

ACHNE INNOVATIVE TEACHING STRATEGY SUBMISSION FORM

Directions for Submitters:

Thank you for submitting an innovative teaching strategy (ITS) for possible publication on the Member's Only section of the ACHNE website. The following provides directions for completing the ITS submission form.

Submitting the Strategy:

Save your ITS File(s) (Word document) using the following format:

Strategy Title Date (e.g., Virtual Poverty Simulation Strategy June 17, 2014)

Submit the completed ITS submission to: Joy Hoffman, DNP, RN, PHNA-BC at joy.hoffman@gmail.com, Editor ACHNE Innovative Teaching Strategies Website.

Peer Review Process:

Once an ITS is received by the editor, personally identifying information is removed from the submission prior to sending to the ITS review team for blind peer review. All feedback received from the reviewers is summarized and sent to the ITS author for consideration and revision of the ITS as appropriate. Depending on the extent of the revisions, the ITS may undergo a second review or be submitted for publication by the ITS Editor. (See ITS Review tool at the end of this document)

Following approval, the strategy is posted on the ACHNE website Members-only section.

SUBMISSION FORM

Directions:

Provide the following information for your Innovative Teaching Strategy. The Appendix located following the ITS content will assist you to complete items 3 through 7.

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Be succinct in describing your strategy. Use of bulleted points is encouraged.

1. Title of Teaching Strategy: Integrating Next Generation NCLEX items into a Home Health Case Study
2. Date of Submission: August 15, 2023
3. Topical Area:
 - a. Community-based Care: Practice Settings: Home Health Care Nursing & Hospice Nursing
4. Public Health Nursing competencies and standards: PHN competencies are inter-related, therefore more than one competency may be addressed by the ITS. Select the appropriate competencies and standards from the lists provided.
 - a. **ACHNE Public Health Nursing Core Knowledge and Basic Competencies** (Callen, Block, Joyce, Lutz, Schott, & Smith, 2009)
 - i. Health promotion and risk reduction
 - ii. Illness and disease management
 - b. **ANA PHN Scope and Standards of Practice (2013) *Standards of Practice:***
 - i. Assessment
 - ii. Population and Diagnosis
 - iii. Outcomes Identification
 - iv. Planning
 - v. Implementation
 1. Coordination of Care
 2. Health Teaching and Health Promotion
 - c. ***Standards of Professional Performance for PHN:***
 - i. Ethics
 - ii. Communication
 - iii. Resource Utilization
 - iv. Advocacy
 - d. **QUAD Council Competencies for Public Health Nurses (APRIL 2018)**
 - i. Communication Skills
 - ii. Community Dimensions of Practice Skills
5. Learner Level(s): Select all that apply (see Appendix)
 - a. Undergraduate (pre-licensure)
 - b. Graduate students (pre-licensure)
6. Learner Setting(s): Select all that apply (see Appendix)

- a. Online or web-based modules
 - b. Classroom
7. Strategy Type: Select all that apply (see Appendix)
 - a. Individual Lesson Plan
 - b. Case study
 - c. Problem-based learning Activity
 - d. Test/evaluation/assessment strategy
8. Learning Goals/Objectives: Written as SMART objectives (Specific, Measurable, Action oriented, Realistic/Relevant, Time-based). Reflects Bloom's Taxonomy- Action Verbs written at application, analysis, synthesis, and evaluation levels.
- Overall Goal: The overall goal of this assignment is to expose students to Next Generation NCLEX (NGN) items through a home health case study in a pre-licensure community/public health nursing class.
 - Student learning objectives for the activity
 - At the end of the assignment students will:
 - distinguish activities within nursing scope of practice within a home health scenario as evidenced by correctly answering related NGN items (Question 1 and 3).
 - differentiate between multiple nursing diagnoses within a home health scenario as evidenced by correctly answering related NGN items (Question 2).
 - identify an appropriate framework that would be useful in a familial situation within a home health scenario as evidenced by correctly answering related NGN items (Question 4).
9. Estimated time for the activity: This activity took 30 minutes of class time. After completing this activity, 30 minutes was a reasonable amount of time to complete this activity. Depending on the amount of discussion or student level of familiarity with NGN items, some faculty may want to set aside additional time based on learner needs.
10. Strategy Overview: In a pre-licensure public health nursing course, faculty adapted an established, unfolding home hospice case study to include the following types of NGN items: drop-down table, drag-and-drop cloze, and highlight. This process took the faculty two hours: one to develop the NGN items and one to build the items into the learning management system (LMS).
 - a. Detailed Strategy Directions: During a synchronous online class, students work through the case study independently for 15 minutes, answering the NGN items in the LMS, followed by a live faculty-facilitated review and discussion about the case study and NGN items. This learning activity is versatile and could be adapted and be offered in other settings, such as a live, in-person class session or

