

Chapter 01: Honoring Your Past, Planning Your Future

Claywell: LPN to RN Transitions, 5th Edition

MULTIPLE CHOICE

1. A nursing advisor is meeting with a student who is interested in earning her RN degree. She knows that licensed practical nurse/license vocational nurse (LPN/LVNs) who enter nursing school to become RNs come into the learning environment with prior knowledge and understanding. Which statement by the nursing advisor best describes her understanding of the effect experience may have on learning?
- “Experience may be a source of insight and motivation, or a barrier.”
 - “Experience is usually a stumbling block for LPN/LVNs.”
 - “Experience never makes learning more difficult.”
 - “Once something is learned, it can never be truly modified.”

ANS: A

Experience accentuates differences among learners and serves as a source of insight and motivation, but it can also be a barrier. Experience can serve as a foundation for defining the self.

DIF: Cognitive Level: Application

OBJ: Identify how experiences influence learning in adults.

TOP: Adult Learning

2. There is a test on the cardiovascular system on Friday morning, and it is now Wednesday night. The student has already taken a vacation day from work Thursday night so that she can stay home and study. She is considering skipping her exercise class on Thursday morning to
- N go to the library to prepare for the test. Which response best identifies the student's outcome priority?
- Exercise class
 - Going to the library
 - Avoiding work by taking a vacation
 - Doing well on the test on Friday

ANS: D

The outcome priority is the essential issue or need to be addressed at any given time within a set of conditions or circumstances.

DIF: Cognitive Level: Application

OBJ: Identify motivations and personal outcome priorities for returning to school. TOP: Motivation to Learn

3. A nurse who has been an LPN/LVN for 10 years is meeting with an advisor to discuss the possibility of taking classes to become an RN. The advisor interprets which statement by the nurse as the driving force for returning to school?
- “I'll need to schedule time to attend classes.”
 - “I'll have to budget for paying tuition.”
 - “I'll have to rearranging my schedule.”
 - “There is a possibility of advancement into administration.”

ANS: D

Driving forces are those that push toward making the change, as opposed to restraining forces, which are those that usually present a challenge that needs to be overcome for the change to take place or present a negative effect the change may initiate.

DIF: Cognitive Level: Application

OBJ: Identify motivations and personal outcome priorities for returning to school. TOP: Motivations for Change

4. An RN is caring for a diabetic patient. The patient appears interested in changing her lifestyle and has been asking questions about eating better. The nurse can interpret this behavior as which stage of Lewin's Change Theory? a. Moving
- b. Unfreezing
 - c. Action
 - d. Refreezing

ANS: B The patient is in the first phase of Lewin's Change Theory, known as unfreezing. This phase involves determining that a change needs to occur and deciding to take action. Moving is the second phase and involves actively planning changes and taking action on them. Refreezing is the last stage, and it occurs when the change has become a part of the person's life.

DIF: Cognitive Level: Analysis

OBJ: Understand Change Theory and how it applies to becoming an RN. TOP: Change Theory

5. An LPN is talking with her clinical instructor about her decision to return to school to become an RN. The clinical instructor interprets the LPN's outcome priority based on which **N** statement?
- a. "My family wanted me to go back to school."
 - b. "I want to better my financial situation."
 - c. "I really enjoy school."
 - d. "I would like to advance to a teaching role someday."

ANS: B

The outcome priority is the essential need that must be addressed, determined by internal and external factors, such as needing to better a financial situation. The other statements indicate reasons for returning to school, but they are not essential needs or issues to be addressed.

DIF: Cognitive Level: Analysis

OBJ: Identify how experiences influence learning in adults.

TOP: Adult Learning

6. A nurse notices a posting for a management position for which she is qualified. If the nurse is in the moving phase of Lewin's Change Theory, which statement reflects the action she is most likely to take?
- a. Does nothing to obtain the position
 - b. Applies for the position
 - c. Identifies that change is needed
 - d. Settles into the routine of her job

ANS: B

Unfreezing begins when reasons for change are identified. The moving phase involves active planning and action. Moving also means you are dealing with both positive and negative forces as they ebb and flow, and you are making modifications to your plan as needed. Refreezing occurs after the change has become routine.

