

TEST BANK

Contemporary Practical/Vocational Nursing

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9th Edition

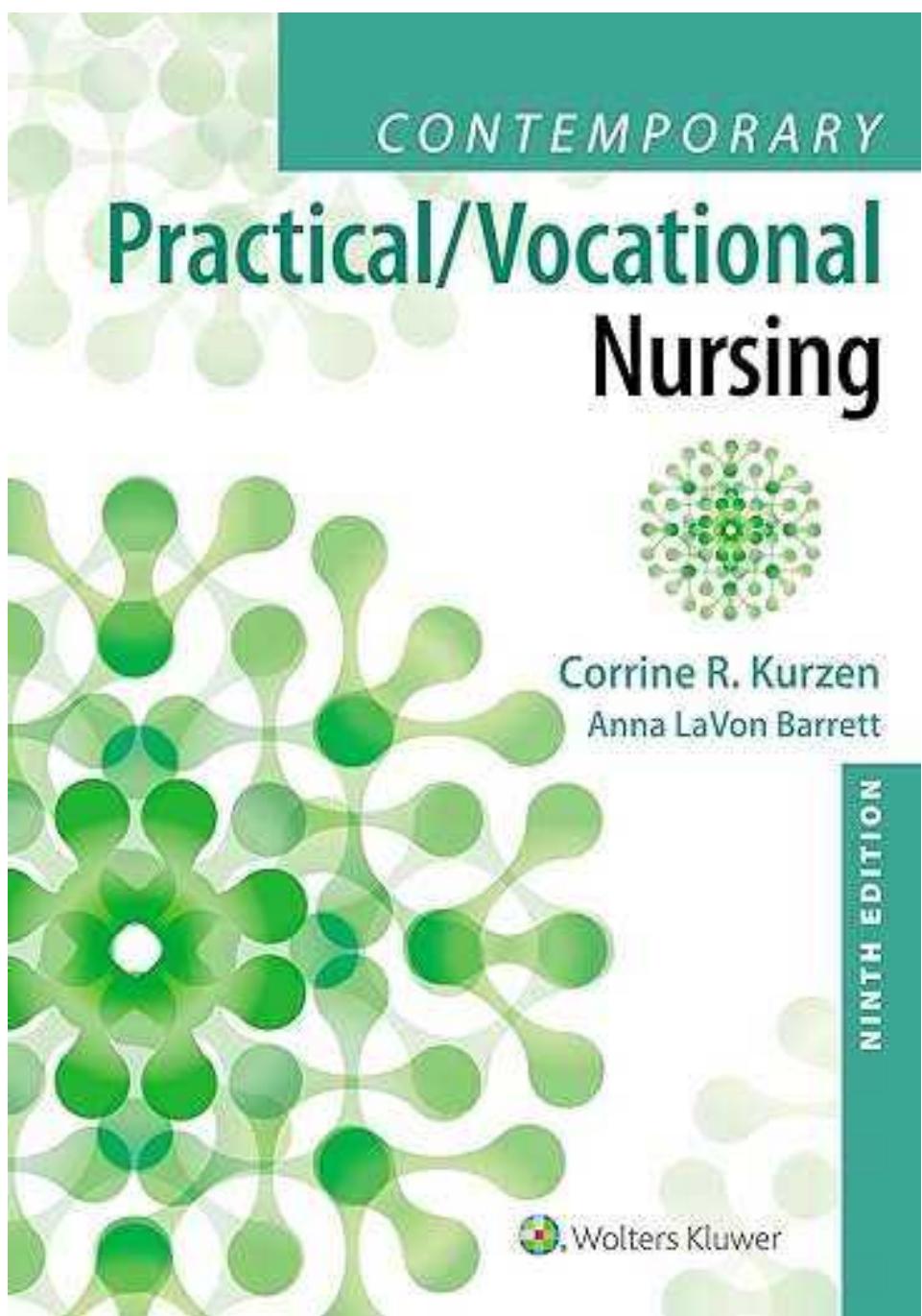


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Chapter 1, Adjusting to Student Life

1. The nursing student has found the first 2 weeks of the nursing program fascinating but overwhelming. This student is anxious and unable to sleep. What action should the nursing student take to address these feelings?
 - A. Utilize the counseling services available at the college.
 - B. Reduce the course load.
 - C. Eliminate the family activities and recreational activities.
 - D. Create a study group with some classmates and divide the coursework.

ANS: A

Feedback: Counseling services to help students make adjustments and solve problems may be available to students. If so, they are often very helpful. This is preferable to reducing the courses the student is taking or eliminating family and recreational activities, which are beneficial in stress management. Study groups can be helpful, but they are not intended to divide course work.

PTS: 1 DIF: Moderate REF: p. 5, Personal Adjustments

OBJ: 1 NAT: Client Needs: Psychosocial Integrity

TOP: Chapter 1 KEY: Integrated Process: Caring BLM: Cognitive Level: Apply

NOT: Multiple Choice

2. A nursing student will soon begin a new course with a new instructor. When encountering a new instructor for the first time, the student should:
 - A. compliment the instructor on his or her knowledge and skills.
 - B. try to get to know the instructor as much as possible.
 - C. remain silent until the instructor reveals his or her expectations.
 - D. ask as many questions as possible so that the instructor notices the student.

