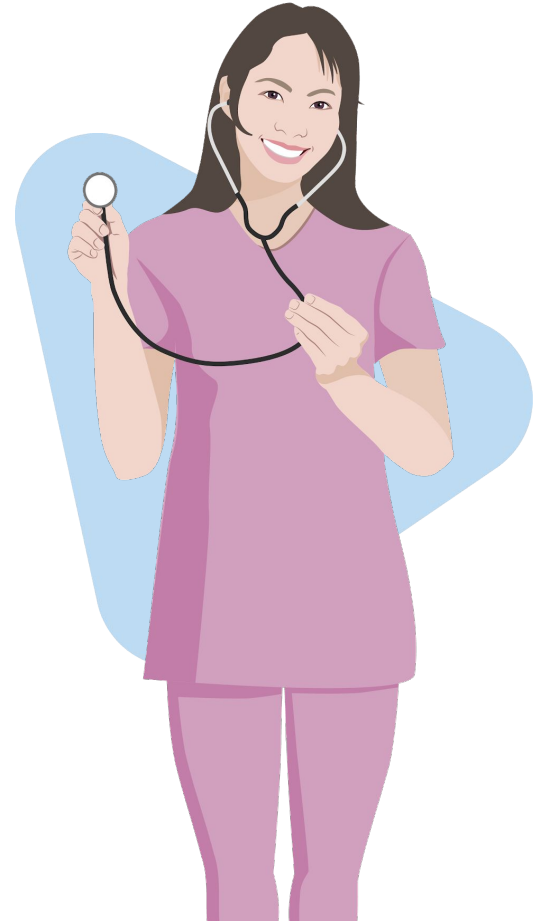
Keeping the Objective / Goal in the Forefront

Objective: Identify the client's normal/abnormal assessment data for a client who has hyperglycemia.

What Normals / Abnormals should the nurse notice?

- Mentation?
- Breathing?
- Heart sounds/ECG?
- Neuro checks?
- Blood glucose?

- Three Ps?
- GI?
- Diet?
- Exercise?
- Medications?

Suggested types for Element 1

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 1: Recognize Cues	✅		✅	✅	✅

Example of Element 1 Questions

What kinds of questions are Element 1 Questions?

- **Which findings require immediate follow-up by the nurse?**
- Which findings are unexpected/modifiable/non-modifiable?
- **Which assessment findings concern the nurse?**
- Which additional information is needed?
- Which additional assessment is needed?
- **The aspect of the client's admission history that is concerning to the nurse is _____. (Drop/down Cloze)**
- Physical examination findings that require immediate follow-up include _____ and _____. (Drop down cloze)
- **Select the 3 findings that require immediate follow-up. (Multiple Resp N)**
- **Click to highlight the findings that requires follow-up from the nurse. (Highlight text)**

Example of Element 1 Questions

What kinds of questions are Element 1 Questions?

- **Which findings require immediate follow-up by the nurse?**
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- Which additional information is needed?
- Which additional assessment is needed?
- **The aspect of the client's admission history that is concerning to the nurse is _____. (Drop/down Cloze)**
- Physical examination findings that require immediate follow-up include _____ and _____. (Drop down cloze)
- **Select the 3 findings that require immediate follow-up. (Multiple Resp N)**
- **Click to highlight the findings that requires follow-up from the nurse. (Highlight text)**

Element 1 - Recognize Cues (Case Sample 1)

Element type - Drop Down Cloze

Objective: The student will recognize pertinent clues that relate to causes and results for hyperglycemia.

Question text: The client's admission and physical information that is most concerning to the nurse is the ___1___, the ___2___ and the ___3___.

Space 1	Space 2	Space 3
2 years history of DM	blood pressure	visual difficulties
daily diet	cholesterol levels	**slurred speech**
daily use of pain medication	**blood glucose**	

The client's admission information that is most concerning to the nurse is [Select Response ▼]

Physical exa... ...further attention include [Select Res... ...ponse ▼]

2 years history of DM
daily diet
NSAID use daily

Element 1 - Recognize Cues (Case Sample 2)

This 2nd case is about infection precautions.
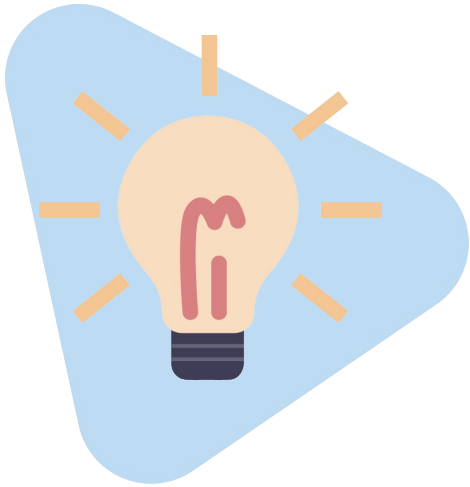
Objective: The student will recognize the clues that are associated with standard precautions.

Question text: The nurse is aware that several types of precautions may be implemented. Which client findings are recognized as only standard precautions? Click to highlight the correct sections.

Element 1 - Recognize Cues (Case Sample 2)

Case 2 - Infection Control Precautions (highlight text)

A 50-year-old man is admitted to the hospital for acute cholecystitis.