DIF: Cognitive Level: Application

OBJ: Understand Change Theory and how it applies to becoming an RN. TOP: Change Theory

7. An Orthopedic Nurse is contemplating changes in her professional life and identifying goals. Which action should the nurse take if she is interested in pursuing a long-term goal?
- Studies for a telemetry exam scheduled for next week
 - Enrolls in a Nurse Practitioner program
 - Attends a seminar to become a charge nurse
 - Continues to work on the orthopedic floor full-time

ANS: B

A short-term goal is one that can be attained in a period of 6 months or less. Short-term goals include becoming a charge nurse and passing the telemetry exam. A long-term goal is attained in greater than 6 months and includes studying to become a Nurse Practitioner. Continuing to work on the orthopedic floor does not represent either a short-term or a long-term goal.

DIF: Cognitive Level: Application

OBJ: Identify both short- and long-term personal and professional goals. TOP: Setting Goals

8. The RN is talking with the unit manager about ways to improve patient care. The manager introduces the concept of a cohort. Which statement by the RN indicates that the teaching has **N** been effective?
- “A cohort is a web of connections”.
 - “A cohort is a group of people who share common experiences with each other”.
 - “A cohort is a group linked together for common purposes”.
 - “A cohort consists of groups of individuals that make up a whole”.

ANS: B

A cohort is a group of people who share common experiences with each other. A scheme is a web of connections, a team is a group linked together for common purposes, and a unit consists of groups or individuals that make up a whole.

DIF: Cognitive Level: Evaluation

OBJ: Identify how experiences influence learning in adults.

TOP: Adult Learning

9. The nurse educator is presenting a lecture to a group of new RNs. Which statement by one of the RNs indicates that teaching has been effective?
- “Experience is a stepping stone to new learning”.
 - “Experience can be a barrier to new learning”.
 - “Experience can be an avenue to new learning”.
 - “Experience can be a detour to new learning”.

ANS: B

Experience accentuates differences among learners, serves as a source of insight and motivation, can be a barrier to new learning, and serves as a foundation for defining the self.

DIF: Cognitive Level: Evaluation

OBJ: Identify motivations and personal outcome priorities for returning to school. TOP: Adult Learning

10. The nurse educator is presenting a lecture on experience and learning to a group of RNs.

Which statement by one of the RNs indicates that teaching has been effective? a. “Experiences always help educational endeavors”.

- b. “The process of unlearning is easier than the initial learning”.
- c. “Learning can often be more difficult if previous knowledge is contradicted”.
- d. “Experiences rarely serve the student in the learning process”.

ANS: C

Experiences may either help or hinder both present and future educational endeavors (Knowles et al., 2015). Experience may serve as a chain to which new learning may be linked, making concepts understandable within your personal context. Conversely, some experiences make learning more difficult in that new information may contradict previously accepted information and make it necessary to unlearn it. The process of unlearning is more difficult than initial learning.

DIF: Cognitive Level: Evaluation

OBJ: Delineate both positive and negative effect experiences.

TOP: Adult Learning

MULTIPLE RESPONSE

1. A student nurse and the staff RN are discussing recent changes on the nursing unit. Which of the following are examples of change processes? (N Select all that apply.)
- a. Coercive
 - b. Collaborative
 - c. Technocratic
 - d. Planned
 - e. Organized

ANS: A, C, D

Coercive is a type of change that is forced or pushed on another. A decision for change made by the most knowledgeable person is known as technocratic. Planned change involves careful thought and decision-making. Collaborative and organized are not considered to be types of change.

DIF: Cognitive Level: Application

OBJ: Understand Change Theory and how it applies to becoming an RN.

TOP: Change Theory

Chapter 02: Assessing Yourself and Designing Success

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MULTIPLE CHOICE

1. After a particularly challenging examination, a student is overheard in the hallway exclaiming, "That instructor just grades too hard! She only gave me a B on the test!" This student is exhibiting traits of a(n) a. external locus of control.
b. internal locus of control.
c. perfectionist.
d. realist.

ANS: A

Persons with an external locus of control often do not take responsibility for what happens to them. Persons with an internal locus of control take responsibility for what happens to them. A perfectionist strives for perfection in all that he or she does, which is a self-defeating behavior. A realist accepts the world as it is and handles it accordingly.

DIF: Cognitive Level: Application

OBJ: Interpret the role of locus of control on personal empowerment.

