

MULTIPLE CHOICE

1. The nurse is educating a nursing student about nursing history. The nurse teaches the nursing student that throughout ancient history, nursing care was provided by family members and
- A. Nurses.
 - B. Physicians.
 - C. Male priests.
 - D. Female priests.

ANS: C

	Feedback
A	Through ancient history, nursing care was provided by family members and male priests.
B	Through ancient history, nursing care was provided by family members and male priests.
C	Through ancient history, nursing care was provided by family members and male priests. Chapter Objective: Trace the providers of nursing care from ancient history until the mid-1800s.
D	Through ancient history, nursing care was provided by family members and male priests.

PTS: 1 REF: Chapter: 1 | Page: 4 OBJ: Chapter Objective: 1-2
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

2. The nurse teaches a student nurse about the history of nursing. The nurse informs the student nurse that in 1836, the first school of nursing was established in Kaiserworth, Germany by
- A. Jean Watson.
 - B. Clara Barton.
 - C. Theodore Fliedner.
 - D. Florence Nightingale.

ANS: C

	Feedback
A	Jean Watson developed a theory based on caring in 1979.
B	Clara Barton cared for soldiers during the U.S. Civil War and was the first president of the Red Cross Association, now the American Red Cross.
C	In 1836, the first school of nursing was established in Kaiserworth, Germany, by Pastor Theodore Fliedner. Many women, including Florence Nightingale, were educated at this school. Chapter Objective: Trace the providers of nursing care from ancient history until the mid-1800s. Chapter Objective: Summarize the development of modern nursing.
D	Florence Nightingale attended the Kaiserworth School in Germany in 1851.

PTS: 1 REF: Chapter: 1 | Page: 4 OBJ: Chapter Objectives: 1-2| Chapter Objectives: 1-3
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

3. The nurse educates the student nurse that in 1897, the Nurses Associated Alumnae of the United States was formed in an effort to
- A. Set standards and rules in nursing education.
 - B. Keep nurses aware of the newest medical information.
 - C. Oversee training to protect patients from incompetent nurses.
 - D. Keep nurses updated on the newest information about nursing education.

ANS: C

	Feedback
A	The American Society of Superintendents of Training Schools for Nurses, which later became the National League for Nursing Education, was established to set standards and rules in nursing education and continues in that function today.
B	The <i>American Journal of Nursing</i> was published to keep nurses aware of the newest medical information and newest information about nursing education.
C	In 1897, in Baltimore, Maryland, the Nurses Associated Alumnae of the United States was formed in an effort to oversee training to protect patients from incompetent nurses. Chapter Objective: Summarize the development of modern nursing. Chapter Objective: Describe the history of nursing, both at the LPN/LVN level and the RN level.
D	The <i>American Journal of Nursing</i> was published to keep nurses aware of the newest medical information and newest information about nursing education.

PTS: 1 REF: Chapter: 1 | Page: 4
OBJ: Chapter Objectives: 1-3| Chapter Objectives: 1-4
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

4. A nursing instructor is a member of the National League for Nursing. The purpose of this professional organization is to
- A. Set standards and rules in nursing education.
 - B. Keep nurses aware of the newest medical information.
 - C. Oversee training to protect patients from incompetent nurses.
 - D. Keep nurses updated on the newest information about nursing education.

ANS: A

	Feedback
A	The American Society of Superintendents of Training Schools for Nurses, which later became the National League for Nursing Education, was established to set standards and rules in nursing education and continues in that function today. Chapter Objective: Describe the history of nursing, both at the LPN/LVN level and the RN level.
B	The <i>American Journal of Nursing</i> was published to keep nurses aware of the newest medical information and newest information about nursing education.
C	In 1897, in Baltimore, Maryland, the Nurses Associated Alumnae of the United States was formed in an effort to oversee training to protect patients from incompetent nurses.
D	The <i>American Journal of Nursing</i> was published to keep nurses aware of the newest medical information and newest information about nursing education.

