

MULTIPLE CHOICE

1. Which individual in a practical/vocational nursing class would be identified as a traditional adult learner?
- One who has been out of school for many years
 - One who has children and grandchildren
 - One who knows the routine of education
 - One who is in his or her early 20s

ANS: D

Traditional adult learners are individuals who come to the educational program directly from high school or another program of study. They are usually in their late teens or early 20s. The learner who has been out of school for many years would be identified as a returning adult learner. The learner who has children and grandchildren might be a returning adult learner or a recycled learner. The learner who knows the routine of education does not provide sufficient information for classification.

DIF: Cognitive Level: Application REF: p. 2 OBJ: 1
TOP: Adult Learner KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

2. A student enrolled in an LPN/LVN program states, “I’m fresh out of high school and living alone for the first time in my life. I’m having to learn how to take care of myself as well as learning to care for my patients.” This statement identifies the student as
- a traditional adult learner.
 - a returning student.
 - a recycled adult learner.
 - someone in need of counseling.

ANS: A

Traditional adult learners are individuals who are in their late teens or early 20s who have come to the practical/vocational program directly from high school or another program of study.

DIF: Cognitive Level: Analysis REF: p. 2 OBJ: 1
TOP: Adult Learner KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

3. A student enrolled in a practical/vocational nursing program informs the class that he has a degree in accounting and has lost the position he held for 15 years. This information identifies the student as a
- discipline-change learner.
 - recycled adult learner
 - traditional learner.
 - reclaimed learner.

ANS: B

The recycled adult learner has been out of school for several years and returns as a result of a life transition, such as loss of a job. This learner shares some of the characteristics of both traditional and returning adult learners. However, this adult learner might have technical school or college experience or an undergraduate or graduate degree in a discipline other than nursing. Discipline-change learner is not a recognized learner classification. The traditional adult learner comes to the nursing program directly from high school or another program of study. The reclaimed learner is not a recognized learner classification.

DIF: Cognitive Level: Application REF: p. 2 OBJ: 1
TOP: Adult Learner KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

4. A nursing student states, “I have taken advantage of informal learning experiences.” Another student asks, “Could you give me an example?” The best example of an informal learning experience is
- caring for a disabled family member.
 - taking a continuing education course.
 - enrolling in an academic program.
 - attending credit classes at the mall.

ANS: A

Informal learning experiences are those that take place outside a formal educational setting. A person who cares for a disabled family member would gain knowledge and skill in providing personal care.

DIF: Cognitive Level: Comprehension REF: pp. 3-4 OBJ: 1
TOP: Informal educational experience KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

5. What strategy can be used by a nursing student to effectively combat a fear of failure?

- a. Experience a large number of positive events
- b. Maintain good physical health
- c. Have adequate money to provide for needs
- d. Create a mental script of positive thoughts

ANS: D

Positive self-talk leads to the expectation that one can and will succeed. A positive mental attitude can be learned by replacing negative thinking with positive thinking.

DIF: Cognitive Level: Comprehension REF: p. 4

OBJ: 3

TOP: Promoting success in the program of study

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

6. An example of a self-talk “script” that promotes success in a practical/vocational nursing program is

- a. “I get sick from smelling bad odors.”
- b. “What if I’m ‘all thumbs’ in practice lab?”
- c. “I don’t think the instructor likes me.”
- d. “I work well with my hands.”

ANS: D

The statement “I work well with my hands” is a positive thought. It focuses on a strength and promotes the expectation that the individual will succeed. All other options are examples of negative thinking that create expectations for problems and failure.

DIF: Cognitive Level: Analysis

REF: p. 4

OBJ: 2

TOP: Hidden dangers

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

7. Select the factor common to ALL types of adult learners that predisposes them to success in a nursing program.

- a. They have few responsibilities at home.
- b. They have the motivation to succeed.
- c. They automatically qualify for financial aid.
- d. They have few daily distractions.

ANS: B

The only statement applicable to all types of adult learners is that the majority are motivated to succeed. The other factors may be applicable to one or two classifications of learners, but not to all three.

