

MULTIPLE CHOICE

1. Which individual in a practical/vocational nursing class would be identified as a traditional adult learner?
 - a. One who has been out of school for many years
 - b. One who has children and grandchildren
 - c. One who knows the routine of education
 - d. 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 and the learner who has children and grandchildren would be identified as a returning adult learner. The learner who knows the routine of education does not provide sufficient information for classification.

DIF: Cognitive Level: Application

REF: p. 3

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 learning how to take care of myself as well as learning to care for my patients." This statement identifies the student as
 - a. a traditional adult learner.
 - b. a returning adult learner.
 - c. someone in need of counseling.
 - d. someone who is not accustomed to formal education.

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. A returning adult learner is someone who has been out of school for several years. A person in need of counseling is commonly a student who has been evaluated by the instructor as having areas that need improvement. This student is a traditional adult learner, and traditional adult learners are accustomed to formal education.

DIF: Cognitive Level: Analysis

REF: p. 3

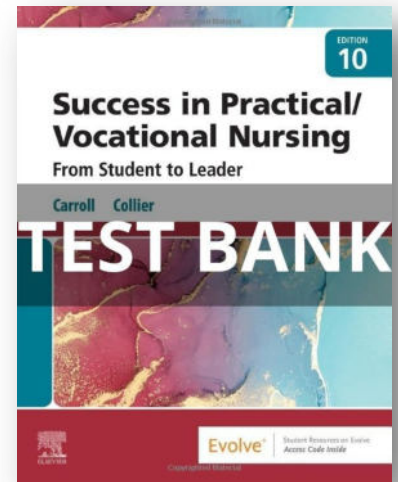
OBJ: 1

TOP: Adult learner

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

3. 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
 - a. caring for a disabled family member.
 - b. taking a continuing education course.
 - c. enrolling in an academic program.
 - d. 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. An education course, academic program, and credited classes all take place in a formal educational setting.

DIF: Cognitive Level: Comprehension REF: p. 3 OBJ: 2
TOP: Informal educational experience KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

4. An example of a self-talk “script” that promotes success in a practical/vocational nursing program is:
- “I get sick from smelling bad odors.”
 - “What if I’m ‘all thumbs’ in practice lab?”
 - “I don’t think the instructor likes me.”
 - “I work well with my hands.”

ANS: D

The statement “I work well with my hands” is a positive thought. It focuses on 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

5. Which factor is common to *all* types of adult learners that predisposes them to success in a nursing program?
- Few responsibilities at home
 - Motivation to succeed
 - Automatic qualification for financial aid
 - Few daily distractions

ANS: B

The only statement applicable to all types of adult learners is that the majority is 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. 4 OBJ: 2
TOP: Factors predisposing to success KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

6. Which fear is commonly shared by nursing students?
- Succeeding
 - Economic problems
 - Failure
 - 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
TOP: Hidden dangers
MSC: NCLEX: N/A

REF: p. 4 OBJ: 2
KEY: Nursing Process Step: N/A

7. The First Amendment of the U.S. Constitution guarantees students the right to
- graduate from a program.
 - fail an academic program.
 - express oneself in class.
 - 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
TOP: Learner rights
MSC: NCLEX: N/A

REF: p. 7 OBJ: 6
KEY: Nursing Process Step: N/A

8. Which amendment to the U.S. Constitution protects the learner from being asked to leave an educational program without due process?
- Eleventh
 - Twelfth
 - Thirteenth
 - Fourteenth

ANS: D

The Fourteenth Amendment guarantees due process. The learner has the right to defend him- or herself if charged with a violation of policy or rules. The Eleventh, Twelfth, and Thirteenth amendments do not address due process.

DIF: Cognitive Level: Knowledge
TOP: Learner rights
MSC: NCLEX: N/A

REF: p. 7 OBJ: 6
KEY: Nursing Process Step: N/A

9. 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 him- or herself if charged with a violation of program policy or rules. The other statements are not the most effective responses to give a student concerned with being unfairly dismissed.

DIF: Cognitive Level: Application
TOP: Learner rights
MSC: NCLEX: N/A

REF: p. 7 OBJ: 6
KEY: Nursing Process Step: N/A

10. 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 immediately terminated.

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. Interdependency involves a student who is actively involved in his or her own learning and who has a collaborative relationship with the instructor. A passive learner is someone who is not actively involved in his or her own learning. The Fourteenth Amendment assures the student due process, meaning that first the student must be charged with a violation and presented with evidence of misconduct. The student will be entitled to state his or her case.

DIF: Cognitive Level: Analysis
TOP: Learner rights
MSC: NCLEX: N/A

REF: p. 7 OBJ: 6
KEY: Nursing Process Step: N/A

11. 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, such as avoiding the facilitators of your learning (instructors) and demonstrating poor time management skills.

DIF: Cognitive Level: Analysis
TOP: Active learning
MSC: NCLEX: N/A

REF: p. 4 OBJ: 5
KEY: Nursing Process Step: N/A

12. 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.

- c. The student has little responsibility when it comes to evaluation.
- d. 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. If students fail, it is their own fault; students have responsibility for their own learning. A key responsibility of learners is to receive and participate in evaluation; it plays an important role in their education and throughout their career. Instructors are responsible for creating an environment in which learning can take place, and a critical part of this is being available to assist with questions and problems that students cannot solve.

DIF: Cognitive Level: Analysis

REF: p. 8 | p. 11 OBJ: 5

TOP: Learner responsibilities

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

13. A student who wishes to use research findings regarding the best way for students to learn will
- a. stay up late each night and study.
 - b. actively participate in the learning process.
 - c. sit passively during each lecture session.
 - d. 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. 8

OBJ: 5

TOP: Learner responsibilities

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

14. 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
- a. absorb the knowledge taught by the instructor.
 - b. be self-directed and active in the process of learning.
 - c. study only what the instructor emphasizes in class.
 - d. 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; students must be self-directed and curious in their learning.

DIF: Cognitive Level: Application

REF: p. 8

OBJ: 5

TOP: Active learning

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A