PTS: 1 REF: Chapter: 1 | Page: 5 OBJ: Chapter Objective: 1-4
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

5. The nursing instructor teaches a group of nursing students that all states required practical nurses to be licensed in the year
- A. 1940.
 - B. 1945.
 - C. 1950.
 - D. 1955.

ANS: D

	Feedback
A	It was not until 1955 that all states required practical nurses to be licensed.
B	It was not until 1955 that all states required practical nurses to be licensed.
C	It was not until 1955 that all states required practical nurses to be licensed.
D	It was not until 1955 that all states required practical nurses to be licensed. Chapter Objective: Describe the history of nursing, both at the LPN/LVN level and at the RN level.

PTS: 1 REF: Chapter: 1 | Page: 6 OBJ: Chapter Objective: 1-4
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Comprehension

6. The nursing instructor teaches a class of student nurses that the title Licensed Practical Nurse, or LPN, is used in all states except California and
- A. Texas.
 - B. Maine.
 - C. Alaska.
 - D. Arizona.

ANS: A

	Feedback
A	The title Licensed Practical Nurse, or LPN, is used in all states except California and Texas. Those states use the title Licensed Vocational Nurse, or LVN. Chapter Objective: Define key terms associated with nursing practice. Chapter Objective: Describe the history of nursing, both at the LPN/LVN level and at the RN level
B	The title Licensed Practical Nurse, or LPN, is used in all states except California and Texas. Those states use the title Licensed Vocational Nurse, or LVN.
C	The title Licensed Practical Nurse, or LPN, is used in all states except California and Texas. Those states use the title Licensed Vocational Nurse, or LVN.
D	The title Licensed Practical Nurse, or LPN, is used in all states except California and Texas. Those states use the title Licensed Vocational Nurse, or LVN.

PTS: 1 REF: Chapter: 1 | Page: 6
OBJ: Chapter Objectives: 1-1| Chapter Objectives: 1-3
KEY: Content Area: Licensing | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Comprehension

7. The student nurse recognizes that the National Council Licensure Examination for practical nursing is
- A. Taken in order to practice as a nurse.
 - B. Given as an entrance exam for nursing school.
 - C. Individualized based on where an examinee resides.
 - D. Taken in order to practice as a certified nursing assistant (CNA).

ANS: A

	Feedback
A	When students finish their educational program, they will take the NCLEX-PN test to become licensed. Those letters stand for the National Council Licensure Examination for practical nursing. Chapter Objective: Define key terms associated with nursing practice. Chapter Objective: Differentiate four pathways for entering nursing education.
B	When students finish their educational program, they will take the NCLEX-PN test to become licensed. Those letters stand for the National Council Licensure Examination for practical nursing.
C	The NCLEX-PN exam is standardized in all 50 states.
D	When students finish their educational program, they will take the NCLEX-PN test to become licensed. Those letters stand for the National Council Licensure Examination for practical nursing.

PTS: 1 REF: Chapter: 1 | Page: 6
OBJ: Chapter Objectives: 1-1| Chapter Objectives: 1-5
KEY: Content Area: Licensing | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

8. The nurse recruiter interviews new graduate nurses for a staff nurse position. The nurse recruiter is seeking a graduate nurse who has been educated more extensively on management and leadership. The graduate nurse who most likely fits this description is the
- A. Diploma nurse.
 - B. Associate degree nurse.
 - C. Licensed vocational nurse.
 - D. Baccalaureate degree nurse.

ANS: D

	Feedback
A	Diploma program nurses are educated in hospital-based nursing education programs, of which few remain.
B	The associate degree nurse (ADN) is an entry educational level for registered nurses.
C	The licensed practical or vocational nurse (LPN/LVN) is the most basic of all of the entry-level options for nurses.
D	The focus of the nursing education of a baccalaureate degree nurse (BSN) puts more emphasis on management and leadership than do the ADN and diploma programs. Chapter Objective: Define key terms associated with nursing practice. Chapter Objective: Differentiate four pathways for entering nursing education.