DIF: Cognitive Level: Comprehension

REF: p. 3

OBJ: 3

TOP: Factors predisposing to success

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

8. When a class of nursing students discusses their concerns about their program, the concern shared by most learners is generally the fear of

- a. succeeding.
- b. economic problems.
- c. failure.
- d. ridicule.

ANS: C

Some degree of fear of failure is nearly universal and often relates to earlier failures or setbacks the learner has experienced in other educational settings. Few individuals are afraid of succeeding. Uncertainty about economic issues is common among students but is not as universal as fear of failure. Fear of ridicule is rarely a concern; if present, it is usually superseded by fear of failure.

DIF: Cognitive Level: Analysis

REF: p. 4

OBJ: 3

TOP: Hidden dangers

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

9. The First Amendment of the U.S. Constitution guarantees students the right to

- a. graduate from a program.
- b. fail an academic program.
- c. express oneself in class.
- d. have unlimited absences.

ANS: C

The First Amendment provides for freedom of expression as long as what is expressed does not disrupt class or infringe on the rights of peers. The remaining options are topics that are not addressed by this amendment.

DIF: Cognitive Level: Knowledge

REF: p. 6

OBJ: 4

TOP: Learner rights

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

10. Which amendment to the U.S. Constitution protects the learner from being asked to leave an educational program without due process?
- 11th
 - 12th
 - 13th
 - 14th

ANS: D

The Fourteenth Amendment guarantees due process. The learner has the right to defend oneself if charged with a violation of policy or rules.

DIF: Cognitive Level: Knowledge REF: p. 6 OBJ: 4
TOP: Learner rights KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

11. When a nursing student expresses concern about being dismissed unfairly from the program, the most effective peer response would be
- “Better get over being so negative.”
 - “You have rights under the Fourteenth Amendment.”
 - “Watch what you say in class to reduce this possibility.”
 - “Instructors really do have control over what happens.”

ANS: B

The Fourteenth Amendment guarantees due process to the student. The learner has the right to defend oneself if charged with a violation of program policy or rules.

DIF: Cognitive Level: Application REF: p. 6 OBJ: 4
TOP: Learner rights KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

12. A nursing student monopolizes class discussions. Which statement about the situation is most accurate?
- The student is violating the rights of others to participate in class.
 - The student is demonstrating interdependency with the instructor.
 - The student is demonstrating passive learning strategies.
 - The student is at risk for being penalized by the instructor.

ANS: A

The First Amendment provides the right to freedom of speech as long as what is said does not disrupt the class or infringe on the rights of other students. In this case, the student who monopolizes discussion is violating the right of free expression by others in the class.

DIF: Cognitive Level: Analysis REF: p. 6 OBJ: 4
TOP: Learner rights KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

13. Which remark by a student in a nursing program verbalizes a strategy that promotes success in the program?
- “I set goals and work to achieve them.”
 - “I avoid interacting with instructors.”
 - “I spend 2 to 3 hours daily surfing the net.”
 - “I limit my partying to 3 to 4 nights a week.”

ANS: A

Setting goals and working to implement them is a strategy associated with active, self-directed learning and will promote success. The other responses refer to behaviors that are not conducive to success.

DIF: Cognitive Level: Analysis REF: p. 7 OBJ: 5
TOP: Active learning KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

14. Which statement is true regarding the teaching-learning process in practical/vocational nursing?
- If the student fails, the instructor is ultimately at fault.
 - By asking questions, the student interferes with the instructor’s work.
 - The student must adapt his or her personal learning style to the instructor’s methods.
 - The student is responsible for preparing for theory classes and clinical experience.

ANS: D

Advance preparation provides a basis for continued learning in the classroom. It provides the learner the opportunity to ask relevant questions about theory. Preparation prior to clinical experience safeguards patients’ safety.

DIF: Cognitive Level: Analysis REF: p. 9 OBJ: 5
TOP: Learner responsibilities KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

15. A student who wishes to utilize research findings regarding the best way for students to learn will
- stay up late each night and study.
 - actively participate in the learning process.
 - sit passively during each lecture session.
 - cram before each examination.

