

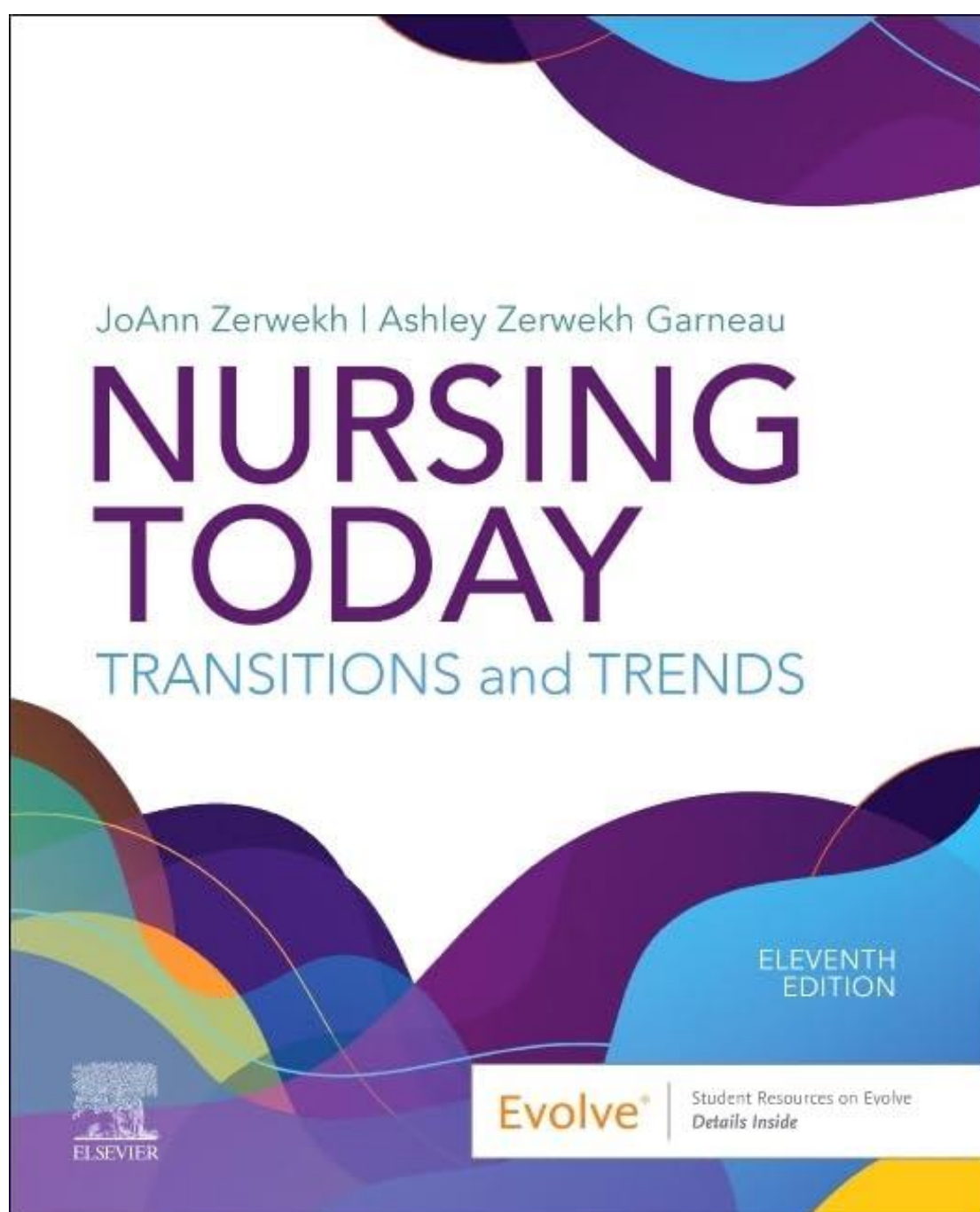
TEST BANK

# Nursing Today

Transition and Trends

JoAnn Zerwekh, Ashley Zerwekh Garneau

11th Edition



# Table of Contents

## **UNIT I: PROFESSIONAL GROWTH AND TRANSITION**

1. Role Transitions
2. Personal Management: Time and Self-Care Strategies
3. Mentorship, Preceptorship, and Nurse Residency Programs
4. Employment Considerations: Opportunities, Resumes, and Interviewing
5. NCLEX-RN Exam® and the New Graduate

