

Abstract

Students were struggling to conduct meaningful and thorough focused reviews after taking the ATI Practice Assessments and ATI Proctored Assessments. To address knowledge gaps students were taught how to use "3 Critical Points" Remediation thus helping improve student readiness to improve their understanding of key concepts thus meaningfully impacting their performance scores with ATI assessments and on NCLEX!

Introduction

To improve student readiness, academic performance, and for the purpose of conducting meaningful and thorough focused reviews to address knowledge gaps the use of "3 Critical Points" Remediation was initiated at one campus at West Coast University for 2 years. It was implemented with all students beginning with their Fundamentals course throughout the Nine terms and post graduation to help students conduct meaningful remediation. This process helped set the foundation for students to gain a thorough understanding of these key concepts which helped them to perform well on their practice and proctored assessments. Post grads did retrospective remediation which helped them feel more confident in their knowledge when it came to testing for their NCLEX as this process helped them remediate their knowledge gaps. This implementation at one campus after 2 years has been fully adopted by all campuses beginning October 2022.

Methods and Materials

Initial implementation using "3 Critical Points" Remediation as best practice was implemented in May 2020, during coaching 1:1 session with students. Noticing significant improvement in student performance by about 20%, a PowerPoint presentation was developed, training initiated for Nursing Academic Specialists, Nursing Faculty and student workshops. A Remediation Document tool was developed as follows: Identify the 3 critical (Most Important) points for **every NCLEX Client Need Category below 76%**. *How do the 3 critical points help you understand the 6 Cognitive Functions? Recognize Cues (Assessment)* - Filter information from different sources (such as Signs and Symptoms, health history, environment). **Analyze Cues (Analysis)** - Link recognized cues to a client's clinical presentation and establishing probable client needs, concerns, or problems. **Prioritize Hypotheses (Analysis)** - Establish priorities of care based on the client's health problems (i.e. environmental factors, risk assessment, urgency, signs/ symptoms, diagnostic test, lab values, etc.). **Generate Solutions (Planning)** - Identify expected outcomes and related nursing interventions to ensure clients' needs are met. **Take Actions (Implementation)** - Implement appropriate interventions based on nursing knowledge, priorities of care, and planned outcomes to promote, maintain, or restore a client's health. **Evaluate Outcomes (Evaluation)** - Evaluate a client's response to nursing interventions and reach a nursing judgment regarding the extent to which outcomes have been met.

Results

Use of "3 Critical Points" Remediation has been implemented for 2 years with noted improvements in student readiness, academic performance with ATI Assessments and NCLEX Success. The use of "3 Critical Points" Remediation is being implemented across all 5 campuses and across all courses for the BSN & LVN Core Nursing Program. Average increase of 20% with some variability, although NCLEX Scores for a very large California Campus has ranged from 86-90% per quarter with 90% average NCLEX Scores for the past 3 years.

Participant Quotes. Past Graduate shares - I wish the "3 critical concepts process" was introduced to me during my Fundamental Term. I found it extremely helpful. Unfortunately, I did not use it during N493 the first time. When I repeated N493, I used the "3 critical concepts process".

I found that certain concepts that I missed during funds appeared in later terms. Honestly, I used to complete a focused review just to complete it as opposed to genuinely grasping the concepts that I had missed. By doing the "3 critical concepts process", I slowed down and took my time to understand the concepts that I missed. For example, if I missed a concept about cane use, I would type 3 main concepts about the concept as opposed to an entire focused review template. I love that the "3 critical concepts process" is very straight forward. With that being said, the "3 critical concepts process" that was introduced to me was very beneficial.

I would highly recommend students to take the time to do this process!! I know that doing focused reviews is not fun and the work can be tedious, however, when you do the work, and you fully understand the missed concept you are more confident in answering questions regarding those topics. Hard work pays off.

One thing I wish I knew when I first began nursing school is that.. if you keep seeing yourself continue to get the same concept wrong, take the time to go back and learn it because you will most likely see the concept again 😊

Discussion

Ongoing improvements have been made to the 3 Critical Points Remediation Process. The development of a Remediation tool included the 8 Major NCLEX Categories and the 6 Cognitive Functions for NGN.

Conclusions

. The use of "3 Critical Points" Remediation has been effective for 2 years at one campus in demonstrating improvement with students' academic performance as they persist from course to course. As a requirement starting October 2022 students will use "3 Critical Points" Remediation for submission to faculty after taking their ATI Practice Assessments and ATI Proctored Assessment for all courses across all campuses. A documentation tool was developed to help students complete their focused reviews.

Future Directions

A "3 Critical Points" Remediation Document was developed for use across all campuses for all courses to help students conducting meaningful and thorough focused reviews. Initially, the Remediation Document required students to complete focused reviews on topics when they scored below 76%, future recommendations include all topics and the title is revised to 3 Critical Concepts to address all topics for identified gaps to be addressed.