ANS: B

Studies have shown that people learn best when they are actively involved in their own learning and have an interdependent relationship with the instructor. The remaining options are counterproductive behaviors.

DIF: Cognitive Level: Application REF: p. 7 OBJ: 5
TOP: Learner responsibilities KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

16. When explaining the responsibility of the learner to a group of nursing students, a mentor should emphasize that the learner's first priority is to
- absorb the knowledge taught by the instructor.
 - be self-directed and active in the process of learning.
 - study only what the instructor emphasizes in class.
 - focus on learning 65% of the information that is taught.

ANS: B

Studies have shown that people learn best when they are actively involved in their own learning and have an interdependent relationship with the instructor. Absorbing the knowledge taught by the instructor describes passive learning. Studying only what the instructor emphasizes in class and focusing on learning 65% of the information that is taught are approaches that severely limit learning.

DIF: Cognitive Level: Application REF: p. 7 OBJ: 5
TOP: Active learning KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

17. Which statement best describes an active learning situation?
- The learner practices bed-making.
 - The learner watches a peer make a bed.
 - The learner watches the instructor make a bed.
 - The learner pays attention during lecture.

ANS: A

Active learning requires the learner to gain knowledge and skill by his or her own efforts. A learner who participates takes an active role. The other options describe passive learning situations.

DIF: Cognitive Level: Analysis REF: p. 7 OBJ: 5
TOP: Active learning KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

18. What understanding about the goal of evaluation would be most helpful to a student in a nursing program?
- Evaluation lowers learner self-esteem.
 - Evaluation ridicules student performance.
 - Evaluation identifies behaviors that stand in the way of meeting goals.
 - Evaluation informs the learner of things that annoy the instructor.

ANS: C

Progression toward goal attainment is identified by evaluation. During the process, behaviors that stand in the way of goal attainment are identified, along with strengths of performance. The other options are outcomes that are not goals of the evaluative process.

DIF: Cognitive Level: Analysis REF: p. 7 OBJ: 6
TOP: Role of evaluation KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

19. Which learner is fulfilling an important student responsibility when receiving examination results?
- The student who looks at the test grade and hands the test and answer sheet back
 - The student who argues each wrong answer with the instructor
 - The student who tries to understand mistakes made on the test
 - The student who appears interested in the test results

ANS: C

Tests should be considered learning experiences. Learners should look at tests with the goal of understanding why incorrect answers are wrong, as well as the rationale for correct answers. Looking at the test grade and handing the test and answer sheet back is not optimal learning behavior. Arguing each wrong answer with the instructor does not promote the openness required for optimal learning. Appearing interested in the test results does not promote learning.

DIF: Cognitive Level: Analysis REF: pp. 7-8 OBJ: 6
TOP: Tests as a learning opportunity KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

20. To explain clinical evaluation to a new student, what information would best describe where responsibility for the process of clinical evaluation lies?
- The instructor evaluates the student's performance in the clinical area.
 - Peers evaluate change in clinical skills in each other in the clinical area.
 - The student continuously monitors his or her performance of selected clinical skills.
 - Clinical evaluation is a shared responsibility between instructor and student.

ANS: D

The instructor is responsible for evaluating student performance, and the learner is responsible for becoming aware of clinical behaviors and modifying the behaviors that hinder goal attainment.

DIF: Cognitive Level: Analysis REF: p. 8 OBJ: 6
TOP: Clinical evaluation KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

21. Learner A is concerned about the clinical evaluation component of the nursing program. A peer could help alleviate anxiety by explaining that the purpose of clinical evaluation is to
- assist the learner to identify strengths and areas needing improvement.
 - provide constructive criticism related to poor performance behaviors.
 - keep unsuitable persons from achieving licensure.
 - help learners develop the ability to listen to negative comments about performance.

ANS: A

Identifying positive behaviors allows them to be reinforced, and identifying areas needing improvement fosters modification of the negative behaviors. Providing constructive criticism related to poor performance behaviors refers to only half of the purpose. Keeping unsuitable persons from achieving licensure is not the purpose, because early identification and change in negative behaviors foster ultimate success in the program. Helping learners develop the ability to listen to negative comments about performance is not a purpose of the clinical performance evaluation.