Nurse's Notes: Pain level 9/10; visible jaundice; HIV positive, reports watery diarrhea for past 3 days for 8 times a day; lung sounds clear with no coughing, wheezing

Vital signs:
- T   100.7°F (38.2°C) axillary
- RR 20
- HR 98
- BP 120/70
- O_2 saturation 96% RA

Labs: WBC count 1,000 μL (1000 × 109/L)

Element 1 - Recognize Cues (Case Sample 2)

Case 2 - Infection Control Precautions (highlight text)

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Medications: Metformin 500 mg mg daily. Current blood glucose

Vital signs:
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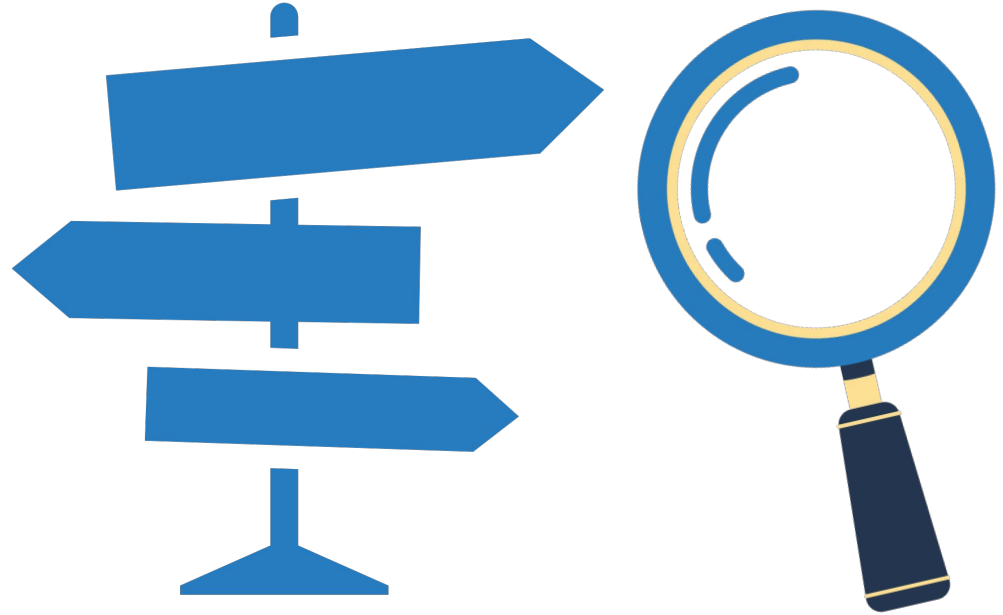The client's admission information that is most concerning to the nurse is [Select Response]
Physical examination findings that require further attention include [Select Response] and [Select Response]

Element 2

Analyze Cues

Keeping the Objective / Goal in the Forefront

Objective: Identify condition(s) that are associated with the s/s the client is experiencing

Which of the **abnormals** found in Element 1 are:

- **Most** concerning?
- Puts the client at risk for more complications?
- Matches several different conditions?

Suggested types for Element 2

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 2: Analyze Cues	✓	✓	✓	✓	

Example of Element 2 Questions

What kinds of questions are Element 2 Questions?

- **Which assessment findings most concern the nurse? (from the abnormals that nurse will follow-up on)**
- Which risk factors does the client have for a specific disease/problem?
- What additional information would be helpful in interpreting the findings?
- Which potential issue(s) is the client at risk for developing?
- For which reason are these symptoms/data concerning?
- **Based on the symptoms/info, is there a disease process occurring?**
- Based on the finding of _____, indicate whether or not the client is at risk for the listed condition. (Matrix Grid Multiple Choice - MGMC)
- **For each assessment finding, click to indicate whether findings from the client's assessment are associated with _____, _____ or _____. Each finding may support more than one condition. (Matrix Grid Multiple Response – MGMR)**

Example of Element 2 Questions

What kinds of questions are Element 2 Questions?

- **Which assessment findings most concern the nurse? (from the abnormals that nurse will follow-up on)**
- Which risk factors does the client have for a specific disease/problem?
- What additional information would be helpful in interpreting the findings?
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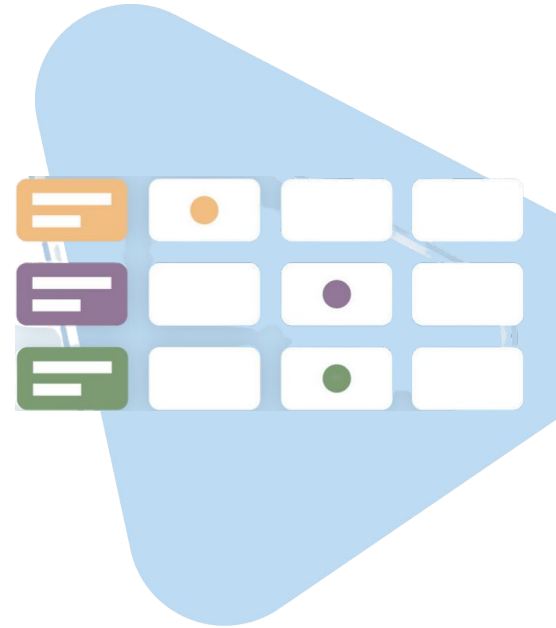
Element 2 - Analyze Cues (Case Sample 1)

Element type - MMR

Objective: The student will determine condition(s) are associated with the s/s the client is experiencing (that are similar to hyperglycemia).

**Question text:** The nurse has reviewed the labs with the admission data.

For each assessment finding, *click* to indicate whether the findings from the client's assessment and labs are associated with stroke, hyperglycemia, or hypertension. Each finding may support more than one condition.