TOP:

Locus of Control

2. A student must come back to the learning laboratory to repeat the skills and check for insertion of a nasogastric tube. The instructor overhears the student saying, "I know I can do this, I know I can do this!" The instructor interprets this behavior as a. a self-defeating behavior. ^N
b. positive self-talk.
c. perfectionism.
d. blaming.

ANS: B

The student is expressing positive self-talk by telling herself, "I know I can do this." Stating "I can't do this" is an example of a self-defeating behavior. A student expecting to perform tasks perfectly is striving for perfectionism. Blaming is not occurring here because the student is taking responsibility for his/her own actions.

DIF: Cognitive Level: Analysis OBJ: Explain the impact of positive self-talk. TOP: Self-Talk

3. A clinical instructor notices that one of her students worries a lot, expects negative outcomes for most situations, strives for perfection, and seems to look for the tiniest faults in her work. The clinical instructor interprets these behaviors as a. commitment to learning.
b. assuming an external locus of control.
c. self-directedness.
d. self-defeating behaviors.

ANS: D

The student may be committed to learning, but she is showing signs of self-defeating behaviors. Self-defeating behaviors include pessimism, nit-picking, worrying, perfectionism, and blaming. Assuming an external locus of

control means believing that action or inaction lies outside of oneself. Assuming ownership of learning defines self-directedness.

DIF: Cognitive Level: Analysis OBJ: Describe self-defeating behaviors. TOP: Self-Defeating Behaviors and Empowerment

4. A nursing professor is grading an assignment on self-defeating behavior. The professor can expect to find which statement written by the student who has a good understanding of perfectionism?
- Perfection is impossible to attain, and therefore constantly falling short of perfection leads to negative feelings and beliefs about oneself.
 - Perfection is the ultimate goal, and it is not a self-defeating behavior to demand it of oneself.
 - Perfectionism is the only means by which we can truly improve.
 - Perfectionism is a character flaw and cannot be addressed.

ANS: A

Perfection is impossible to obtain. Students who strive for perfection set themselves up for negative feelings and beliefs about themselves.

DIF: Cognitive Level: Analysis OBJ: Describe self-defeating behaviors. TOP: Self-Defeating Behaviors

5. The nurse understands that there are four key habits for managing the work of success. Which action by the nurse demonstrates her understanding?
- Participating in a yoga class^N
 - Analyzing case studies on her day off
 - Taking time at the beginning of the work shift to make a plan for her day
 - Setting short- and long-term goals

ANS: C

The nurse understands that there are four key habits of success when she makes a plan for her day. Joining a yoga class, analyzing case studies, and setting short- and long-term goals are not defined as one of the four key habits.

DIF: Cognitive Level: Application

OBJ: Explain four key work habits that contribute to success. TOP: Managing the Work of Success

6. A student has a large reading assignment that must be completed in order to be prepared for the next class. Which action by the student would be ineffective in the planning process?
- Put off the assignment until later so more content is remembered.
 - Examine your schedule to determine time frames for study sessions.
 - Determine a study environment fitting your learning style.
 - Divide the assignment into manageable chunks, and take notes as you read.

ANS: A

The time to begin to plan how to accomplish an assignment is the moment one is made aware of the assignment.

DIF: Cognitive Level: Application

OBJ: Explain four key work habits that contribute to success. TOP: Managing the Work of Success

7. The roommate of a nursing student buys tickets to the student's favorite play. The student realizes that the play is the night before her final exam. When the student turns down the tickets, the roommate interprets the student's dedication to school as
- dedication to the plan until other mounting responsibilities interfere.
 - total dedication, even in the face of other attractive opportunities.

- c. total dedication until resolve begins to wane.
- d. discipline to change the plan as needed.

ANS: B

Commitment requires discipline to maintain resolve even when other responsibilities or attractive opportunities begin to mount.

DIF: Cognitive Level: Analysis

OBJ: Explain four key work habits that contribute to success. TOP: Managing the Work of Success

8. A nursing student is learning about effective time management in her first semester of nursing school. Which action by the student indicates that she understands the first critical step?
- a. Setting goals based on the desired outcome
 - b. Prioritizing goals in order of simple to complex
 - c. Prioritizing tasks in chronological order
 - d. Assessing the reality of the complete situation

ANS: D

Assessing the complete situation is the first step in time management. One must be clear about the reality of the current set of tasks and schedule in order to begin to manage the time associated with the tasks.