DIF: Cognitive Level: Application REF: p. 8 OBJ: 6
TOP: Clinical evaluation KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

22. Which statement by a nursing student is an example of self-evaluation?
- "The other student forgot to use a bath blanket."
 - "I contaminated my glove on the edge of the bed."
 - "The staff nurse was abrupt with the resident."
 - "It was nice to be complimented by my instructor."

ANS: B

Awareness of one's actions is a component of self-evaluation. Noticing a breach of sterile technique during performance of a clinical skill is an excellent example of self-evaluation. "The other student forgot to use a bath blanket" describes evaluation of one student by another. "The staff nurse was abrupt with the resident" describes evaluation of a staff nurse by another person. "It was nice to be complimented by my instructor" is a reflection of feelings associated with being complimented, not self-evaluation.

DIF: Cognitive Level: Analysis REF: p. 8 OBJ: 6
TOP: Self-evaluation KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

23. Which student expectation of an instructor is reasonable?
- The instructor will help resolve the student's personal problems.
 - The instructor will motivate the student to improve grades.
 - The instructor will seek out students to review examinations.
 - The instructor will provide academic counseling.

ANS: D

Providing academic counseling or making referrals for academic counseling is a responsibility of faculty members. The other options are not reasonable expectations. Only the individual with the problem can resolve it, albeit with assistance from another. Motivation is an internal factor for the student. It is the learner's responsibility to seek out the instructor for examination review.

DIF: Cognitive Level: Analysis REF: pp. 6-7 OBJ: 7
TOP: Faculty responsibility to students KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

24. The practical/vocational nursing student asks an instructor, “How perfect do I have to be to pass my clinical evaluation? Are any mistakes allowed?” The best response by the instructor is, “The expected standard of performance in clinical lab is to provide patient care
- at the level of an LPN/LVN.”
 - with a minimum of two errors.”
 - at the same level as your classmates.”
 - with manual dexterity and confidence.”

ANS: A

Students are required to provide care at the same level of safe practice as the LPN/LVN. A lesser standard is not acceptable. This makes the importance of skill practice in the school’s practice laboratory understandable. Errors may affect patient safety. Provision of patient care at the same level as classmates is true only if the level of classmates is consistent with LPN/LVN safe practice. Provision of patient care with manual dexterity and confidence does not provide for safe practice.

DIF: Cognitive Level: Application REF: p. 9 OBJ: 7
TOP: Standard for level of practice by students KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

25. A nursing student tells a peer, “I’m having trouble understanding the rationale for not restraining confused patients.” The best advice for the peer to offer would be
- “Ask the smartest student in the class.”
 - “Ask a patient for their view about it.”
 - “Ask the instructor to explain it again.”
 - “Do an Internet search.”

ANS: C

This response reflects the student’s responsibility for seeking faculty help when having difficulty in class or clinicals. Asking the smartest student in class might not be helpful if this student is also having difficulty understanding the content. Asking the patient for his or her view would not provide balanced information. An Internet search might not yield relevant information.

DIF: Cognitive Level: Application REF: p. 10 OBJ: 7
TOP: Student responsibility for seeking help KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

26. A nursing student tells a peer, “My instructor is on my case all the time. I’m picked on more than any other student in the group. The more I’m criticized, the more nervous I get. I don’t think I can do anything right. What do you think I should do?” The best advice for the peer to give would be
- “Just keep trying. Things are bound to get better.”
 - “Make an appointment to talk about this with the instructor.”
 - “Go see the program director and explain that you’re being harassed.”
 - “Ask another instructor for help with your skills so you’ll be better prepared.”

ANS: B

Making an appointment with the instructor follows the proper channel of communication by seeking out the individual with whom the perceived problem lies. “Just keep trying. Things are bound to get better” is encouraging but will not help resolve the student’s concerns.” “Go see the program director and explain that you’re being harassed” and “Ask another instructor for help with your skills so you’ll be better prepared” do not follow the recognized channel of communication.