## **UNIT II: NURSING: A DEVELOPING PROFESSION**

6. Historical Perspectives: Influences on the Present
7. Nursing Education
8. Nursing Theories
9. Professional Image of Nursing

## **UNIT III: NURSING MANAGEMENT**

10. Challenges of Nursing Management and Leadership
11. Building Nursing Management Skills
12. Effective Communication, Team Building, and Interprofessional Practice
13. Conflict Management
14. Delegation in the Clinical Setting

## **UNIT IV: CURRENT ISSUES IN HEALTH CARE**

15. The Health Care Organization and Patterns of Nursing Care Delivery
16. Economics of the Health Care Delivery System
17. Political Action in Nursing
18. Collective Bargaining: Traditional (Union) and Nontraditional Approaches
19. Ethical Issues
20. Legal Issues

## **UNIT V: CONTEMPORARY NURSING PRACTICE**

21. Cultural and Spiritual Awareness
22. Quality Patient Care
23. Nursing Informatics
24. Using Evidence-Based Practice and Nursing Research
25. Workplace Issues
26. Emergency Preparedness

## Chapter 01: Role Transitions.

### MULTIPLE CHOICE

1. A graduate nurse has been hired as a nurse at a local hospital. The new nurse is in the honeymoon phase of role transition when making which of the following statements?
- “I am so nervous about being on my own as a nurse.”
  - “This will be a great learning experience.”
  - “I can’t wait to have a steady paycheck.”
  - “This job is perfect. I can finally do things my own way.”

ANS: D

The honeymoon phase is when the student nurse sees the world of nursing as quite rosy. Often, the new graduate is fascinated with the thrill of arriving in the profession. Reality shock occurs when one moves into the workforce after several years of educational preparation. Recovery and resolution occur when the graduate nurse is able to laugh at encountered situations. During this time, tension decreases, perception increases, and the nurse is able to grow as a person.

PTS: 1

DIF: Cognitive Level: Application/Applying

REF: Table 1.1

OBJ: Identify the characteristics of reality shock.

TOP: Reality shock

MSC: NCLEX®: Safe and effective care environment

2. Which of the following actions by the graduate nurse is an inappropriate methodology to recover from reality shock?
- Networking
  - Obtaining a mentor
  - Returning to school
  - Joining a support group

ANS: C

The transition period is successfully managed when the graduate is able to evaluate the work situation objectively and predict effectively the actions and reactions of other staff. Nurturing

the ability to see humor in a situation may be a first step. Returning to school is a positive step after the graduate has worked through role transition, has some clinical experience, and is ready to focus on a new career objective. Networking, obtaining a mentor, and joining a support group would give the graduate nurse an opportunity to talk to others experiencing the

stress associated with reality shock. The nurse would benefit from “talking through” issues and learning how to cope.

PTS: 1                      DIF: Cognitive Level: Application/Applying .  
 REF: p. 9                      OBJ: Describe methods to promote a successful transition.  
 TOP: Reality shock  
 MSC: NCLEX®: Safe and effective care environment Not applicable

3. A nurse is trying to avoid burnout. Which of the following actions is a valid way to achieve this?
- Refusing to constantly work extra shifts .
  - Withdrawing from peer support group
  - “Going native”
  - Changing jobs every 6 to 12 months .

ANS: A

One of the quickest ways to experience burnout is to “overwork the overtime.” Set priorities with your mental and physical health being the highest priority. Learning to say “no” to extra shifts is a positive means of coping of avoiding burnout. “Going native” is the term that describes how recent graduates begin to copy and identify the reality of their role-transition experience by rejecting the values from nursing school and functioning more like a team member at their place of employment. Withdrawing from peer support groups, “going native,” and changing jobs every 6 to 12 months would increase the chance of the nurse experiencing burnout. The nurse should instead focus on his/her practice and seek out support from other nurses.