Element 2 - Analyze Cues (Case Sample 1)

Matrix multiple response - MMR

Assessment Finding	Stroke	Hyperglycemia	Hypertension
Slurred Speech	✓	✓	✓
Visual Disturbances	✓	✓	✓
Cognitive Confusion	✓	✓	✓
Daily Headaches		✓	✓
Total Cholesterol	✓	✓	✓
BMI	✓	✓	✓
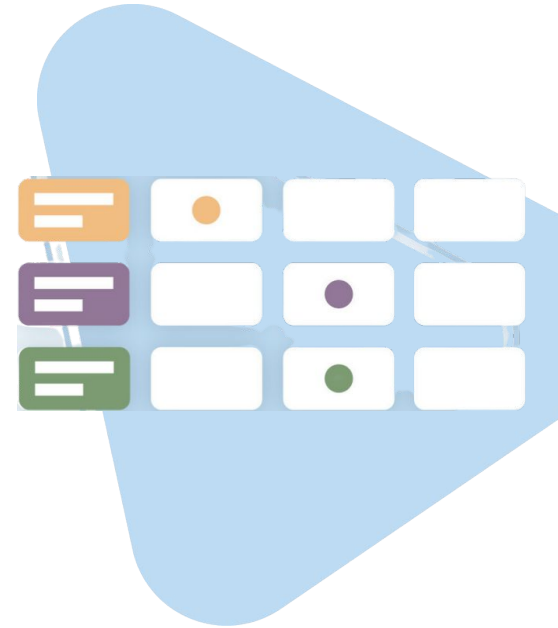
Poll

What was the highest activity statement in the last practice analysis?

a. Discharge planning
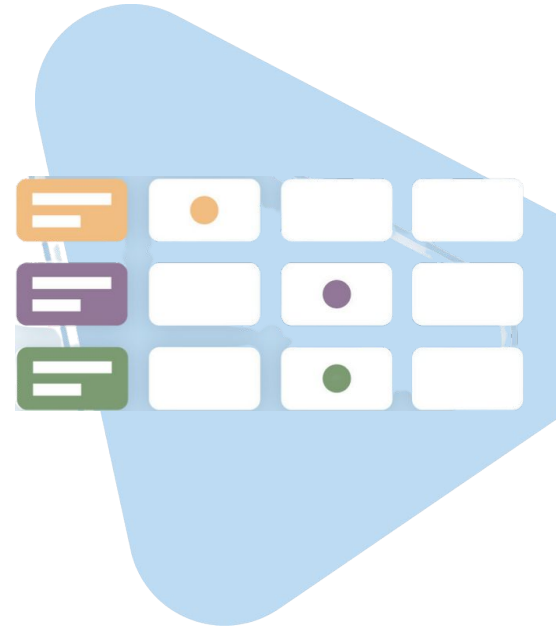b. Infection prevention
c. Complementary therapies

Please respond through the **poll** on your Zoom screen.

Element 2 - Analyze Cues (Case Sample 2)

Matrix multiple response - MMR

Objective: The student will determine the differences in standard, contact, droplet, and airborne precautions.

Question text: Select which intervention is linked to standard, contact, droplet, or airborne precautions. Multiple answers can apply to each intervention.

Element 2 - Analyze Cues (Case Sample 2)

Matrix multiple response - MMR

Intervention	Standard	Contact	Droplet	Airborne
Placing client in private room		✔	✔	✔
Posting PPE sign on the door		✔	✔	✔
Wearing goggles while in surgery	✔	✔	✔	✔
Wearing gloves to check the client's pulse		✔		
Handwashing before and after any client contact	✔	✔	✔	✔
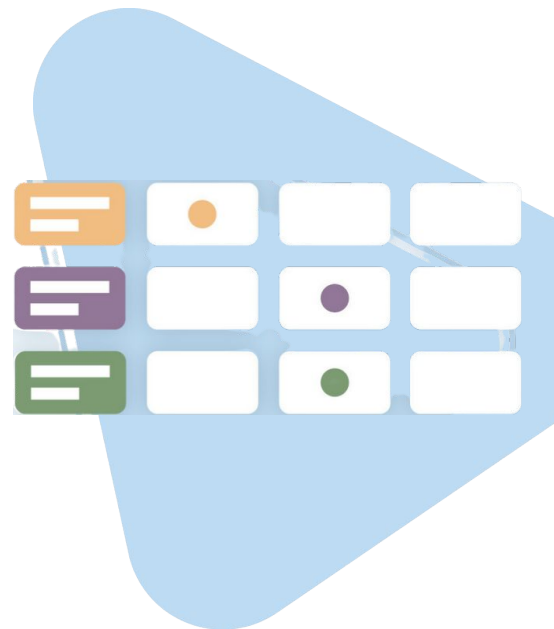
Element 3
Prioritize Hypothesis
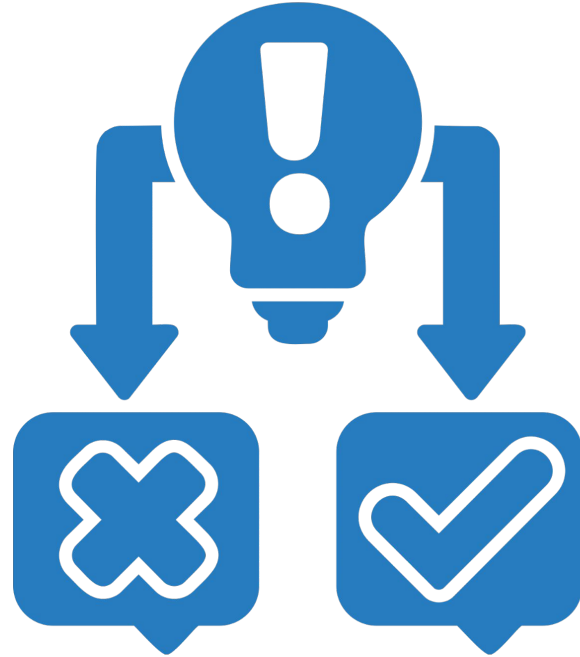
Keeping the Objective / Goal in the Forefront

Objective: Prioritize findings that might bring the greatest risk for the clients and assign urgency to them.