DIF: Cognitive Level: Application REF: pp. 9-10 OBJ: 7
TOP: Addressing problems by going to the source KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

COMPLETION

1. The generation influenced by events such as the Vietnam War, the space race, and the civil rights movement is called the _____.

ANS:

baby boomers

Depending on their birth year, baby boomers may have been shaped by the Watergate scandal, the Vietnam War, the space race, the civil rights movement, women’s liberation, and the assassinations of John and Robert Kennedy and Martin Luther King.

DIF: Cognitive Level: Knowledge REF: p. 2, Box 1-2 OBJ: 1
TOP: Evaluation KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

2. A nursing student caring for a patient recognizes that he has contaminated his sterile glove during a dressing change requiring surgical asepsis, so he puts on a new sterile glove. The student’s action demonstrates that he has learned to _____.

ANS:

evaluate his own behavior (or wording indicating this same idea)

Learners must work at developing the skill of viewing themselves and their actions objectively.

DIF: Cognitive Level: Application REF: p. 8 OBJ: 6
TOP: Self-evaluation KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

MULTIPLE RESPONSE

1. A student in the nursing program has made various statements relating to his life situation. Which statements indicate the potential for success? (Select all that apply.)
- “I have to hold a full-time job while enrolled in the nursing program.”
 - “I’m an excellent manager of my time.”
 - “My spouse is away so much that I don’t have enough help with the children.”
 - “I’m really looking forward to working as a nurse. It has been my goal for years.”

ANS: B, D

Time management skills and enthusiasm for the profession are both indicators for success in the nursing program. Both having a full time job and a demanding spouse can be deterrents to the successful completion of a nursing program.

DIF: Cognitive Level: Analysis

REF: p. 4

OBJ: 3

TOP: Factors influencing potential for success/failure

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

2. In response to a learner’s questions, which options should be used to describe desirable outcomes of clinical performance evaluations? (Select all that apply.)
- Discover positive actions of students.
 - Make students aware of ineffective clinical behaviors.
 - Role-model how to conduct evaluations of others when in the LPN/LVN expanded role.
 - Give the student an opportunity to tell the instructor how the instructor’s attitude discourages learning.

ANS: A, B, C

Discovering positive actions of students indicates that it is important to identify positive actions and reinforce them via clinical performance. Making students aware of ineffective clinical behaviors indicates that ineffective clinical behaviors stand in the way of attaining the goal of providing safe, effective patient care. If this goal is not met, the long-term goal of program completion is jeopardized. Role-modeling how to conduct evaluations of others indicates that role-modeling is a desired outcome of clinical performance evaluations. Providing students the opportunity to tell the instructor how the instructor’s attitude discourages learning is not a desired outcome of clinical performance evaluation.

DIF: Cognitive Level: Analysis

REF: p. 8

OBJ: 6

TOP: Clinical performance evaluation

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

3. With regard to the teaching-learning process, what can the nursing student identify as the instructor’s responsibility to the student? (Select all that apply.)
- Solve each of the student’s learning problems.
 - Create an environment in which learning can occur.
 - Make learning simple and free from psychological pain.
 - Eliminate difficult concepts from lectures and laboratories.
 - Assist students to answer questions not independently resolved.

ANS: B, E

Faculty are responsible for providing a curriculum, planning for its implementation, and creating a safe learning environment. Part of creating an optimal learning environment includes having approachable faculty who are available to help students who encounter questions or problems the student cannot independently resolve using available resources. Solving each of the student’s learning problems is unrealistic and would rob the student of active participation. Making learning simple and free from psychological pain is not realistic. Learning is rooted in the learner. The instructor cannot guarantee student response. Eliminating difficult concepts from lectures and laboratories is not realistic. Many important nursing concepts are complex and may seem difficult. They cannot be eliminated from a curriculum if the learner’s education is to meet standards.

DIF: Cognitive Level: Analysis

REF: p. 6

OBJ: 5

TOP: Faculty responsibility to students

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A