

Next Generation NCLEX[®] Update

FALL 2020



Expert guidance for every step of Next Generation NCLEX.

Welcome to Elsevier's *Next Generation NCLEX Update* where we connect you with valuable information, expert advice, and breaking news from the NCSBN[®]. We are closely monitoring NCSBN communications about the Next Generation NCLEX (NGN) and developing tools and resources to keep you informed about how the latest developments could affect your program.

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NCSBN NCLEX Highlights

Earlier this fall, the NCSBN hosted its annual NCLEX conference virtually on September 14-15, 2020. This conference provides educators with NCLEX program updates, offered by experts that develop and administer the exam. Below are the top takeaways from experts and friends of the Elsevier nursing and health education team who attended the conference.



My most useful takeaways from the NCLEX conference are around the switch to NGN and the scoring for that switch. NCSBN confirmed that they are still targeting an April 1, 2023 go-live date for NGN. They confirmed that the new exams will include current item types, NGN standalone items, and NGN case studies. Each NGN item type has a prescribed partial credit scoring rubric (0/1, +/-, or rationale). There is more information about the differences between scoring rubrics, as well as which scoring rubric goes with which item type, in the slides from the conference.



Kim Brunnert, PhD, CESP
Director of Psychometrics



A key takeaway is the April 2023 timeline for the Next Gen items to be included on both the LPN and RN NCLEX, giving faculty time to start developing similar question types to include in teaching strategies and assessments. The NCSBN will be awarding partial credit for question components, so test-takers responding correctly to parts of these lengthy scenario/question sets now receive credit. Presenters covered the incorporation of the NCSBN Clinical Judgment Measurement Model (NCJMM), noting that level 3 will be completely covered in each scenario/question set, and level 4 factors will be included as well.



Cherie Mee, MSN, MBA, RN, FAAN
Director of Nursing Education and Assessment



This conference is a great way to get an overview of the progress being made on the NGN for new nursing faculty and those anticipating these changes. Although there are five approved item types, there are variations to those types giving a total of nine types of questions. These include new offshoots of the matrix model, the bowtie, and [possibly] trend test item types.



Donna Ignatavicius, MS, RN, CNE, CNEcl, ANEF
Elsevier Author and President of DI Associates



The NCSBN staff has developed the scoring rules that they will use to grade NGN-style questions. This includes the 0/1, +/-, and rationale. I realize that some of these types of questions may be unfamiliar to you. I would direct you to view the NGN News Fall 2019: Approved NGN Types to learn more. This publication illustrates Multiple Choice, Drop Down Cloze, Drop Down Table, Highlighting, and Matrix Multiple Responses.



Susy Sportsman, RN, PhD, ANEF, FAAN
Elsevier Author and Director of Collaborative Momentum Consulting



LEARN MORE from the NCSBN about changes to come in the Next-Generation NCLEX.

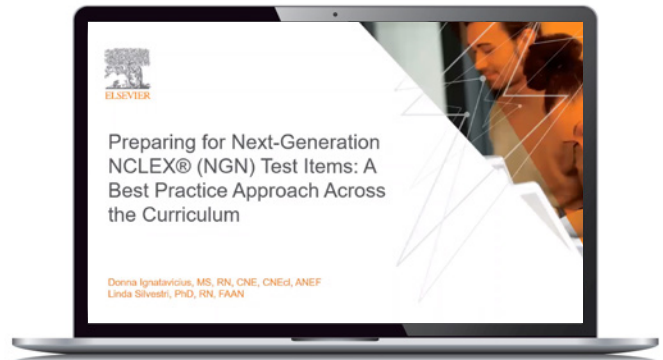


Faculty Resources

Check Out Our Latest NGN Webinar

Preparing for NGN Test Items: A Best-Practice Approach Across the Curriculum

In this recorded live webinar, Elsevier's NGN experts Donna Ignatavicius, MS, RN, CNE, CNEcl, ANEF, and Linda Silvestri, PhD, RN, FAAN, share their advice on how to prepare students and faculty for NGN success with new test items. This webinar offers practical advice for faculty to learn best practices for approaching NGN item development and facilitating knowledge acquisition and retention as a foundation for clinical judgment.



[View Webinar](#)



Content from Our NGN Experts

Using Graphic Organizers to Develop Clinical Judgment in Prelicensure Nursing Students

The term *graphic organizers* refers to a variety of learning tools that visually present relationships between and among pieces of knowledge or concepts. These tools can be very simple or more complex and can be used for students at any learning level. Graphic organizers can be educator-generated or learner-developed, depending on their specific purpose. For educator-generated graphic organizers, the educator may want to complete part of the tool and ask learners to complete the remainder of it.

In pre-licensure nursing programs, graphic organizers can be used to enhance learning and/or critical thinking, especially skills needed to make appropriate and safe clinical judgments. [Learn more](#) about the different types of graphic organizers that faculty can use for clinical judgment.