Element 3 asks things that include:

- Of these cues and assessment, what are some conditions that might be occurring that match several of these cues?
- Do we know what condition might be a risk for the client based on the gathered data?

Suggested types for Element 3

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 3: Prioritize Hypotheses	✓		✓	✓	

Example of **Element 3** Questions

What kinds of questions are Element 3 Questions?

- Of the presenting problem(s), which is the most worrisome? (sounds like E2, but more in-depth)
- **Which condition is the client's highest risk and why?**
- What is the top complication the client is at risk for developing?
- **Which problem should the nurse address first?**
- Which condition are the symptoms related to?
- Which potential complication is anticipated?
- Which condition is anticipated?
- Which issues are beginning?
- What will most likely happen if the nurse fails to act?
- Make a decision on the most important client problem. Think of a concept map and how the presenting items point to a problem.
- **The nurse determines the client is at risk for experiencing _____ as a result of _____. [Drag & Drop Rationale]**
- Based on the finding of a high _____ and low _____, the nurse would prioritize (med change/fever reduction/BP med/ education). [Drop Down Rationale]
- **The nurse identifies the priority client problems as _____, _____, _____ and _____. (Drag & Drop Cloze**

Example of Element 3 Questions

What kinds of questions are Element 3 Questions?

- Of the presenting problem(s), which is the most worrisome? (sounds like E2, but more in-depth)
- **Which condition is the client's highest risk and why?**
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- **The nurse identifies the priority client problems as _____, _____, _____ and _____. (Drag & Drop Cloze**

Element 3 - Prioritize Hypotheses (Case Sample 1)

Drop Down Rationale

Objective: The student will decide on the client's problem and the cause is an extreme high GB.

Question text: The nurse determines the client is possibly experiencing a ___1___, as evidenced by ___2___

The client's admission information that is most concerning to the nurse is [Select Response ▾]

2 years history of DM

daily diet

NSAID use daily

Physical exa[m]... further attention include [Select Res... ...ponse ▾]

Space 1	Space 2
stroke	hypertension
hyperglycemic episode	cholesterol levels
heart attack	**high blood glucose**

Element 3 - Prioritize Hypotheses (Case Sample 2)

Element 3 - Drop Down Rationale

The client's admission information that is most concerning to the nurse is [Select Response ▼]

2 years history of DM
daily diet
NSAID use daily

Physical exa... further attention include

[Select Res...] ...ponse ▼

Objective: The student will decide which precaution is required and the reason for that decision.

Question Background: Within 48 hours, the client's WBC count has increased to 3,500 and the stool sample comes back negative for *C-diff.* The client's diarrhea is diagnosed to be due to food poisoning. Complete the passage by selecting from the drop-down options from the boxes to complete the sentences.

Element 3 - Prioritize Hypotheses (Case Sample 2)

Element 3 - Drop Down Rationale

Question text: The nurse will use ____1____ precautions when providing care to this client because ____2____.

Space 1	Space 2
contact	the client is HIV positive
standard	the client has food poisoning
droplet	**the client is not contagious**
neutropenic	the client's WBC count is low

The client's admission information that is most concerning to the nurse is [Select Response ▼]

2 years history of DM
daily diet
NSAID use daily

Physical exa[m]... further attention include [Select Res]...[ponse ▼]

Element 4

Generate Solutions
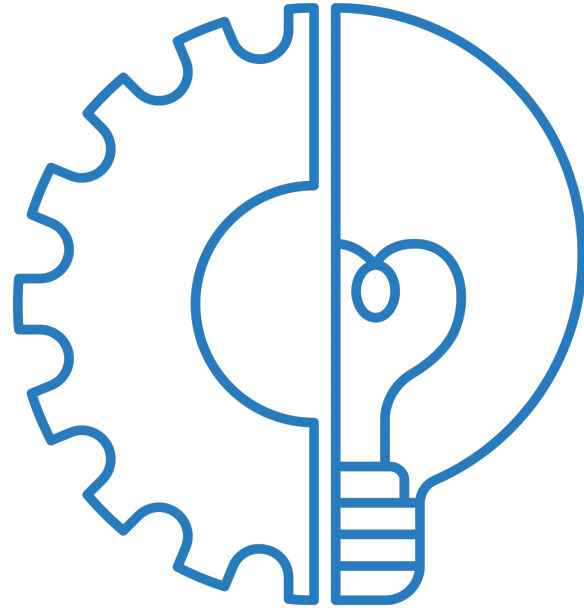
Keeping the Objective / Goal in the Forefront

Objective: Identify possible actions / solutions derived from the priorities understood through the previous elements.

The students will need to:

- Think about what actions that are needed (e.g., plan of care)
- Engage in the **thinking** / **anticipating** phase of the care

Suggested types for Element 4

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 4: Generate Solutions	✓	✓	✓		

Example of Element 4 Questions

What kinds of questions are Element 4 Questions?

- Which actions can be planned to help the client?
- For which actions are needed now, later, those that will cause harm, or need to be avoided?
- **Specify if Potential order is Anticipated / Nonessential / Contraindicated. (Matrix Grid MC or Response)**
- Which client will need to be seen first?
- Which action/implementation will need to be done first?
- Which ____ will the client need? (comfort measures? Meds? surgery?)
- **Which actions/medications are ANTICIPATED to be included in the plan of care?**
- Which client is stable? Unstable? ABCs prioritized?
- **Which interprofessional team members do we PLAN to be involved?**
- For which reason will the intervention will achieve the optimal client outcome?
- For each medication, chose the option for Drug Classifications and Client teaching (Drop Down Table)
- **For each client need, click to specify the POTENTIAL nursing intervention that is specific for the client. (Multiple Response Grouping)**

Example of Element 4 Questions

What kinds of questions are Element 4 Questions?