PTS: 1 REF: Chapter: 1 | Page: 7
OBJ: Chapter Objectives: 1-1| Chapter Objectives: 1-5
KEY: Content Area: Nurse Training | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

9. A nursing instructor is educating a group of student nurses about the Nurse Practice Act. The nursing instructor teaches that
- A. The Nurse Practice Act clarifies who can supervise a physician.
 - B. The Nurse Practice Act is the law that governs the actions of nurses.
 - C. The Nurse Practice Act is determined by the National League of Nursing.
 - D. The Nurse Practice Act specifies the tasks of the unlicensed assistive personnel.

ANS: B

	Feedback
A	In every state, a Nurse Practice Act, or the law governing nurses’ actions, exists. This law is written to specifically address each level of nursing. In every state, licensed practical or vocational nurses are required by law to practice under the supervision of a registered nurse or physician, and registered nurses are required to practice under the supervision of a physician.
B	In every state, a Nurse Practice Act, or the law governing nurses’ actions, exists. Chapter Objective: Define key terms associated with nursing practice.
C	The Board of Nursing in each state determines and enforces the contents of the Nurse Practice Act.
D	In every state, a Nurse Practice Act, or the law governing nurses’ actions, exists. The Nurse Practice Act governs the actions of the nurses, not the unlicensed assistive personnel.

PTS: 1 REF: Chapter: 1 | Page: 7 OBJ: Chapter Objective: 1-1
KEY: Content Area: Leadership/Management | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Analysis

10. The nurse educates a nursing student about the Nurse Practice Act. The nursing student demonstrates understanding when stating,
- A. “The Nurse Practice Act is the same in every state.”
 - B. “The Nurse Practice Act does not specify who can supervise a nurse.”
 - C. “The Nurse Practice Act is determined by the American Nurses Association.”
 - D. “The Nurse Practice Act establishes the scope of practice for each level of nurse.”

ANS: D

	Feedback
A	In every state, a Nurse Practice Act, or the law governing nurses’ actions, exists.
B	In every state, licensed practical or vocational nurses are required by law to practice under the supervision of a registered nurse or physician, and registered nurses are required to practice under the supervision of a physician.
C	The Board of Nursing in each state determines and enforces the contents of the Nurse Practice Act.
D	The Nurse Practice Act in each state establishes the scope of practice for each level of nurse, based on educational preparation. Chapter Objective: Define key terms associated with nursing practice. Chapter Objective: Define scope of practice.

PTS: 1 REF: Chapter: 1 | Page: 7
OBJ: Chapter Objectives: 1-1| Chapter Objectives: 1-7
KEY: Content Area: Leadership/Management | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Analysis

11. While caring for a patient, the nurse performs a nursing action that is not within her scope of practice. The nurse has violated the
- A. Ethics Committee.
 - B. Nurse Practice Act.
 - C. State Department of Health.
 - D. National League for Nursing.

ANS: B

	Feedback
A	All nurses are responsible for knowing their own scope of practice, which are limitations and allowances of what they can do as nurses. In every state, a Nurse Practice Act, or the law governing nurses’ actions, exists.
B	All nurses are responsible for knowing their own scope of practice, which are limitations and allowances of what they can do as nurses. In every state, a Nurse Practice Act, or the law governing nurses’ actions, exists. Chapter Objective: Define key terms associated with nursing practice. Chapter Objective: Define scope of practice.
C	All nurses are responsible for knowing their own scope of practice, which are limitations and allowances of what they can do as nurses. In every state, a Nurse Practice Act, or the law governing nurses’ actions, exists.
D	The National League for Nursing Education was established to set standards and rules in nursing education and continues in that function today.

