

## **Chapter 1—Student Nurse Skills for Success**

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### **MULTIPLE CHOICE**

1. The student nurse attends a lecture and takes notes to acquire knowledge, skill, or both over the course content. This demonstrates which principle?
- a. education
  - b. encoding
  - c. learning
  - d. metacognition

ANS: C

Learning is the act or process of acquiring knowledge, skills, or both in a particular subject area. Learning is the basis for developing the knowledge and skills required to be a nurse.

PTS: 1

DIF: Comprehension

REF: White (2010)

2. The client displays anger toward a recent diagnosis of cancer. The student nurse understands that this represents the client's:
- a. attitude
  - b. attribute
  - c. inclination
  - d. influence

ANS: A

Attitude, which is a manner, feeling, or position toward a person or thing, affects a person's approach to life experiences.

PTS: 1

DIF: Application

REF: White (2010)

3. A characteristic, either positive or negative, that belongs to a person is known as an:
- a. attitude
  - b. attribute
  - c. inclination
  - d. influence

ANS: B

Attributes are also sometimes referred to as strengths and weaknesses. Positive attributes for nurses include, for example, caring and compassion.

PTS: 1

DIF: Knowledge

REF: White (2010)

4. The student nurse demonstrates competence in medication administration. The competence in the activity performed by the student would be considered:
- a. ability
  - b. perfectionism
  - c. talent
  - d. understanding

ANS: A

Ability is defined as competence in an activity, something that is learned, or that one is considered proficient in a specific task.

PTS: 1

DIF: Comprehension

REF: White (2010)

5. After completing the first day of class, the nursing student has an overwhelming expectation of being able to complete the entire week's assignments in 1 day. This action BEST describes:
- a. ability
  - b. perfectionism
  - c. talent
  - d. understanding

ANS: B

Perfectionism is an overwhelming expectation of being able to get everything done. It does not have any connection to ability, talent, or understanding to complete the task.

PTS: 1 DIF: Application REF: White (2010)

6. To achieve success in an academic program and in life, a nursing student must develop competence in basic skills such as reading, arithmetic and mathematics, writing, and speaking. For the student nurse to understand and process information, which additional skill is required?
- a. studying
  - b. listening
  - c. memorizing
  - d. drawing

ANS: B

The basic skills associated with success in educational programs (and in life) are reading, arithmetic and mathematics, writing, listening, and speaking. Listening is necessary to begin to understand and process information, such as in class lecture and discussion sessions or in the client care setting.

PTS: 1 DIF: Application REF: White (2010)

7. Which generic term refers to a heterogeneous group of disorders manifested as significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities?
- a. educational delays
  - b. learning disability
  - c. mental deficiency
  - d. mental retardation

ANS: B

Learning disability is a generic term that refers to a heterogeneous group of disorders manifested as significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Having a learning disability will not prohibit a student's success, but the student needs to be aware of his or her different abilities.

PTS: 1 DIF: Comprehension REF: White (2010)

8. The term *learning style* can BEST be described as the:
- a. concept that an individual may excel at one subject and do poorly in another
  - b. concept that an individual may prefer certain subjects over others
  - c. difference between certain individuals who easily learn new data versus those who find learning new data difficult
  - d. ways an individual best receives, processes, and assimilates knowledge about a subject

ANS: D

The term *learning style* can best be described as the ways an individual best receives, processes, and assimilates knowledge about a subject. Learning styles are cognitive functions, which are ways to assist students to perceive, remember, think, and solve problems.

PTS: 1 DIF: Knowledge REF: White (2010)

9. The student nurse is primarily a visual learner. The MOST helpful learning strategies to prepare for an exam would include:
- a. participating in a study group to exchange ideas through discussion
  - b. reading chapters from course textbooks aloud
  - c. rewriting lecture notes
  - d. reading over lecture notes and textbooks

ANS: D

Visual learners prefer to obtain information through the senses by seeing it as a visual image; they relate best to information they have seen in texts or in their own notes or diagrams. For example, a visual learner who listens to a classroom lecture is likely to take notes about the subject to better master the material.