- Which actions can be planned to help the client?
- For which actions are needed now, later, those that will cause harm, or need to be avoided?
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- Which client will need to be seen first?
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- For which reason will the intervention will achieve the optimal client outcome?
- For each medication, chose the option for Drug Classifications and Client teaching (Drop Down Table)
- **For each client need, click to specify the POTENTIAL nursing intervention that is specific for the client. (Multiple Response Grouping)**

Element 4 - Generate Solutions (Case Sample 1)

Multiple response N - MRN

Objective: The student **plans** teaching points to educate the client on how manage the DM condition.

Question text: Which 5 interventions does the nurse **anticipate** are needed for this client's immediate plan of care?
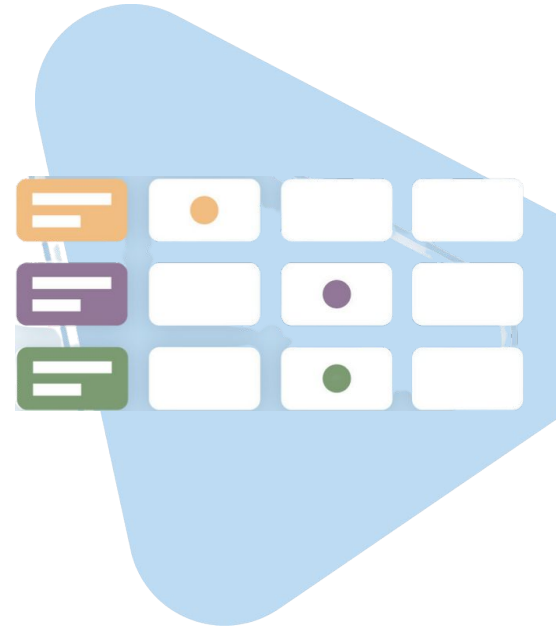
1. Teach on complications of diabetes mellitus.
2. Provide examples of healthy food choices.
3. Discuss weight loss options.
4. Ensure correct usage of a glucometer.
5. Instruct on expected blood glucose range.
6. Provide instruction on a diet diary.
7. Discuss exercise activities.
8. Discuss emotions about the condition.
9. Instruct on self-injecting insulin.
10. Reinforce on oral medication regimen.

Element 4 - Generate Solutions (Case Sample 2)

Matrix multiple choice - MMC

Objective: The student **plans** on interventions that will use standard precautions.
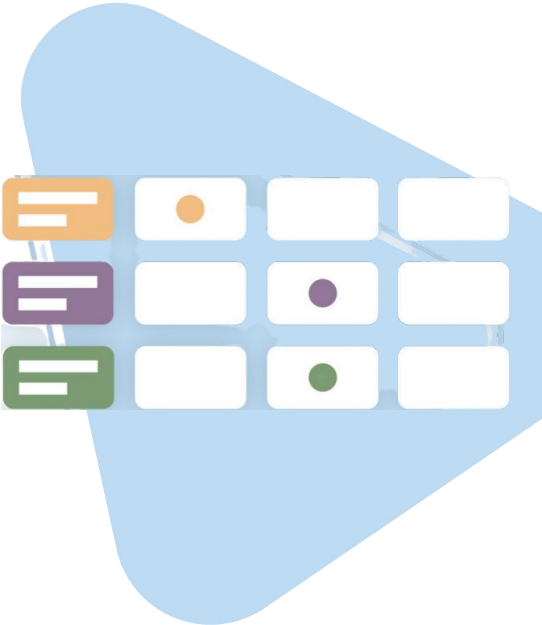
Question Background: Knowing that the nurse will use standard precautions when caring for this client, select which interventions are **anticipated** and which are not anticipated.

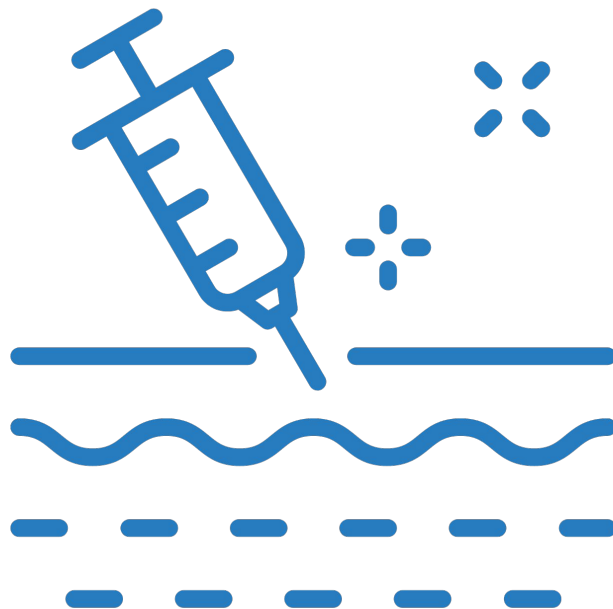# Element 4 - Generate Solutions (Case Sample 2)

Matrix multiple response - MMC

Interventions	Anticipated	Not Anticipated
		✓
	✓	
		✓
	✓	
	✓	
	✓	

Element 5

Take Actions

Keeping the Objective / Goal in the Forefront

Objective: Students will be able to choose the right actions to take from the plan of care that has been identified.

Pulling from the plan of care, what actions need to be taken?

- Teach clients?
- Provide medication?
- Adjust positions?
- Check vital signs?
- Insert a tube?
- Request for a med?
- Prepare clients for surgery?