PTS: 1 REF: Chapter: 1 | Page: 7
OBJ: Chapter Objectives: 1-1| Chapter Objectives: 1-7
KEY: Content Area: Nurse Practice Act | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

12. A nurse administers the wrong medication to a patient. The nurse has violated the Nurse Practice Act which is enforced by the
- A. State Board of Nursing.
 - B. County Health Department.
 - C. State Department of Health.
 - D. National League for Nursing.

ANS: A

	Feedback
A	The Board of Nursing in each state determines and enforces the contents of the Nurse Practice Act. Chapter Objective: Define key terms associated with nursing practice.
B	The Board of Nursing in each state determines and enforces the contents of the Nurse Practice Act.
C	The Board of Nursing in each state determines and enforces the contents of the Nurse Practice Act.
D	The Board of Nursing in each state determines and enforces the contents of the Nurse Practice Act.

PTS: 1 REF: Chapter: 1 | Page: 7 OBJ: Chapter Objective: 1-1
KEY: Content Area: Nurse Practice Act | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

13. The nurse is caring for a resident in a long-term setting. The nurse best demonstrates a caring approach when
- A. Performing all activities of daily living for the resident.
 - B. Asking the resident’s spouse to bring a family picture for the resident’s room.
 - C. Answering the resident’s questions quickly without allowing time for clarification.
 - D. Encouraging the resident’s spouse to decide which activities the resident should do.

ANS: B

	Feedback
A	When working in a long-term setting, the nurse should encourage residents to participate in their care.
B	In the long-term setting, care is delivered in a more home-like environment that is less institutional than a hospital. Residents are surrounded by familiar items from home (such as a family picture). Chapter Objective: Describe four characteristics of nurses.
C	Because confusion and agitation can be a problem for some residents, it is essential to use an easy, calming approach when providing care.
D	When working in a long-term setting, the nurse should encourage residents to participate in decision making when possible.

PTS: 1 REF: Chapter: 1 | Page: 8 OBJ: Chapter Objective: 1-8
KEY: Content Area: Health Promotion and Maintenance | Integrated Process: Nursing Process/Implementation | Client Need: Psychosocial Integrity | Cognitive Level: Analysis

14. The nurse is caring for five patients on a psychiatric unit. The nurse best demonstrates a caring approach when
- A. Providing identical care to each patient.
 - B. Individualizing care provided to each patient.
 - C. Viewing the patients in terms of a cellular disorder.
 - D. Viewing the patients as mentally ill and needing a cure.

ANS: B

	Feedback
A	A caring nurse does not treat patients in a “one approach fits all” manner, but individualizes care for each patient.
B	A caring nurse does not treat patients in a “one approach fits all” manner, but individualizes care for each patient. Chapter Objective: Describe four characteristics of nurses.
C	A caring nurse does not see a patient in terms of a cellular disorder.
D	A caring nurse does not see a patient in terms of an illness to be cured. Instead, a caring nurse sees patients as people who have needs for touch and understanding as much as they have needs for IV fluids and antibiotics.

PTS: 1 REF: Chapter: 1 | Page: 8 OBJ: Chapter Objective: 1-8
KEY: Content Area: Caring | Integrated Process: Nursing Process/Implementation | Client Need: Psychosocial Integrity | Cognitive Level: Analysis

15. The nurse is educating a student nurse about the responsibilities of a student nurse. The nurse recognizes that additional teaching is needed when the student nurse states,
- A. “I will check lab results on my patients often.”
 - B. “I am responsible for noting abnormal assessment findings.”
 - C. “I will frequently check the patient’s chart for diagnostic test results.”
 - D. “It is not within my scope of practice to notify someone of abnormal findings.”