PTS: 1                      DIF: Cognitive Level: Application/Applying  
 REF: p. 7                      OBJ: Describe methods to promote a successful transition.  
 TOP: Reality shock  
 MSC: NCLEX®: Safe and effective care environment Not applicable .

4. Which of the following statements by the graduate nurse shows an understanding of reality shock as it applies to nursing? .
- “Reality shock is the period when a person moves from school into the workforce.”
  - “Reality shock is the realization that practice and education are not the same.”
  - “Reality shock is the period from graduation to becoming an experienced nurse.”
  - “Reality shock is a transition phase that new graduates go through before changing jobs.”

ANS: A

“Reality shock” is a term often used to describe the reaction experienced when one moves into the workforce after several years of educational preparation. The new graduate is caught in the situation of moving from a familiar, comfortable educational environment into a new role in the workforce where the expectations are not clearly defined or may not even be realistic. The realization that practice and nursing school are not the same is often associated with “going native.” When nurses move from one position to another, they have already experienced reality shock. Becoming an experienced nurse takes time and is not part of the definition of reality shock.

PTS: 1 DIF: Cognitive Level: Application/Applying REF: p. 5

OBJ: Identify the characteristics of reality shock.

TOP: Reality shock

MSC: NCLEX®: Not applicable

5. A student in the last semester of nursing school has established a goal of making a successful role transition to graduate nurse. Which statement by the student indicates his/her understanding of how to achieve this goal?

- a. “I should care for increased numbers of patients to enhance work organization skills.”
- b. “I will observe staff nurses as they perform nursing procedures to refine technique.”
- c. “I should seek increasingly close guidance from the nursing instructor to reduce errors.”
- d. “I will evaluate my progress every 7 weeks or more to allow time for growth.”

ANS: A

It is important for the student to start taking care of increased numbers of patients to help with time management and work organization. The student should also be able to function without close guidance from the nursing instructor. Although it is good for students to observe staff, a

student in the final semester should be able to perform tasks with minimal observation and should instead focus on implementing care and time management. Waiting 7 weeks to evaluate progress would not be helpful to the student. Although regular self-evaluation is an important process, it is the actual experience of taking realistic patient assignments and working typical shift hours that assists with successful role transition.

PTS: 1 DIF: Cognitive Level: Application/Applying

REF: p. 13

OBJ: Describe methods to promote a successful transition.

TOP: Reality shock

MSC: NCLEX®: Not applicable

6. A new graduate of less than 1 year describes his/her perception of a staff nurse position, stating: "It feels great to be a nurse! In fact, it's a snap! I can hardly believe there's no instructor looking over my shoulder." What phase of reality shock is the graduate experiencing?

- a. Recovery
- b. Shock and rejection
- c. Honeymoon
- d. Transition

ANS: C

In the first phase of the role transition process (the honeymoon phase), the graduate nurse is thrilled with completing school and accepting the first job. Life is a bed of roses because everyone knows nursing school is much harder than nursing practice. Shock and rejection occur as the nurse tries to understand how nursing school and the "real world" come together. Transition occurs as the nurse begins the move from student to nurse and refers to the entire process, not just a particular phase. The recovery phase is when the nurse can laugh at situations that he/she is in and is able to cope with the situations that are being faced.

PTS: 1

DIF: Cognitive Level: Application/Applying

REF: p. 7

OBJ: Compare and contrast the phases of reality shock.

TOP: Reality shock

MSC: NCLEX®: Not applicable

7. A new graduate has worked on a busy unit for 6 months since graduating from nursing school. The graduate tells a friend, "I've never been so upset in all my life! The care that some of the staff give our patients is outrageously bad. There's practically no attention to the principles of asepsis the way I learned them! The staff tell me that we have to cut corners if we're going to get all the work done. I can't stand it!" What phase of reality shock is this graduate experiencing?