Suggested types for Element 5

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 5: Take Actions	✓	✓	✓	✓	

Example of Element 5 Questions

What kinds of questions are Element 5 Questions?

- **Which education/teaching does the client need?**
- Which meds does the client need?
- Which actions does the nurse implement for the client?
- Which health care members will be contacted?
- Which documentation is needed and recorded?
- **Which interventions will need to be monitored?**
- Which additional assessment is needed (as an action)?
- Which medications require further clarification?
- The nurse will administer _____ because _____ (or: hold _____ because _____. (Drop Down Rationale)
- **For each client need, click to specify the nursing intervention that is specific for the client. (Multiple Response Grouping)**

Example of Element 5 Questions

What kinds of questions are Element 5 Questions?

- **Which education/teaching does the client need?**
- Which meds does the client need?
- Which actions does the nurse implement for the client?
- Which health care members will be contacted?
- Which documentation is needed and recorded?
- **Which interventions will need to be monitored?**
- Which additional assessment is needed (as an action)?
- Which medications require further clarification?
- The nurse will administer _____ because _____ (or: hold _____ because _____. (Drop Down Rationale)
- **For each client need, click to specify the nursing intervention that is specific for the client. (Multiple Response Grouping)**

Element 5 - Take Actions (Case Sample 1)

Multiple Response Grouping (MRG)

Objective: The student will be able to list teaching points for the client regarding DM management on diet, exercise, BG checks, and meds.

Question text:

The client is ready for discharge and the nurse performs teaching.

For each teaching subject provided by the nurse, click to specify the teaching intervention that is applicable for the client.

Element 5 - Take Actions (Case Sample 1)

Multiple Response Grouping

Subject	Click in Box	Intervention

Element 5 - Take Actions (Case Sample 2)

Element - MRSATA

Objective: The student will be able to use standard precautions when giving an injection.

Question Background: The client had a successful cholecystectomy procedure and is recovering without difficulty. Before discharge, the nurse will administer a flu shot to the client.

Element 5 - Take Actions (Case Sample 2)

Multiple response select all that apply - MRSATA

Question Text: Which actions does the nurse implement to follow safe injection practices using standard precautions? **Select all that apply.**

1. Use an antiseptic wipe to clean the client's skin and the top of the vial.
2. Keep the needle pointed away from the body.
3. Engage the needle safety device immediately after injection.
4. Dispose of the needle in a red biohazard bag in the room.
5. Wipe the client's injection site with an antiseptic wipe after the injection.
6. Discard the vial in the sharps box even if there is medication left in it.

Element 6

Evaluate Actions
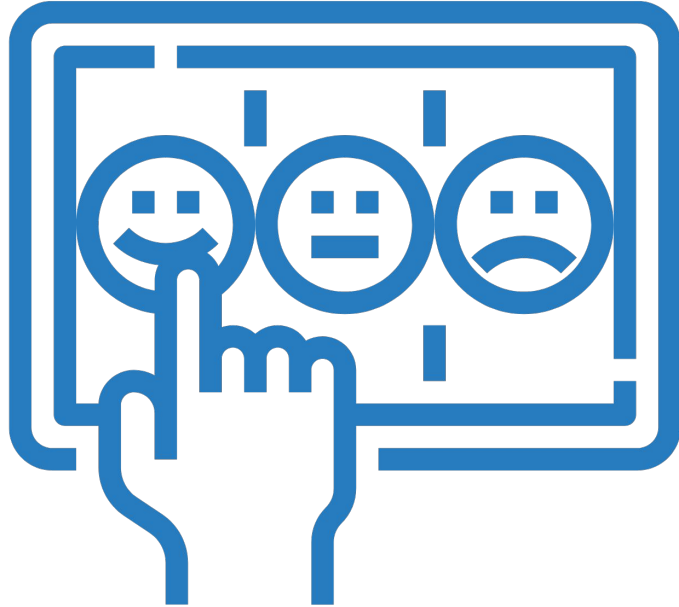
Keeping the Objective / Goal in the Forefront

Objective: Students will be able to evaluate the result of the actions provided for the clients.

Before or after discharge, how do we know if the actions provided:

- Are successful or not?
- Are understood or not understood?
- Show sufficient teaching or require more teaching?
- Have helped the client - has health declined?

Suggested types for Element 6

	MRSATA MRN MRG MMR	MMC MC	DDC DDR	DdC DdR DdT	HTxT HTbl
Element 6: Evaluate Outcomes	✓	✓	✓		✓

Example of Element 6 Questions

What kinds of questions are Element 5 Questions?

- **Which planned interventions were successful/unsuccessful?**
- Which measurements/data show client/symptoms improved/Did not improve?
- Which data indicates successful/unsuccessful teaching/outcomes?
- **Is the client better? Worse? No change? Need revising treatment?**
- **Click to highlight the _____ results in the table that indicate improvement in the client's condition from the treatment for _____. (Highlight Table)**

Example of Element 6 Questions

What kinds of questions are Element 5 Questions?