DIF: Cognitive Level: Application

OBJ: Explain four key work habits that contribute to success. TOP: Managing the Work of Success

9. Stress reduction while in nursing school is an important part of maintaining one's health. Holistic cognitive theory for stress reduction has four steps. The student shows that he or she understands the first step to achieving awareness by doing which of the following?
- a. Becomes aware of the early physical signs of stress
 - b. Concentrates on placing himself or herself as the center of everything
 - c. Mentally filters perceptions
 - d. Disqualifies the positive in the experience

ANS: A

The awareness step is a time of understanding how the student feels under stress, coming to know the symptoms, and taking steps to neutralize the symptoms.

DIF: Cognitive Level: Application

OBJ: Identify steps that aid in stress reduction.

TOP: Stress Reduction

10. A student exclaims, "I have to make a 100% on this test because anything less is just like failing in my book. I either know it or I don't and if I don't know it now, I never will." This student is obviously stressed, and the statements represent
- a. awareness reduction.
 - b. cognitive distortions.
 - c. positive coping mechanisms.
 - d. acceptance of reality.

ANS: B

Cognitive distortions are illogical, irrational thoughts; those in this question are "all-or-nothing thinking" and "emotional reasoning."

DIF: Cognitive Level: Application OBJ: Identify steps that aid in stress reduction. TOP: Stress Reduction

11. A lab instructor is observing placement of a Foley catheter by a senior nursing student. If the student is in the active experimentation phase of Kolb's Theory of Experiential Learning, what action can the lab instructor expect from the student?
- The student will need to observe placement before proceeding.
 - The student assists the instructor in placing the catheter.
 - The student places the Foley catheter without assistance.
 - The student verbalizes beginning to understand catheter placement.

ANS: C

According to Kolb's Theory of Experiential Learning, the student is in the active experimentation phase. When the student nurse places the Foley catheter, he or she is actively involved in the experience. Concrete experience occurs when the student is actively involved in a new experience. Reflective observation begins when the student observes the experience. **N** Abstract conceptualization occurs when the student begins to understand the process of placing the Foley catheter.

DIF: Cognitive Level: Analysis OBJ: Describe how learning style affects the learning process.
TOP: Learning Style

12. A lab instructor is preparing to teach a group of students. After reading questionnaires filled out by the students in her group, she notes that the students would best learn by reflective observation. What activity should the instructor plan so that the students have the best chance of success?
- Set up stations so that the students can try to "figure it out for themselves."
 - Allow the students to observe a presentation.
 - Present the information in a lecture while students take notes.
 - Present information and allow the students to be directly involved in a hands-on setting.

ANS: B

Learning by observing is what Kolb terms reflective observation. Concrete experience involves hands-on learning. In active experimentation, students learn by trying to figure it out for themselves. Abstract conceptualization is the process of learning through data collection, such as lecture.

DIF: Cognitive Level: Application OBJ: Describe how learning style affects the learning process. TOP: Learning Style

13. A nurse is trying to manage success in the workplace. Which action demonstrates that she understands key habits that must be developed and maintained?
- Carefully list and organize the day's tasks.
 - Complete a task over again because it wasn't done perfectly the first time.
 - Avoid difficult tasks because they won't be done correctly.
 - Blame others for lack of organization.

ANS: A

Carefully listing and organizing the day's tasks demonstrates that the nurse understands key habits needed for success, such as time management. Completing tasks over again, avoiding tasks, and blaming others are all self-defeating behaviors that do not help manage success.

DIF: Cognitive Level: Application OBJ: Explain four key work habits that contribute to success. TOP: Habits for Success

14. A nurse is listening to a lecture on self-awareness. Which statement by the nurse indicates that the teaching has been effective?
- "Self-confidence involves knowing oneself".
 - "Competence involves knowing oneself".

- c. "Understanding involves knowing oneself".
- d. "Self-awareness involves knowing oneself".