PTS: 1 DIF: Application REF: White (2010)

10. The student nurse is primarily a kinesthetic learner. The MOST helpful learning strategies to prepare for an exam would include:
- participating in a study group to exchange ideas through discussion
  - reading chapters from course textbooks aloud
  - rewriting lecture notes
  - reading over lecture notes and textbooks

ANS: C

Kinesthetic learners prefer to learn by touch, movement, imitation, and practice; they best understand information by touching or feeling the material and by processing the information in their own way. For example, a kinesthetic learner who listens to a classroom lecture may take notes and later rewrite them after processing the material. It is important for students to recognize that no one style is “better” than another and that each style is used to some extent, depending on the learning situation.

PTS: 1 DIF: Application REF: White (2010)

11. The student nurse uses problem solving to BEST meet the goals of the course assignment by the use of which of these systems?
- encoding
  - metacognition
  - mnemonics
  - time management

ANS: D

A time-management plan reflects a system that helps individuals meet goals through problem solving; it can provide assistance in accomplishing tasks or activities in a specified amount of time. Strategies for time management include analyzing time commitments, knowing oneself, clarifying goals, setting priorities, and disciplining oneself to stick to the plan until the goal is achieved.

PTS: 1 DIF: Application REF: White (2010)

12. The student nurse understands that the barriers to effective use of time include such things as clutter, interruptions, procrastination, and:
- delegation
  - perfectionism
  - making lists
  - taking activity breaks

ANS: B

Perfectionism is an overwhelming expectation of being able to get everything done. This can be a barrier to the effective use of time.

PTS: 1 DIF: Comprehension REF: White (2010)

13. The student nurse has delayed the completion of a course project for several days. The student’s actions are an example of:
- delegation
  - perfectionism
  - learning disability
  - procrastination

ANS: D

Procrastination is the intentional putting off or delaying of an activity that should be done. Procrastination is a time waster as it does not afford effective use of time management.

PTS: 1 DIF: Application REF: White (2010)

14. Which of these terms BEST describes a barrier to effective use of time caused by setting unrealistic goals?
- a. delegation
  - b. perfectionism
  - c. learning disability
  - d. procrastination

ANS: B

Perfectionism is an overwhelming expectation of being able to get everything done. It does not have any connection to ability, talent, or understanding to complete the task. Perfectionism is a barrier to effective use of time management.

PTS: 1 DIF: Knowledge REF: White (2010)

15. The learning strategy by which a memorable word or phrase is created from the list of items that an individual is trying to recall is known as:
- a. encoding
  - b. metacognition
  - c. mnemonics
  - d. time management

ANS: C

A mnemonic is a method for assisting with association and recall of information. It is a memorable word or phrase created from the list of items that an individual is trying to recall.

PTS: 1 DIF: Knowledge REF: White (2010)

16. In developing a study plan to cover a particular chapter or unit of nursing content, the student nurse would identify which of these steps to be the MOST helpful as part of the plan?
- a. previewing the material to be included
  - b. taking specific study breaks
  - c. listening to classical music
  - d. having snacks and beverages readily available

ANS: A

Setting up the study plan allows the learner to enter the study place with a positive attitude toward reaching the specific study goal. Steps to consider: Preview the material to be studied. Consider the chapter heading. Read the objectives for the chapter. Scan the vocabulary section and the end-of-chapter summary and questions. Set up your questions. Read and take notes. Reread when necessary. Reflect or create your individual style cues. Review or summarize the information.

PTS: 1 DIF: Comprehension REF: White (2010)

17. A disciplined intellectual process of applying skillful reasoning, imposing intellectual standards, and self-reflective thinking as a guide to belief or action is known as:
- a. problem solving
  - b. metacognition
  - c. critical thinking
  - d. learning style

ANS: C

Definitions of critical thinking: “A mode of thinking--about any subject, content, or problem--in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (Paul); “reflective and reasonable thinking that is focused on deciding what to believe or do” (Ennis); “an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly justified” (Kurfiss); “the attentive commitment to a self-reflective process of examining one’s thoughts, ensuring that the thinking occurring meets intellectual standards” (Heaslip).