- **Which planned interventions were successful/unsuccessful?**
- Which measurements/data show client/symptoms improved/Did not improve?
- Which data indicates successful/unsuccessful teaching/outcomes?
- **Is the client better? Worse? No change? Need revising treatment?**
- **Click to highlight the ____ results in the table that indicate improvement in the client's condition from the treatment for _____. (Highlight Table)**

Element 6 - Generate Solutions (Case Sample 1)

Matrix multiple choice - MMC

Objective: The student will evaluate if the client understands the teaching on ways to manage DM.
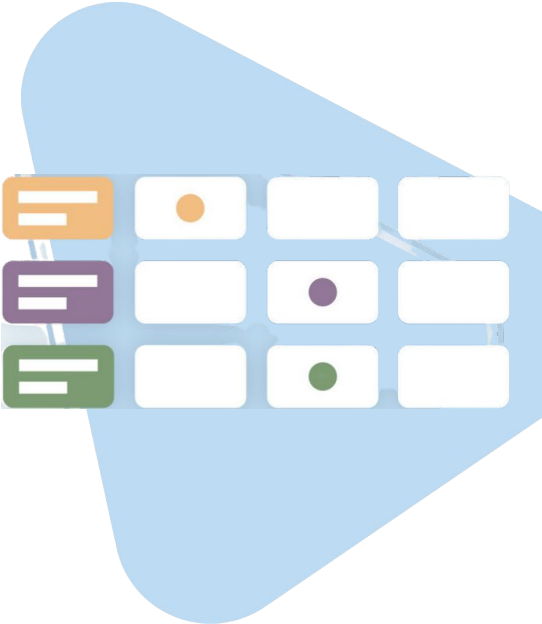
Question Text: After discharge teaching, click to specify whether the client statement indicates an understanding or no understanding of the teaching.
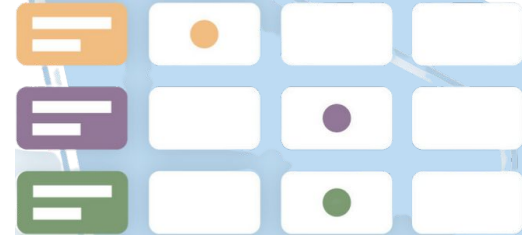
Element 6 - Evaluate Outcomes (Case Sample 1)

Matrix multiple choice - MMC

Client statements	Understanding	No Understanding
	✓	
		✓
	✓	
		✓
	✓	
	✓	

Element 6 - Evaluate Actions (Case Sample 2)

Multiple response N - MRN

Objective: The student will evaluate the teaching of staff and unlicensed assistant personnels (UAP) on standard precautions.

Question Background: The nurse manager on the unit holds a training session for the staff nurses to remind them of the correct use of standard precautions.

# Element 6 - Evaluate Actions (Case Sample 2)

Multiple response N - MRN

Question Text: Which 3 behaviors observed by the nurse manager show that the teaching was effective?

1. A UAP wears gloves when feeding a client.
2. The nurse teaches a client to cough in the hands and then wash them.
3. The nurse immediately notifies environmental services of a blood spill.
4. A UAP wears gloves when providing perineal care to a client.
5. The nurse, who has an autoimmune disease, does not care for clients on transmission-based precautions.
6. The nurse removes a soiled dressing, then removes the gloves and puts on sterile gloves to apply the new sterile dressing.
7. The nurse removes the gown and gloves at the client's doorway and then exits the room.

Bowtie
Combination of all 6 elements
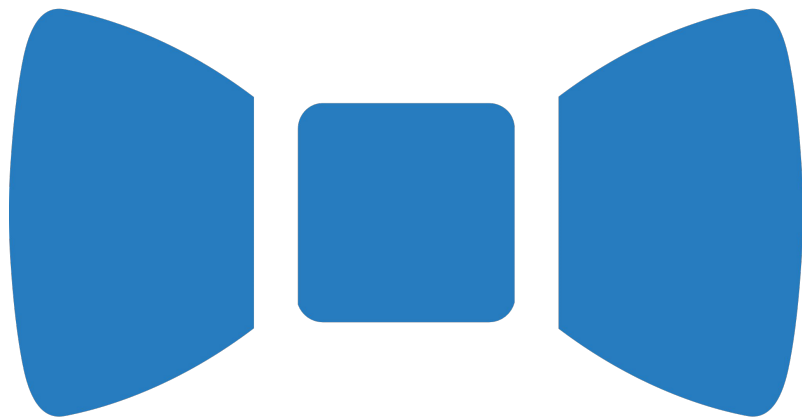
Keeping the Objective / Goal in the Forefront

Objective: Students should be able to utilize all six skills within the clinical judgment model.

This includes the ability to:

- **Recognize cues:** Recognize if findings are normal or abnormal
- **Analyze Cues:** Determine associations between possible conditions or complications the client may be experiencing
- **Prioritize hypotheses:** Determine the most likely cause or risk of the client's issues
- **Generate Solutions:** Identify possible solutions to address the client's needs and issues
- **Take Action:** Perform implementations
- **Evaluate outcomes:** Know which parameters to monitor once interventions have been implemented

Example of Bowtie

What does a Bowtie question look like?

Objective: The student will recognize problems, actions to take and items to monitor in a client who is pregnant in the 1st trimester and who is dehydrated from vomiting.

Question Text: The nurse cares for a 26 year-old client in the emergency department (ED). The client reports being approximately 9 weeks pregnant.

Example of Bowtie

What does a Bowtie **story** look like?

Nurses' Notes | History & Physicals

12:15	A client presents to the ED accompanied by the spouse, reporting generalized weakness and vomiting. The client denies fevers and diarrhea and reports being approximately 9 weeks pregnant based on a home pregnancy test. The client's pregnancy history is Gravida 2; Para 0; Abortion 1. The client denies vaginal bleeding and abdominal pain. The client reports persistent nausea and vomiting over the past 4 days, with 1 episode of vomiting reported en route. PO intake has not been tolerated for the last 24 hours due to vomiting. The client is alert and oriented but reports dizziness accompanied by a headache. Lung sounds are clear and equal. The apical pulse is regular and rapid. Radial pulses are present. Dry mucous membranes are noted and the client reports the last episode of urine output was eight hours ago. The client reports inability to provide a urine sample. A urinalysis is ordered and the HCP performs a transvaginal ultrasound at the bedside, obtaining fetal heart tones at 167 beats/min.