ANS: D

Self-awareness involves understanding and being conscious of oneself. This involves being aware of one's strengths and weaknesses. Self-confidence, competence, and understanding do not encompass this. N

DIF: Cognitive Level: Evaluation OBJ: Identify personal gifts and barriers. TOP: Self-Awareness

15. The student is listening to a lecture on self-defeating behaviors. Which statement by the student indicates that teaching has been effective?
- a. "Nit-picking is viewing situations from a negative aspect."
 - b. "Pessimism is looking for all imperfections."
 - c. "Worrying is being concerned over issues that may or may not be in your control."
 - d. "Perfectionism is rejecting responsibility for actions or inactions."

ANS: C

Worrying means to be concerned over issues that may or may not be in your control. Pessimism occurs when situations are viewed from a negative aspect. Nit-picking means to look for all imperfections. Perfectionism means to continuously strive to be perfect or do things perfectly.

DIF: Cognitive Level: Evaluation OBJ: Describe self-defeating behaviors. TOP: Self-Defeating Behaviors

MULTIPLE RESPONSE

1. Which actions or statements can the nurse take to eliminate self-defeating behaviors? (*Select all that apply.*)
- a. Say, "I know that I can do this."
 - b. Accept responsibility for his or her actions.
 - c. Worry about things that are out of his or her control.
 - d. Strive for perfection.
 - e. Believe that his or her actions are out of his or her control.

ANS: A, B

Stating "I know I can do this" and accepting responsibility for his or her actions are actions and statements that the nurse can take to eliminate self-defeating behaviors. Worrying, striving for perfection, and believing that his or her actions are out of his or her control are examples of self-defeating behaviors.

DIF: Cognitive Level: Application OBJ: Describe self-defeating behaviors. TOP: Self-Defeating Behaviors

2. A group of nursing students is discussing how their lives have changed since beginning nursing school. The student who understands the second step of holistic cognitive theory for stress reduction recognizes which comments as descriptive of automatic thoughts? (*Select all that apply.*)
- a. "My lab instructor doesn't like me. I had to repeat my cardiac assessment when no one else did."
 - b. "After studying for hours, I finally remembered all the steps to insert a Foley catheter. I will use this method again."
 - c. "My child is having behavioral issues in preschool. I know it is because I am in school right now." N
 - d. "Right after I turned in my test I knew there were at least two answers that I should have changed. I know I failed the test."
 - e. "Everything is falling apart in my life. I never should have come to school."

ANS: A, C, D, E

Automatic thoughts are immediate; without reflection; usually negative, with words such as *should* and *never*; and irrational and not based in reality. The correct options reflect automatic thoughts because they include the words “should” and “never.” Studying for hours would not be considered an automatic thought.

DIF: Cognitive Level: Application OBJ: Identify steps that aid in stress reduction. TOP: Stress Reduction

3. A patient is learning to improve her personal empowerment skills after going through a tough divorce. Which actions can she take to accomplish this? (*Select all that apply.*)
- Practice positive self-talk.
 - Manage the work of success.
 - Develop an external locus of control.
 - Eliminate self-defeating behaviors.
 - Manage good health.

ANS: A, B, D, E

Practicing positive self-talk, managing the work of success, eliminating self-defeating behaviors, and managing good health are all ways that the patient can improve her personal empowerment skills. A person with an external locus of control believes that responsibility for actions lies outside of himself or herself.

DIF: Cognitive Level: Application OBJ: Explain the impact of positive self-talk. TOP: Personal Empowerment Skills

4. A student is listening to a lecture on stress reduction and coping mechanisms. Which statement by the student indicates that the teaching has been effective? (*Select all that apply.*)
- “Relaxation is a positive coping mechanism.”
 - “Catharsis is a form of stress reduction.”
 - “Reframing would aide in stress reduction.”
 - “Distraction is the most helpful form of stress reduction.”
 - “Adrenaline rush prevents stress.”

ANS: A, B, D

The relaxation and catharsis generated by laughter are positive coping mechanisms.

Distraction takes the student’s mind off the stress for a while so that she can be recharged and handle it positively at another time. Reframing means looking at the situation from a different perspective. An adrenaline rush is considered a time waster, not a stress reduction technique.

DIF: Cognitive Level: Evaluation

OBJ: Identify steps that aid in stress reduction.

TOP: Stress Reduction

Chapter 03: Study Habits and Test-Taking Skills

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MULTIPLE CHOICE

1. A first semester student is struggling in class and did not do well on her last exam. She has determined the problem to be her lack of skill in note taking. What can the student do in order to take more effective notes during lecture?
 - a. Focus on writing key words and phrases.
 - b. Photocopy someone else's notes.
 - c. Write verbatim all that is said.
 - d. Practice memorization in class instead of taking notes.