ANS: B

Feedback: Every instructor is different, and it is beneficial to get to know each instructor's style, personality, and expectations as much as possible. This does not involve offering personal compliments to the instructor or asking questions for the purpose of becoming known. At the same time, a student should not be completely silent at the start of a course

PTS: 1 DIF: Moderate REF: p. 6, Program Structure

OBJ: 1 NAT: Client Needs: Psychosocial Integrity

TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation

BLM: Cognitive Level: Apply NOT: Multiple Choice

3. A student has just begun a nursing program and is committed to success. When creating a schedule for the school term, what should the student do?
 - A. Make sure that recreation is prioritized over school work.
 - B. Spread out school work evenly between all 7 days of the week.
 - C. Ensure a balance between school activities and personal life.
 - D. Put off family activities until the midterm break.

ANS: C

Feedback: A good schedule should be realistic and balanced. To get the most from the program and still have time for a personal life, the student should make a schedule that fits the time available, not how much time the student wishes was available. This does not mean that school work should suffer because of personal activities, however. It is often helpful to schedule days off rather than studying every day of the week.

PTS: 1 DIF: Easy REF: p. 7, Scheduling Your Time

OBJ: 1

NAT: Client Needs: Safe and Effective Care Environment: Management of Care

TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation

BLM: Cognitive Level: Apply NOT: Multiple Choice

4. When learning how to assess clients' health, a student has found that the most beneficial learning technique was watching an online video in which an experienced nurse demonstrated how to conduct an assessment. Which is this student's **most** likely learning style?

- A. Tactile
- B. Visual
- C. Auditory
- D. Kinesthetic

ANS: B

Feedback: Visual learners learn best by watching things such as videos, movies, and demonstrations. Tactile and kinesthetic learners benefit from touch. Auditory learners prefer to hear information.

PTS: 1 DIF: Easy REF: p. 9, Applying Your Learning Style

OBJ: 3 NAT: Client Needs: Psychosocial Integrity

TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning

BLM: Cognitive Level: Analyze NOT: Multiple Choice

5. A nursing student is aware of the importance of critical thinking, especially in clinical situations. When applying the principles of critical thinking to a situation, the student should begin by asking:

- A. "What did I do the last time I encountered a similar situation?"
- B. "Why do I need to act in this situation?"
- C. "What are the consequences of making the wrong decision in this situation?"
- D. "What are the facts that I know about this situation?"

ANS: D

Feedback: A useful starting point for the critical thinking process is to determine the facts about the situation. This should come before a comparison with previous situations. It is likely not helpful to ask what could possibly go wrong.

PTS: 1 DIF: Difficult REF: p. 17, Developing Critical Thinking Skills

OBJ: 4

NAT: Client Needs: Safe and Effective Care Environment: Management of Care

TOP: Chapter 1 KEY: Integrated Process: Clinical Problem-solving Process (Nursing Process)

BLM: Cognitive Level: Apply NOT: Multiple Choice

6. The nursing student is working with a female client who had recent hip surgery. The client was drowsy. The nursing student used critical thinking to determine the action needed to prevent the client from falling. The nursing student should:

- A. walk the client to the bathroom using a walker.
- B. transfer the client to a bedside commode.
- C. provide a fracture bedpan.
- D. use a gait belt and walk the client to the bathroom.

ANS: C

Feedback: The student's synthesis of the facts of a situation and the translation of these facts into action demonstrate effective critical thinking. The client has recently had hip surgery and is drowsy and will be unsteady on her feet, so trying to get her up by transfer to a bedside commode or using a walker or a gait belt will not provide the safest choices for helping the client to be toileted. The fracture bedpan is the safest choice to prevent a fall in the drowsy postoperative client recovering from recent hip surgery.

PTS: 1 DIF: Moderate REF: p. 19, Applying Critical Thinking Skills

OBJ: 4

NAT: Client Needs: Safe and Effective Care Environment: Safety and Infection Control

TOP: Chapter 1 KEY: Integrated Process: Clinical Problem-solving Process (Nursing Process)

BLM: Cognitive Level: Apply NOT: Multiple Choice

7. A nursing student has been informed that much of the content of the nursing program will be presented in the form of lectures. This means that the student should:
 - A. make sure to do the assigned readings prior to each class.
 - B. determine whether the lecture will be beneficial before deciding to attend.
 - C. record each lecture electronically so that it can be referred to later.
 - D. schedule a one-on-one discussion with the instructor after each class.

ANS: A

Feedback: It is important to prepare for lectures by completing reading assignments in advance. A student should attend every class. It is not normally necessary to record every lecture or to meet with the instructor after each class.

PTS: 1 DIF: Easy REF: p. 19, Lectures

OBJ: 5

NAT: Client Needs: Safe and Effective Care Environment: Management of Care

TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation

BLM: Cognitive Level: Apply NOT: Multiple Choice

8. The student has recently begun the nursing program and is committed to getting the highest grades possible. One of the student's strategies for meeting this goal is learning how to take effective notes. What should the student do to make sure the notes are effective? Select all that apply.
 - A. Aim to write down everything that the instructors say in class.
 - B. Take special note of information that the instructors say is most important.
 - C. Read the notes as soon as possible after class.
 - D. Review the notes regularly.
 - E. Get notes from a classmate to compare with the student's notes.

ANS: B, C, D

Feedback: Strategies for taking effective notes include highlighting main points, reading notes after class, and reviewing them regularly. Unless the student has been absent, it is not normally necessary to obtain a classmate's notes. It is unrealistic and unnecessary to write down everything an instructor says.