ANS: D

	Feedback
A	It is the responsibility of the student nurse to check lab and diagnostic tests often, to note any abnormal findings, and to notify the appropriate health care professionals of significant abnormal findings.
B	It is the responsibility of the student nurse to check lab and diagnostic tests often, to note any abnormal findings, and to notify the appropriate health care professionals of significant abnormal findings.
C	It is the responsibility of the student nurse to check lab and diagnostic tests often, to note any abnormal findings, and to notify the appropriate health care professionals of significant abnormal findings.
D	It is the responsibility of the student nurse to check lab and diagnostic tests often, to note any abnormal findings, and to notify the appropriate health care professionals of significant abnormal findings. Chapter Objective: Describe four characteristics of nurses.

PTS: 1 REF: Chapter: 1 | Page: 9 OBJ: Chapter Objective: 1-8
KEY: Content Area: Scope of Practice | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Analysis

16. The nursing instructor teaches a student nurse about the importance of joining a professional organization. The nursing instructor recognizes that further instruction is necessary when the student nurse states,
- A. “Professional organizations allow me to have a collective voice.”
 - B. “Professional organizations limit my ability to influence laws and policies.”
 - C. “Professional behavior is demonstrated by joining a professional organization.”
 - D. “By joining a professional organization, I will have opportunities for leadership.”

ANS: B

	Feedback
A	Professional organizations give a collective voice that will be heard by those who enact laws and establish policy for health care.
B	Professional organizations give a collective voice that will be heard by those who enact laws and establish policy for health care. Chapter Objective: Discuss the purposes of professional organizations you can join as a nursing student.
C	An aspect of professional behavior is participation in professional organizations, both as a student and as a nurse.
D	Professional organizations provide opportunities for leadership in nursing.

PTS: 1 REF: Chapter: 1 | Page: 10 OBJ: Chapter Objective: 1-10
KEY: Content Area: Professional Organizations | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Analysis

17. The nursing instructor educates a class of nursing students about Florence Nightingale. The nursing instructor teaches that Florence Nightingale was
- A. The founder of contemporary nurse’s notes.
 - B. A provider of nursing care during the Crimean War.
 - C. The first president of what is known today as the American Red Cross.
 - D. Known as the “Angel of the Battlefield” during the United States Civil War.

ANS: B

	Feedback
A	Linda Richards’ system of noting information about her patients at Bellevue Hospital in New York became the foundation for modern nurses’ notes.
B	Florence Nightingale is famous for her work giving nursing care during the Crimean War. Chapter Objective: Trace the providers of nursing care from ancient history until the mid-1800s.
C	Clara Barton was the first president of the Red Cross Association, now the American Red Cross.
D	Clara Barton was known as the “Angel of the Battlefield” during the U.S. Civil War; she cared for soldiers both from the North and the South.

PTS: 1 REF: Chapter: 1 | Page: 5 OBJ: Chapter Objective: 1-2
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

18. A student nurse is learning about nursing history. The student nurse recognizes that Lillian Wald is best described as
- A. Instrumental in providing nursing care during the Crimean War.
 - B. The first visiting nurse, who opened the Henry Street Settlement.
 - C. Instrumental in establishing a 3-year training program for nurses.
 - D. The first president of what is known today as the American Red Cross.

ANS: B

	Feedback
A	Florence Nightingale is famous for her work giving nursing care during the Crimean War.
B	Lillian Wald is known as the first visiting nurse, opening the Henry Street Settlement to provide health care to the poor. Chapter Objective: Summarize the development of modern nursing.
C	Isabel Hampton Robb was an activist for nursing labor reform in the late 1800s. She helped usher in 12-hour shifts with meal breaks for nurses, when 24 hours had been standard. She also was instrumental in establishing a 3-year training program for nurses and worked for licensure exams and nursing registration.
D	Clara Barton was the first president of the Red Cross Association, now the American Red Cross.

