Success in Practical Vocational Nursing 8th edition Knecht Test Bank

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MULTIPLE CHOICE

1. A nursing student was ill when the class toured the learning resource center (LRC). What independent action should the student take?
   a. Perceive it as a missed opportunity.
   b. Ask the librarian if a self-guided online tour is available.
   c. Ask to see another student's notes about the tour.
   d. Report his or her unawareness to the instructor of LRC features.

   ANS: B
   It is important that the student learn about features and services of the LRC. Asking the librarian for a self-guided online tour is a self-directed approach to gaining the needed information. If this is not available, it is likely that the librarian will offer an alternative. Perceiving being ill as a missed opportunity is unacceptable, as the student needs the information. Asking to see another's notes would be inadequate to understand the physical layout. Reporting unawareness of the LRC features to the instructor attempts to make the missed tour the instructor's problem rather than the student's.

   DIF: Cognitive Level: Application REF: p. 31 | p. 32 OBJ: 3
   TOP: LRC KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

2. A nursing student tells another student, "The instructor assigned both a textbook chapter and a journal article! It should be one or the other, not both!" The reply that shows the best understanding of the assignment is
   a. "The journal article may give us updated information on one aspect of the assignment."
   b. "Sometimes textbooks have incorrect information, so it provides checks and balances."
   c. "Reading articles allows us to make sure the instructors provide current information in lecture."
   d. "Copyright laws prevent the instructor from lecturing directly from that source, so we have to read."

   ANS: A
   Periodical articles give up-to-date information to supplement textbook readings. The statements that "textbooks have incorrect information" and/or "reading articles allows instructors to provide information in lectures" do not provide the best understanding. Copyright laws do not prevent instructors from using material in lectures.

   DIF: Cognitive Level: Comprehension REF: p. 33 OBJ: 4
   TOP: Periodical articles KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

3. A nursing student states, "When we have lecture-discussion sessions, I never know what's expected of me." The best reply by a peer would be
   a. "I think it's our responsibility as students to avoid actively disagreeing with the instructor or other students."

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b. "I think it's our responsibility as students to make a list of questions about material we don't understand."
c. "I think it's our responsibility as students to listen until we're called upon to answer questions."
d. "I think it's our responsibility as students to use review books to check the depth of the material we're learning."

ANS: B
Making a list of questions about material that is not understood is an action that shows active student participation. Lecture-discussion sessions expect students to be self-directed in learning. Avoiding actively disagreeing with the instructor or other students and listening until called upon to answer questions are more passive than active behaviors. Using review books to check the depth of the material is beyond the scope of what's expected from a student and would not be productive.

DIF: Cognitive Level: Application REF: p. 34 | p. 35; Box 2-9
OBJ: 1 TOP: Lecture-discussion sessions KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

4. A nursing student asks a peer, "Why do we need a course outline when we have a course syllabus?" The response that best explains the importance of course outlines is
a. "They replace the teacher."
b. "They substitute for the textbook."
c. "They eliminate the need for class attendance."
d. "They indicate the level of understanding needed to pass the course."

ANS: D
The course outline contains details, such as class objectives, whereas the syllabus provides only an overview. The other options are false statements.

DIF: Cognitive Level: Analysis REF: p. 36 OBJ: 6
TOP: Course outlines KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

5. A nursing student has a course syllabus and a course outline. When anticipating what topics to study for an examination, it is best to refer to the
a. course objectives.
b. unit objectives.
c. bibliography.
d. course policies.

ANS: B
The unit objectives provide details regarding what information the instructor expects the student to know. Examination questions are often framed from these detailed unit objectives. The course objectives state the overall outcomes of the course and are not particularly useful as study aids. The bibliography simply lists the resources used by the instructor in course preparation. Course policies do not delineate topics for study.

DIF: Cognitive Level: Application REF: p. 36 OBJ: 6
TOP: Unit objectives KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

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6. When a nursing student goes to the nursing skills lab, the best utilization of that resource would be as a place to
   a. read the textbook.
   b. discuss personal problems with another student.
   c. practice a difficult dressing change procedure.
   d. take a coffee break.

   ANS: C
   The nursing skills lab supports learning/practicing the psychomotor skills of nursing, such as dressing changes. It would be difficult to practice these skills in other, nonclinical settings. The remaining options can be completed in other settings that do not require the special equipment found in the nursing skills lab.

   DIF: Cognitive Level: Analysis REF: p. 37 OBJ: 7
   TOP: Nursing skills lab KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

7. A nursing student is experiencing difficulty performing calculations involving fractions and decimals. The most helpful resource would be the
   a. library.
   b. Internet.
   c. nursing skills lab.
   d. study skills lab.

   ANS: D
   The study skills lab has remedial materials, such as books that teach basic math concepts, and faculty who are prepared to provide guidance for learning such material. The library might have books at the appropriate level but would not provide individualized teaching. The Internet would be more likely to provide information about books available as resources rather than the actual remediation needed. The nursing skills lab is more oriented toward teaching the psychomotor skills of nursing, such as bed-making, asepsis, and other procedures.

   DIF: Cognitive Level: Analysis REF: p. 37 OBJ: 7
   TOP: Study skills lab KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

8. A nursing student who wishes to check out a book listed in the course outline informs the librarian that the book is unavailable at the reserve desk. The librarian advises the student to look in the
   a. stacks.
   b. CD-ROM.
   c. vertical files.
   d. periodical section.

   ANS: A
   The stacks are where the majority of materials that can be checked out are located. It is necessary to know the call number found in the online catalog or card catalog to find the book. CD-ROMs, a source of textbook-like information, are rarely available for checkout. Vertical files hold pamphlets. The periodical section contains journals and magazines.