Next Generation NCLEX Expertise

Explore more expertise on NGN at our [website](#). You'll find blogs, downloads, and videos with the latest information faculty can apply to their classroom to get students ready for the NGN and to think like a nurse!



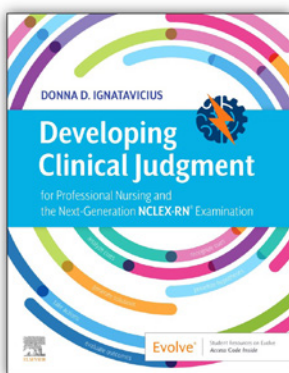
Product Spotlight

Leading NGN Content from Our Authors

Developing Clinical Judgment for Professional Nursing and the Next-Generation NCLEX-RN® Examination is the first workbook available that can be used to help students prepare for the NGN throughout the curriculum. With the incorporation of the NCSBN Clinical Judgment Measurement Model (NCJMM), this workbook helps students learn how to apply the six cognitive skills of clinical judgment and practice case-based, NGN-style item types, applicable to all of your clinical learning courses.

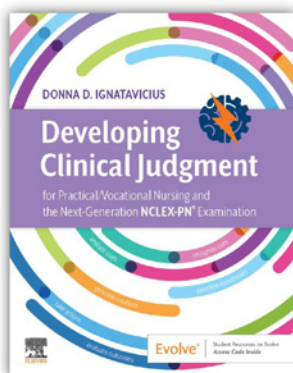
Each health problem presented in the workbook includes five to seven NGN-style test items. Thinking Exercises that start with common health problems and progress to complex disorders that focus on critically ill patients, replicate authentic, real-world situations. Additional details on the patient in each exercise encourages student to focus on the most pertinent information to bolster their clinical judgment skills. In addition to lifespan content, pharmacology content is covered in a dedicated section and also integrated throughout all chapters.

WORKBOOKS



Now Available!

Developing Clinical Judgment for Professional Nursing and the Next-Generation NCLEX-RN® Examination



Coming Soon!

Developing Clinical Judgment for Practical/Vocational Nursing and the Next-Generation NCLEX-PN® Examination

Evolve Resources

In addition to the print version of this workbook, online resources through Evolve provide a fully interactive application that allows students to read and respond to all Thinking Exercises from the book. Students will receive feedback with the answer and rationale online, reinforcing the critical thinking skills essential for NGN and helping students focus on areas needing improvement.

By accessing Evolve through Study Mode, students can practice their knowledge with instant feedback on questions they missed. In Exam Mode, students can view their results, then review and receive feedback after completion. Both Study Mode and Exam Mode allow students to filter by workbook chapter, cognitive process, or specialty area.

THINKING EXERCISES

Exemplar 12A. Cellulitis (Medical-Surgical Nursing: Middle-Age Adult)

Thinking Exercise 12A-1

A 57-year-old female client had a large mole removed from her left upper arm by a dermatologist in the office 2 days ago. She has a history of atrial fibrillation, chronic heart failure, diabetes mellitus type 2, and multiple lower back surgeries for persistent back pain. This morning the client asked her daughter to drive her to the emergency department (ED) for severe radiating 8/10 pain in her entire left arm. When the nurse removes the bandage from the area, the nurse notes that the skin and tissue around the wound are reddened, very swollen, and warm. The wound drainage is foul smelling and greenish-yellow. The client's current temperature is 100.6°F (38.2°C), and she is admitted to the hospital with left upper arm cellulitis. Choose the most likely options for the information missing from the statements below by selecting from the lists of options provided.

Based on the nurse's assessment findings, the client is at risk for complications as a result of her cellulitis and wound, especially _____ 1 _____ and _____ 2 _____.

Assessment findings for which the nurse would monitor include _____ 2 _____ and _____ 2 _____.

Options for 1	Options for 2
Neurovascular compromise	Increased temperature
Myocardial infarction	Chest pain
Diabetic ketoacidosis	Dyspnea
Sepsis	Left arm tingling and numbness
Hyperkalemia	Leukocytosis
Anemia	Diminished left radial pulse

Thinking Exercise 12A-2

A 57-year-old female client is admitted to the hospital with a left upper arm open wound infection (methicillin-resistant *Staphylococcus aureus* [MRSA]) and cellulitis. Use an X to indicate whether the nursing actions listed below are indicated (appropriate or necessary), contraindicated (could be harmful), or Non-Essential (make no difference or are not necessary) for the client's care at this time.

Nursing Action	Indicated	Contraindicated	Non-Essential
Place the client on Contact Precautions.			
Apply cold compresses on her left upper arm.			
Elevate the client's left arm on a pillow.			
Take a wound culture every shift to determine if the infection is improving.			
Institute IV access for the client to receive fluids and antibiotic therapy.			
Administer subcutaneous sodium heparin every 12 hours.			



CONTACT your [Elsevier Education Solutions Consultant](#) today to discuss how Elsevier can provide expert guidance for every step of NGN!