PTS: 1 REF: Chapter: 1 | Page: 5 OBJ: Chapter Objective: 1-3
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

19. A student nurse is learning about women who molded nursing history. The student nurse recognizes that Mary Mahoney is best described as
- A. The first visiting nurse who opened the Henry Street Settlement.
 - B. The first president of the National Association for Colored Graduate Nurses.
 - C. An activist for nursing labor reform who advocated for meal breaks for nurses.
 - D. An activist for better mental health care and the establishment of psychiatric hospitals.

ANS: B

	Feedback
A	Lillian Wald is known as the first visiting nurse, opening the Henry Street Settlement to provide health care to the poor.
B	Mary Mahoney was the first African American nurse in the United States. She worked tirelessly to improve acceptance for African Americans in nursing. She established an association for this purpose, the National Association for Colored Graduate Nurses, and served as its first president. Chapter Objective: Summarize the development of modern nursing.
C	Isabel Hampton Robb was an activist for nursing labor reform in the late 1800s. She helped usher in 12-hour shifts with meal breaks for nurses, when 24 hours had been standard. She also was instrumental in establishing a 3-year training program for nurses and worked for licensure exams and nursing registration.
D	Dorothea Dix was an activist for better mental health care and the establishment of psychiatric hospitals.

PTS: 1 REF: Chapter: 1 | Page: 5 OBJ: Chapter Objective: 1-3
KEY: Content Area: Nursing History | Integrated Process: Teaching and Learning | Client Need: Safe and Effective Care Environment | Cognitive Level: Application

20. The nurse works in a hospital that provides care based on the nursing theory of Martha Rogers. The nurse recognizes that this theory is based on the goal of
- A. Assisting clients to attain total self-care.
 - B. Providing nursing care that is culturally diverse.
 - C. Maintaining an environment free of negative energy.
 - D. Recognizing one’s pattern of interacting with the environment.

ANS: C

	Feedback
A	Dorothea Orem’s self-care deficit nursing theory explains what nursing care is required when people are not able to care for themselves. The goal is to help the client attain total self-care.
B	Madeleine M. Leininger’s nursing theory focuses on cultural care diversity and universality theory.
C	Martha Rogers’ nursing theory focuses on maintaining an environment free of negative energy. Chapter Objective: Summarize the development of modern nursing.
D	Margaret Newman’s nursing theory of health as expanding consciousness describes nursing intervention as nonintervention, where the nurse’s presence helps patients to recognize their own pattern of interacting with the environment.

PTS: 1 REF: Chapter: 1 | Page: 12 OBJ: Chapter Objective: 1-3
KEY: Content Area: Nursing Theorists | Integrated Process: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analysis

21. A nursing student is learning about the nursing theory of Margaret Newman. The nursing student recognizes that this theory is based on the goal of
- A. Assisting clients to attain total self-care.
 - B. Providing nursing care that is culturally diverse.
 - C. Maintaining an environment free of negative energy.
 - D. Recognizing one’s pattern of interacting with the environment.

ANS: D

	Feedback
A	Dorothea Orem’s self-care deficit nursing theory explains what nursing care is required when people are not able to care for themselves. The goal is to help the client attain total self-care.
B	Madeleine M. Leininger’s nursing theory focuses on cultural care diversity and universality theory.
C	Martha Rogers’ nursing theory focuses on maintaining an environment free of negative energy.
D	Margaret Newman’s nursing theory of health as expanding consciousness describes nursing intervention as nonintervention, where the nurse’s presence helps patients to recognize their own pattern of interacting with the environment. Chapter Objective: Summarize the development of modern nursing.

PTS: 1 REF: Chapter: 1 | Page: 12 OBJ: Chapter Objective: 1-3
KEY: Content Area: Nursing Theorists | Integrated Process: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analysis

22. A nurse works in a facility that promotes assisting clients to attain total self-care. The nurse recognizes this approach as adhering to the ideas of nursing theorist
- A. Martha Rogers.
 - B. Dorothea Orem.
 - C. Virginia Henderson.
 - D. Hildegard E. Peplau.