Vital Signs	Results
Temp (oral)	37°C (98.6°F)
Pulse	119 bpm
BP	92/54 mmHg
Resp.	22 breaths/min
SpO$_2$	94% room air

Example of Bowtie

What does a Bowtie **format** look like?

Task: Complete the **diagram** by dragging from the choices from the next slide to specify what **condition** the client is most likely experiencing, **2 actions to take,** and **2 parameters** that should be monitored.

Example of **Bowtie**

What does a Bowtie **format** look like?

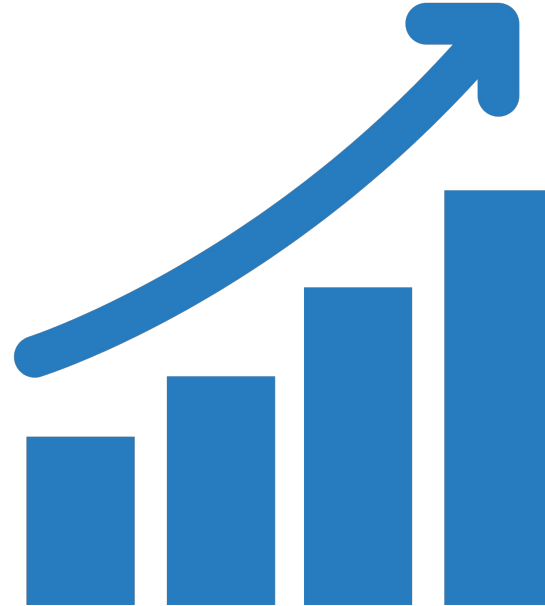| Actions to Take	Potential Conditions	Parameters to Monitor
Administer pain medication		**Intake and output**
Request lactated Ringer's infusion	Migraine	Culture results
Encourage PO Intake	**Hyperemesis gravidarum**	**Vital signs**
Obtain a stool culture	Foodborne illness	Stress level
Administer antiemetics		Pain

Trend

Changes over time

Keeping the objective / goal in the forefront

Objective: Students should be able to answer questions based off of the observation of a patient's progression / trend over time.

This could include:

- Client needs
- Nursing interventions
- Anticipated HCP order

Trend

What does a Trend **story** look like?

Nurses' Notes | **History & Physicals**

Wed, 17:50	34+3 week female newborn just delivered via emergency c-section due to abruptio placenta. NICU team at delivery. Infant pale, heart rate 65 beats/min; no reaction to stimulation; limp; attempting to breathe using accessory muscles. Infant dried, suctioned, placed under the radiant warmer, and provided positive pressure ventilation (PPV).
Wed, 17:55	After initial resuscitation measures, at 5 minutes of life the newborn remains pale, the pulse has increased to 127 beats/min and the respiratory rate is 60 breaths/min with a pulse oximetry reading of 94% on 2 L NC. The infant has a weak cry when stimulated, and has only slight flexion in upper and lower extremities. Blood drawn for blood cultures, CBC, glucose level, and blood type.

	0	1	2
Appearance	Blue or pale	Acrocyanosis	Pink/appropriate for ethnicity
Pulse	No pulse	<100 bpm	>100 bpm
Grimace	No reaction	Grimacing or frowning	Crying
Activity	Limp	Some movement, weak	Strong flexion of arms and legs
Respiration	No breathing	Slow or irregular	Strong, loud cry

Trend Example

Trend question choice - Drop Down Cloze

The client's admission information that is most concerning to the nurse is | Select Response ▾ |
2 years history of DM
daily diet
NSAID use daily
Physical exa... ...further attention include | Select Res... ...ponse ▾ |

Objective: The students will be able to decide, based on the trend of the client, what the appropriate next step will be.

Question text: The nurse charts the infant's Apgar score as ____1____ at 1 minute and ____2____ 5 minutes. The infant will need ____3____ and ____4____.

Space 1	Space 2	Space 3	Space 4
1 (one)	5 (five)	more PPV	skin-to-skin care
2 (two)	**6 (six)**	to be weaned off oxygen ASAP	**close monitoring of vital signs**
3 (three)	7 (seven)	**another APGAR score at 10 minutes**	transfer to the newborn nursery

Poll

How many of the new NGN questions can a student see if the test cuts off at 85 questions?

a. 3 (three)
b. 4 (four)
c. 5 (five)
d. 6 (six)

Please respond through the **poll** on your Zoom screen.

Poll

Are you aware that Lecturio has an NCLEX$^{®}$ Review (one before April 1 and then ongoing)?

   a.   Yes
   b.   No

Please respond through the **poll** on your Zoom screen

Reference

- National Council of State Boards of Nursing. (2023, January 23). *NCLEX* https://www.ncsbn.org/exams/exam-statistics-and-publications/nclex-pass-rates.page

- National Council of State Boards of Nursing. (2023, January 23). *Next generation NCLEX news, Winter 2022*. https://www.ncsbn.org/public-files/NGN_Winter22_English_Final.pdf

- National Council of State Boards of Nursing. (2023, January 23). *Next generation NCLEX project*. https://www.ncsbn.org/exams/next-generation-nclex.page

- National Council of State Boards of Nursing. (2023, January 23). *Sample questions*. https://www.nclex.com/next-generation-nclex.page

Conclusion

Conclusion

1. Next Gen NCLEX® is coming, we must embrace it!
2. Practice is the best way to be an expert!
3. Remember the purpose of each element and what kinds of question formats are used for each.
4. Don't forget that having an objective is key to creating a good NGN question.

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