an asynchronous course. Faculty review and feedback for this activity can be provided live, either in-person or remotely, or can be provided in a written or recorded format.

- b. Strategy Materials/Resources: Materials needed to implement the strategy (e.g., PowerPoint files, computer lab, index cards, large paper, videos, etc.)
 - i. Case study with NGN items (see attached file)
 - ii. Online LMS (e.g. - Canvas, Blackboard)
 - iii. Resources or reading materials to prepare students on home health, family health and/or hospice nursing. For the course in this exemplar, these readings are included in the course textbook.
- c. Website Links: If the course textbook or materials do not cover these topics, there are free resources available that faculty can use. The NGN item questions can be adapted to match the theoretical frameworks related to these areas of nursing covered in a particular course.
 - i. [Practice Models for Nursing Practice with Families - International Family Nursing Association](#)
 - ii. [Family Nursing - Nursing Theory \(nursing-theory.org\)](#)
 - iii. [Home Health Nursing - visiting nurse - Nursing Theory \(nursing-theory.org\)](#)
- d. Methods for evaluating student learning: Student learning was evaluated through 4 NGN items within the case study delivered via the university LMS. This course is situated within a pre-licensure program that is beginning to integrate NGN item questions into courses in different ways, but that students in this cohort (spring 2023) were just beginning to see and learn more about NGN items. The attached “Case Study to NGN” document contains the NGN items used within the case study to evaluate student learning. Following a debrief of the activity, students were asked to complete a post-survey to evaluate if completing this non-graded activity helped them feel better prepared to answer NGN items. Faculty recommend considering a pre- and post-test design for this activity to gauge student learning and comfort with answering NGN items.
 - Survey questions
 - Have you seen Next Generation NCLEX (NGN) type questions in your other classes?
 - Yes
 - No
 - Unsure
 - How did answering Next Generation NCLEX (NGN) type questions in a low-stakes situation make you feel about answering NGN type questions in the future? 1 – nothing/not more prepared to 5 - better prepared.
 - 1
 - 2

- 3
- 4
- 5

11. Comment on overall success of this teaching strategy: With the recent adoption of Next Generation NCLEX (NGN), pre-licensure nursing faculty may feel uncertain about how to best prepare students for success on the licensure exam. One strategy faculty may consider is the adaptation of current course materials to incorporate NGN item types. This activity allowed students to practice answering various NGN item types in a low-stakes environment. During implementation in spring 2023, the majority of students said they had not previously seen NGN items but found this activity to be helpful in feeling better prepared to answer NGN items. Faculty were able to use established materials as the basis for this activity, which made implementation feasible within the demands of current workload and course requirements. Faculty were able to develop NGN items in the LMS prior to utilizing them in graded assignments. Adapting existing learning materials is a streamlined approach to integrating NGN items into nursing curriculum.

12. Additional References:

Elsevier. (n.d.) New item types overview. <https://evolve.elsevier.com/education/next-generation-nclex/ngn-item-types/>

National Council of State Boards of Nursing. (2023). Next Generation NCLEX (NGN) frequently asked questions. <https://www.nclex.com/faqs.page#9>

Singleton, S., & Hasan, M. (2015). *Level of care transitions: Routine to general inpatient (GIP) care and back [PDF document]*. The Carolinas Center for Hospice and End of Life Care. Cary, NC.