PTS: 1 DIF: Knowledge REF: White (2010)

18. Standards for critical thinking provide a valid, reliable measure of the quality of critical thinking and include which of the following?
- a. clarity
  - b. approximation
  - c. inclusion
  - d. scope of coverage

ANS: A

Fundamental to quality thinkers is the ability to think clearly. Clarity of thought means placing facts and ideas into a logical and coherent framework. Be sure that the words used clearly express the intended message.

PTS: 1 DIF: Comprehension REF: White (2010)

19. The student nurse received a low score on the first exam of the course. Which of these strategies is MOST appropriate?
- a. changing majors
  - b. comparing scores with others in the class
  - c. determining why each question was missed
  - d. studying more for the next exam

ANS: C

Students can improve the outcome on any test by first analyzing their attitudes, preparation methods, and behaviors related to testing. Some specific test-taking skills include identifying error patterns (knowing why the answer selected is wrong); reading the questions carefully before selecting an answer; improving vocabulary in the area of content being tested; minimizing inferences about the questions or options; identifying priorities correctly; and knowing the material through regular study and preparation.

PTS: 1 DIF: Comprehension REF: White (2010)

20. The student nurse is aware that using the components of reasoning, including such things as purpose, assumptions, developing conclusions, will allow the student to figure things out or to solve problems. Which of the following is an additional component of reasoning?
- a. sources of data
  - b. implications and consequences
  - c. historical perspective
  - d. rationalizations

ANS: B

The components of reasoning are purpose, assumptions, developing conclusions, and implications and consequences.

PTS: 1 DIF: Comprehension REF: White (2010)

21. Which of these statements BEST describes the purpose of testing in a nursing program?
- a. to weed out students who are unsuited for nursing
  - b. to demonstrate what a good nurse the student will be

- c. to measure what the students know and indicate what still needs to be learned
- d. to obtain grades that represent what the student knows about nursing

ANS: C

Teacher-constructed or standardized tests are used throughout the nursing program to assess students' learning progress, assess what the students know, and indicate what still needs to be learned.

PTS: 1

DIF: Comprehension

REF: White (2010)

22. After receiving a low score on an exam, the nursing student should use which of these approaches for improving test-taking skills?
- a. doing most of your studying just before the test
  - b. engaging in meditation
  - c. balancing your intake of food and activity before a test
  - d. analyzing why you gave any wrong answers

ANS: D

Some specific test-taking skills include identifying error patterns (knowing why the answer selected is wrong); reading the questions carefully before selecting an answer; improving vocabulary in the area of content being tested; minimizing inferences about the questions or options; identifying priorities correctly; and knowing the material through regular study and preparation.

PTS: 1

DIF: Comprehension

REF: White (2010)

23. Because the LP/VN works primarily under the supervision of registered nurses or other health care providers, the LP/VN's scope of practice is considered to be:
- a. independent
  - b. dependent
  - c. collaborative
  - d. contingent

ANS: B

Licensed practical and vocational nurses are dependent practitioners, meaning that an RN, doctor, dentist, or some other health care provider must supervise them.

PTS: 1

DIF: Knowledge

REF: White (2010)

24. The term *scope of competence* can BEST be described as:
- a. skills that individual LP/VNs have acquired
  - b. legally defined tasks that LP/VNs can perform
  - c. procedures that LP/VNs can delegate to others
  - d. skills that are outside the LP/VN's scope of practice

ANS: A

The term *scope of competence* is skills that individual LP/VNs have acquired. The skills may be legally defined tasks that LP/VNs can perform; however the individual may not be competent to perform the task.

PTS: 1

DIF: Comprehension

REF: White (2010)

25. When considering delegation of tasks, the student nurse is aware that unlicensed assistive personnel (UAP) can only perform tasks that are:
- a. designated by employer policies and procedures
  - b. within the scope of practice of RNs and LP/VNs
  - c. prescribed by state laws
  - d. learned on the job

ANS: A

Tasks of the UAP do not have a scope of practice. A task that falls within the protected scope of practice of any licensed professional (including RNs and LPNs) cannot be performed by a UAP. Unlicensed assistive personnel (UAP) can only perform tasks that are designated by employer policies and procedures.