ANS: A

The student should focus on writing key words and phrases in order to be more effective at note taking. Photocopying someone else's notes, writing verbatim, and memorizing lecture will not help the student with effective note taking.

DIF: Cognitive Level: Application OBJ: Describe the components of effective listening. TOP: Note-Taking

2. A student nurse feels that his reading skills are not adequate. Which action would he take in order to have effective reading skills?
 - a. Focus on improving reading speed.
 - b. Read slowly and thoroughly.
 - c. Ask his friends and family read to him.
 - d. Passively engage in reading.

ANS: A

Evidence relates reading speed to comprehension; the faster you read, the more you understand what you are reading.

DIF: Cognitive Level: Application OBJ: Describe how to improve reading skills. TOP: Effective Reading

3. A struggling student admits that she is reading the same paragraph over and over when she tries to read the text. The instructor recognizes this as inhibitory to her comprehension of the material. Which suggestion could the instructor make to the student to help correct the situation?
 - a. "Just keep trying. Maybe you need to read it over a few times to get it."
 - b. "Maybe you are waiting too late at night to study. Try studying earlier in the day."
 - c. "Try putting your finger under the words one at a time."
 - d. "If the words are a stumbling block, study them alone first, and then as you read, you will be less likely to stumble over them and regress."

ANS: D

Regression, or rereading what was just read, may be caused by stumbling over unfamiliar terms that cause reading to slow and decrease.

DIF: Cognitive Level: Application

OBJ: Describe how to improve reading skills.

TOP: Effective Reading

4. The student is listening to a lecture on the SQRRR method. Which statement indicates that teaching has been effective?
 - a. "The appropriate way to use the method is to scan, skim, survey, read, recite, review".
 - b. "The appropriate way to use the method is to scan, skim, read, recite, review, reread".
 - c. "The appropriate way to use the method is to survey, question, read, recite, review".

- d. “The appropriate way to use the method is to survey, question, read, review, reread”.

ANS: C

SQRRR is a tried and true method: survey, question, read, recite, and review.

DIF: Cognitive Level: Evaluation

OBJ: Prepare to study effectively using the SQRRR method.

TOP: Improving Your Study Skills

5. A nursing student is preparing for her first day of lecture. She knows that in order to succeed, she should
- skip the first day of class and read the material at home.
 - sit in the front of the room, away from distractions.
 - take notes from the book during lecture time.
 - sit in the back of the class, next to her best friend.

ANS: B

Students should sit in the front of the classroom for optimal learning, away from distractions.

N

DIF: Cognitive Level: Application

OBJ: Describe positive face-to-face and online class strategies.

TOP: General Face-to-Face Classroom Behaviors

6. A patient comes to the emergency department with complaints of crushing chest pain that radiates down his left arm. While reviewing his health history with the RN, the patient states that he has been getting over a cold. He also has seasonal allergies and is allergic to peanuts. The nurse interprets the major detail for the patient’s ER visit as the patient
- has a peanut allergy.
 - is experiencing crushing chest pain.
 - is getting over a cold.
 - has seasonal allergies.

ANS: B

The major detail in this scenario is the patient’s crushing chest pain, which brought him into the ER. All other are minor details.

DIF: Cognitive Level: Analysis OBJ: Distinguish between major and minor details. TOP: Major/Minor Details

7. The RN is performing an assessment on a patient being admitted for back pain. The nurse interprets which of the patient’s statements as a minor detail?
- The patient has not been able to void in 12 hours.
 - The patient ate 90% of his meal.
 - The patient reports being unable to walk.
 - The patient was involved in a car accident 2 days ago.

ANS: B

Minor details support the major details and peripherally support the main idea. In this scenario, the patient eating 90% of his meal is a minor detail. The other choices are major details.

DIF: Cognitive Level: Analysis

OBJ: Describe how to improve reading skills. TOP: Relating Details to a Main Idea

8. A student has been out of school for a number of years. She is concerned that she may not be able to study effectively. What action can the student take that will increase her ability to focus on her studies?
- Study for 1 hour a night.
 - Study in a loud coffee shop.
 - Stay up all night before tests to make sure she is proficient.