

Assessing the Impact of Change in Nurse Licensing in Canada from CRNE to NCLEX-RN

Background

Retention to the profession and recruitment into nursing are key issues for leaders and policy makers who are engaged in nursing health human resource planning and management in Canada. Recently, nursing regulatory bodies in Canada announced a new partnership agreement for the Canadian registered nurse licensure entry exam, moving the exam away from Canada to one offered by the US National Council of State Boards of Nursing effective January 2015. This research study addresses the need to understand the impact of the change in the nurse licensing process from the CRNE to the NCLEX-RN. The goal is to identify any education/ knowledge gaps that may exist for Canadian nursing students, determine how best to address these to ensure our graduates are prepared for success on the exam, and explore changes in nurse mobility that may emerge and potentially impact nurse retention in Canada.

Study Purposes

To identify what preparation strategies were employed by individual schools of nursing and/or individual nursing students across Canada to prepare for the NCLEX-RN exam.

To identify if any gaps exist in the knowledge/preparedness of graduates of Canadian nursing schools for the NCLEX-RN licensing exam.

To determine if relationships exist between the results on the NCLEX-RN exam and individual exam preparation strategies employed by different Canadian nursing schools.

To identify and compare the pass/fail rates for applicants from different schools of nursing across Canada who take the NCLEX-RN exam beginning in January 2015 with those of exam takers at those schools in the past who took the previous Canadian nurse licensing exam (CRNE).

Research Study Team



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<http://mcgillishallresearch.fluidsurveys.com/surveys/mcgillishallresearch/canadian-nclex-study-survey>

Methods

A mixed method design is being utilized to address the objectives of this study including interviews and/or surveys with students/newly graduated Canadian nurses from across Canada to gain an understanding of their perceptions of preparing for and taking the NCLEX-RN exam. In addition, interviews will be conducted with Deans and/or directors of faculties/schools of nursing across Canada to determine strategies employed by nursing educational institutions to prepare Canadian students for success in the new NCLEX-RN exam, and to obtain comparative data on pass/fail rates on the CRNE and NCLEX-RN. The study has received research ethics approval from the Health Sciences Research Ethics Board (REB) at the University of Toronto.

Study Significance

This research examines the experiences of Canadian student nursing graduates and Deans and/or directors of faculties/schools of nursing across Canada on the NCLEX-RN exam, identifies strategies related to student success that may help to prepare students for the NCLEX-RN exam in the future, and compare pass/fail rates on the CRNE and NCLEX-RN exams. The study results will address an important gap in the field aimed at understanding and acting on any needs in the preparation of Canadian nursing student graduates that may contribute to their success on the NCLEX-RN exam, and thus their entrance into the Canadian nursing workforce.