PTS: 1

DIF: Comprehension

REF: White (2010)

26. In any health care setting, the student nurse is aware that ultimate accountability for delegation of nursing tasks remains with:
- the health care provider
  - the health agency itself
  - the licensed nurse
  - the person to whom the task is assigned

ANS: C

Delegation is the process of transferring to a competent individual the authority to perform a specific task in a specific situation. State provisions for delegation of nursing tasks vary. The licensed nurse retains accountability for the delegation; that is, the nurse has the responsibility for actions and inactions performed.

PTS: 1

DIF: Comprehension

REF: White (2010)

27. When an LP/VN is delegating or assigning the accomplishment of a specific task, which of these factors should be considered FIRST?
- Should this task be delegated for a specific client?
  - Is this the appropriate client setting for this task to be performed?
  - Are there sufficient resources available for this task to be performed?
  - Can the task be clearly described to the assigned personnel?

ANS: A

When delegating or assigning tasks, five factors must be considered: the potential for harm, the complexity of the task, the required problem solving and innovation, the unpredictability of the outcome, and the required coordination and consistency of the client's care.

PTS: 1

DIF: Comprehension

REF: White (2010)

28. Which factor should be examined FIRST when the LP/VN is establishing priorities of care for a client?
- To whom can certain tasks be assigned?
  - Has the client previously been assigned to be cared for by unlicensed assistive personnel?
  - What is the client's current health care status?
  - Has the client been hospitalized before?

ANS: C

When delegating or assigning tasks, five factors must be considered: (1) the potential for harm, (2) the complexity of the task, (3) the required problem solving and innovation, (4) the unpredictability of the outcome, and (5) the required coordination and consistency of the client's care. The five rights of delegation provide further direction in making appropriate decisions about delegation: right task, right circumstance, right person, right direction/communication, and right supervision.

PTS: 1

DIF: Comprehension

REF: White (2010)

29. Upon completion of a nursing education program, the student nurse is aware that the FIRST task to focus on is to:

- a. obtain a job
- b. pass the NCLEX-PN examination
- c. obtain a temporary nursing permit
- d. review the nursing practice act in your state

ANS: B

As completion of the educational program nears, the student's thoughts should turn to the licensing examination NCLEX-PN. The NCLEX-PN tests the skills and knowledge required for entry-level practice. The state boards use the results to determine whether a license will be issued.

PTS: 1

DIF: Comprehension

REF: White (2010)

### **MULTIPLE RESPONSE**

1. When preparing for the final exam in this course, the nursing student is aware that which of the following are considered time-wasting measures? (Select all that apply.)
  - a. Have the telephone close by to answer.
  - b. Spend study time in a quiet area.
  - c. Gather all the items for studying in one place.
  - d. Delay studying until all other activities are finished.
  - e. Make sure that all notes are perfectly written.
  - f. Delegate home activities to other family members.

ANS: A, D, E

Limit interruptions by turning off telephone ringer and allowing answering machine to pick up calls, make sure all your supplies for studying are gathered before starting to decrease interruptions, study while rested and alert, allow family and friends to assist with tasks to decrease stress, and recognize that perfectionism can decrease productivity.

PTS: 1

DIF: Comprehension

REF: White (2010)

2. The nursing student received a failing score on the first exam. The student develops a plan to increase the score of the next exam by including which of the following activities? (Select all that apply.)
  - a. understand each missed question and review related content
  - b. move on to the next area of content
  - c. wait until peers take the test and ask what was on it
  - d. stay home to have extra study time instead of attending class
  - e. attend test reviews
  - f. look for patterns among the mistakes

ANS: A, E, F

Test reviews assist students with understanding mistakes and patterns of errors on exams. Students need to accumulate knowledge and are held accountable for the content missed on exams.

PTS: 1

DIF: Application REF: White (2010)