- a. Honeymoon
- b. Shock and rejection
- c. Recovery
- d. Role transformation

ANS: B

The honeymoon phase for the new graduate nurse is short lived when the graduate identifies the conflicts between the way he/she was taught and the reality of what is done. Shock and rejection cause mental and emotional withdrawal, moral outrage, and a hypercritical attitude, which are just some of the symptoms of the realization that the honeymoon is over. Excessive mistrust, frequent pains and illness, a decrease in energy and fatigue, feeling like a failure and blaming oneself for every mistake, a hypercritical attitude, and feeling morally outraged are characteristics of the shock and rejection phase. The recovery phase is characterized by a

beginning sense of humor (usually the first sigh), a decrease in tension, and an increase in the ability to cope with the situations that he/she is faced with. Role transformation is the process of transforming from student to nurse.

PTS: 1                      DIF: Cognitive Level: Application/Applying  
 REF: p. 8                    OBJ: Compare and contrast the phases of reality shock.  
 TOP: Reality shock    MSC: NCLEX®: Not applicable

8. A graduate nurse has been out of school for 3 months and working in a staff nurse position for the past 2 months. What type of transition is the nurse experiencing?
- A developmental transition
  - An organizational transition
  - A health-oriented transition
  - A situational transition

ANS: D

A situational transition is a lifestyle change that occurs because of a new situation. Most often the changes are by choice—for instance, graduations, marriages, and new jobs.

Developmental transitions include becoming a parent or going through a midlife crisis. An organizational transition involves a change in leadership. A health-oriented transition involves dealing with an illness or health issue, such as coping with a chronic illness.

PTS: 1    DIF: Cognitive Level: Application/Applying    REF: p. 3    OBJ:  
 Discuss the concepts of transitions.  
 TOP: Types of transitions    MSC: NCLEX®: Not applicable.

9. The graduate nurse understands that transitions occur throughout life. What major factor does the nurse identify as influential in a successful transition from school to practice?
- Level of new knowledge and skills required in the new environment
  - Amount of classwork required to obtain a degree
  - Personal history of previous developmental transitions
  - Influence of classmates and their transitional experiences.

ANS: A

The transition from student to practice reflects a situational transition that is most often affected by the anticipation of changes in the new work environment. Classwork no longer affects this transition. A personal history of previous developmental transitions and the influence of classmates are not as prominent as the anticipated requirements to function in the new environment of work.

PTS: 1                      DIF: Cognitive Level: Comprehension/Understanding

REF: p. 4      OBJ: Describe methods to promote a successful transition. TOP:  
Types of transitions      MSC: NCLEX®: Not applicable .

10. A nurse manager is giving a presentation at a local community college. The nurse manager understands the job expectations of a new graduate when making which of the following statements?
- “A graduate nurse should be able to perform as independently as was demonstrated the last semester of nursing.”
  - “A graduate nurse should be able to function competently as a registered nurse at the entry level.”
  - “A graduate nurse should be able to function in the role that was described in the curriculum for the school of nursing.”
  - “A graduate nurse should be able to be able to function independently with ability to make clinical nursing judgments.”

ANS: B

The job expectations of a new graduate nurse are those of an entry-level new employee. This frequently includes an extended orientation to assist the new graduate to transition into the independent role of the nurse. The new graduate nurse is not expected to function independently with the ability to make clinical nursing judgments. School curriculum and how one functioned the last semester of school are usually not considered in the job expectations of a new graduate.

PTS: 1    DIF: Cognitive Level: Comprehension/Understanding . REF: p. 12  
OBJ: Discuss the concepts of transitions.  
TOP: Successful transitions      MSC: NCLEX®: Not applicable

11. Which action by the graduate nurse shows that a successful transition to nursing has been made?
- The nurse begins to work with the nursing team and functions as others expect.
  - The nurse begins to objectively evaluate work experiences and enjoy the humor of clinical situations.
  - The nurse believes everything is great, patients are wonderful, and the new unit is so nice.
  - The nurse meets regularly with other new graduates to compare and discuss problems.