ANS: B

	Feedback
A	Dorothea Orem’s self-care deficit nursing theory explains what nursing care is required when people are not able to care for themselves. The goal is to help the client attain total self-care.
B	Dorothea Orem’s self-care deficit nursing theory explains what nursing care is required when people are not able to care for themselves. The goal is to help the client attain total self-care. Chapter Objective: Summarize the development of modern nursing.
C	Dorothea Orem’s self-care deficit nursing theory explains what nursing care is required when people are not able to care for themselves. The goal is to help the client attain total self-care.
D	Dorothea Orem’s self-care deficit nursing theory explains what nursing care is required when people are not able to care for themselves. The goal is to help the client attain total self-care.

PTS: 1 REF: Chapter: 1 | Page: 12 OBJ: Chapter Objective: 1-3
KEY: Content Area: Nursing Theorists | Integrated Process: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analysis

23. When caring for a patient, a nurse maintains an environment that is free of negative energy. The nurse is demonstrating care based on nursing theorist
- A. Imogene King.
 - B. Betty Neuman.
 - C. Martha Rogers.
 - D. Sister Callista Roy.

ANS: C

	Feedback
A	Martha Rogers’ nursing theory focuses on maintaining an environment free of negative energy.
B	Martha Rogers’ nursing theory focuses on maintaining an environment free of negative energy.
C	Martha Rogers’ nursing theory focuses on maintaining an environment free of negative energy. Chapter Objective: Summarize the development of modern nursing.
D	Martha Rogers’ nursing theory focuses on maintaining an environment free of negative energy.

PTS: 1 REF: Chapter: 1 | Page: 12 OBJ: Chapter Objective: 1-3
KEY: Content Area: Nursing Theorists | Integrated Process: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analysis

24. A student nurse is learning about nursing theorists. Based on this learning, the student nurse writes a care plan focused on providing culturally diverse care. The student nurse is adopting the approach of nursing theorist
- A. Myra Levine.
 - B. Dorothea Orem.
 - C. Sister Callista Roy.
 - D. Madeleine M. Leininger.

ANS: D

	Feedback
A	Madeleine M. Leininger’s nursing theory focuses on cultural care diversity and universality theory.
B	Madeleine M. Leininger’s nursing theory focuses on cultural care diversity and universality theory.
C	Madeleine M. Leininger’s nursing theory focuses on cultural care diversity and universality theory.
D	Madeleine M. Leininger’s nursing theory focuses on cultural care diversity and universality theory. Chapter Objective: Summarize the development of modern nursing.

PTS: 1 REF: Chapter: 1 | Page: 12 OBJ: Chapter Objective: 1-3
KEY: Content Area: Nursing Theorists | Integrated Process: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analysis

MULTIPLE RESPONSE

1. A nursing instructor teaches about the importance of professional behavior. The instructor provides examples of unprofessional conduct that could lead to having a nursing license revoked or suspended. Examples of unprofessional conduct are (select all that apply):
- A. Consistently showing up for work on time.
 - B. Failure to adhere to the Nurse Practice Act.
 - C. Documenting patient care in a timely manner.
 - D. Diversion of drugs from prescribed patient to personal use.
 - E. Use of drugs or alcohol in a way that could endanger patients.
 - F. Failure to supervise nursing assistants and unlicensed assistive personnel.

ANS: B, D, E, F
Chapter Objective: Discuss consequences of unprofessional conduct.
Feedback: Some examples of unprofessional conduct that could result in the loss of one’s nursing license include use of drugs or alcohol in a way that could endanger patients, diversion of drugs from prescribed patient to personal use, failure to supervise nursing assistants and unlicensed assistive personnel adequately, and failure to adequately care for patients or conform to minimum standards of nursing practice.

PTS: 1 REF: Chapter: 1 | Page: 10 OBJ: Chapter Objective: 1-11
KEY: Content Area: Unprofessional Conduct | Integrated Process: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analysis