ANS: B

Objectivity and humor are two of the characteristics of a successful transition. “Going native” occurs when the graduate begins to provide care in the manner that the team or group wants it done, not necessarily the correct way. The “honeymoon phase” is when everything is going

great. Meeting with other new graduates can be productive, but it is a part of the transition and not an indication of successful transition.

PTS: 1                      DIF: Cognitive Level: Application/Applying  
 REF: p. 8                    OBJ: Compare and contrast the phases of reality shock.  
 TOP: Characteristics of a successful transition                      MSC: NCLEX®: Not applicable

12. A student nurse is in the last semester of nursing school. Which action by the nursing student indicates appropriate preparation for the transition experience?
- The nursing student requests additional experiences in performing skills and procedures.
  - The nursing student maintains close contact with a nursing instructor. to observe nursing procedures.
  - The nursing student practices nursing assessments and care on one or two patients to become more competent.
  - The nursing student increases communication with a nursing instructor to maintain a resource person after graduation.

ANS: A

Students should get all the experience, not just observation, you can before graduation. Ask to perform procedures and skills and request feedback from staff nurses and instructors. Students should also begin to build resources that will be available after graduation. It is during the last semester that students begin to care for more complex patients (and more patient numbers) to gain experience in the “real world” of nursing management and to have less reliance on the nursing instructor as a resource person.

PTS: 1                      DIF: Cognitive Level: Application/Applying  
 REF: p. 13                    OBJ: Describe methods to promote a successful transition.  
 TOP: Activities to promote successful transition before graduation  
 MSC: NCLEX®: Not applicable

13. A graduate nurse has been reviewing the NCSBN’s Transition to Practice model. The graduate nurse understands the intention of the model when making which of the following statements?
- “The intention of the model is to mandate that all state boards of nursing provide a regulatory model for transition.”
  - “The intention of the model is to provide educational modules so that the new graduate does not need to work with a preceptor.”
  - “The intention of the model is to have the new graduate take and pass the

- NCLEX<sup>®</sup>, obtain employment, and then enter a transition program.”
- d. “The intention of the model is to complete the formalized transition program . within 6 weeks.”

ANS: C

The NCSBN’s Transition to Practice model is a regulatory model that is designed to promote . public safety by supporting the role-transition experience of newly licensed nurses. The new graduate would first take and pass the NCLEX<sup>®</sup>, obtain employment, and then enter the transition program. There are five transition modules with content focused on communication and teamwork, patient-centered care, evidence-based practice, quality improvement, and . informatics. The time period for completion of the program is 6 months with an expected additional 6 months of ongoing support. Because of individual state’s rights, the NCSBN encourages states to adopt this model; however, they do not have the authority to mandate . adoption of the model. This model does not act as a replacement of a preceptor in the clinical practice area.

PTS: 1                      DIF: Cognitive Level: Comprehension/Understanding .  
 REF: pp. 16-17            OBJ: Describe methods to promote a successful transition.  
 TOP: Activities to promote successful transition before graduation  
 MSC: NCLEX<sup>®</sup>: Not applicable

14. The nurse has an adequate understanding of transitions when making which statement about situational transitions?
- “This type of transition can occur with leadership change.” .
  - “This type of transition occurs only when one is dealing with a chronic illness.”
  - “This type of transition can occur when one has a career change.”
  - “This type of transition occurs during a midlife crisis.”

ANS: C

A situational transition occurs with change from one situation to another, such as a career change. Dealing with a chronic illness would be characteristic of a health–illness transition, a leadership change would be an organizational transition, and a midlife crisis would be a . developmental transition.

PTS: 1                      DIF: Cognitive Level: Comprehension/Understanding  
 REF: p. 3                    OBJ: Discuss the concepts of transitions. .  
 TOP: What are transitions?                      MSC: NCLEX<sup>®</sup>: Not applicable

15. A student in the last semester of nursing school wants to be sure of adequate preparation for . the transition experience. Which patient should be added to the clinical assignment to assist in this process?