   DIF: Cognitive Level: Application REF: p. 33 OBJ: 3
   TOP: Stacks KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

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9. A nursing student has an assignment that requires looking up an article about nursing care following knee replacement surgery. The nursing student has only the title and the knowledge that the article was published within the past year. Which resource would be most helpful in completing the assignment?
   a. *Education Index*
   b. *Materia Medicus*
   c. *Reader's Guide to Periodical Literature*
   d. *Cumulative Index to Nursing and Allied Health Literature*

   ANS: D
   The *Cumulative Index to Nursing and Allied Health Literature* (CINAHL) is a periodical index containing current listings for nursing and allied health fields. It is produced in five bimonthly issues each year. The issues are later bound by year. The index in *Education Index* would not present technical data on nursing topics. *Materia Medicus* is more pertinent to medicine. *Reader's Guide to Periodical Literature* focuses on articles from nontechnical magazines and would not contain references to nursing journal articles.

   DIF: Cognitive Level: Analysis REF: p. 33 | p. 34 OBJ: 3
   TOP: CINAHL as a resource KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

10. A nursing student tells a peer, "There's so much to remember that I'm afraid I'll never pass the skill evaluation for changing a sterile dressing." A helpful response by the peer would be based on the understanding that for most nursing students, psychomotor/clinical skills can best be learned by
    a. performing them.
    b. reading about them.
    c. watching a peer practice them.
    d. watching a filmstrip about them.

    ANS: A
    Psychomotor skills must be practiced if proficiency is to be gained. The remaining options may be helpful as first steps in developing the physical skill, but the learner must eventually practice performing the skill.

    DIF: Cognitive Level: Comprehension REF: p. 37 OBJ: 7
    TOP: Learning psychomotor skills associated with nursing KEY: Nursing Process Step: N/A
    MSC: NCLEX: N/A

11. Which statement is true about the usefulness of audiovisual materials and computer-assisted instruction in a nursing course?
    a. They can be omitted because they add little to student learning.
    b. It is unnecessary to take notes on their content.
    c. They provide multisensory channels for learning content.
    d. Their content cannot be used by instructors for examination questions.

    ANS: C

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These learning modalities stimulate both visual and auditory centers, making them useful for learners with a variety of learning style preferences. The modalities in the other options can be assigned to meet class and unit objectives and thus are considered integral parts of the curriculum. Therefore, learners can be tested on the content they provide.

DIF: Cognitive Level: Knowledge REF: p. 37 | p. 38 OBJ: 7
TOP: AV and CAI advantage KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

12. A nursing student could best explain an Internet search engine to a peer by saying it is most like
    a. a book or periodical index.
    b. a clinical contact with a patient.
    c. a videotape.
    d. the vertical file.

ANS: A
Search engines periodically scan the Internet and index it. Search engines help find specific information, much as a book or periodical index can direct one's search. None of the other options provides an adequate comparison.

DIF: Cognitive Level: Analysis REF: p. 38 OBJ: 7
TOP: Function of search engines KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

13. When a nursing student needs a journal article from a periodical that is not available in the holdings of the learning resource center, the student should
    a. try to find a substitute article.
    b. request an interlibrary loan.
    c. go to the stacks and look again.
    d. check the vertical file.

ANS: B
If the learning resource center (LRC) does not subscribe to a particular journal, a student may obtain a copy of the article by requesting that the LRC obtain a copy of the article from a cooperating library that subscribes to the journal. A substitute article would not provide identical information. The remaining options would not be productive.

DIF: Cognitive Level: Application REF: p. 33 OBJ: 3 | 4
TOP: Interlibrary loan KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

14. A nursing student states, "My grades aren't what I'd like. I don't know whether to use a study group or ask for tutoring." Which statement is true for both study groups and tutoring?
    a. Leaders/tutors derive more benefit than other participants.
    b. They are most helpful to students with learning disabilities.
    c. They provide low benefits when compared with the amount of time spent.
    d. Active participation by the student is critical to success in raising grades.

ANS: D

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Study groups and tutoring are most helpful to students when active listening is involved. Leaders/tutors deriving more benefit than other participants may or may not be a true statement. The remaining options are not supported by research data.

DIF: Cognitive Level: Analysis REF: p. 36 | p. 37 OBJ: 7
TOP: Active listening KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

15. An LPN/LVN has enrolled in a program with minimal pediatric clinical experience. The student will not have an opportunity to administer medications to pediatric patients. To seek out a learning opportunity that would closely resemble judgments made during clinical experience, the student should arrange to
    a. perform a 2-hour observation of a pediatric nurse assigned to administer medications.
    b. complete a computer simulation, "Morning Medications with the Pediatric Medication Nurse."
    c. shadow a venipuncturist making rounds on the pediatric unit.
    d. attend an in-service program on the topic of avoiding pediatric medication administration errors.

    ANS: B
    A computer simulation would require the student to actively use the nursing process to gather data, set priorities, plan, determine the best ways to implement, and evaluate care outcomes in carefully chosen representative clinical situations. Students are often more passive during observational experiences than while working through a computer simulation. Shadowing a venipuncturist, too, is a more passive situation for the learner and is limited to only one aspect of medication administration. Error avoidance is only one aspect of medication administration.

    DIF: Cognitive Level: Application REF: p. 37 OBJ: 7
    TOP: Computer simulations KEY: Nursing Process Step: N/A
    MSC: NCLEX: N/A

16. A nursing student who is receiving poor grades states, "I am experiencing difficulty due to lack of time to devote to school." The additional factor that should be explored is lack of
    a. aptitude.
    b. interest.
    c. motivation.
    d. study skills.

    ANS: D
    Lack of understanding of how to study and how to use available time to study is generally a greater problem than actual lack of time. The other options are less relevant as causes of failure to learn and retain material.

    DIF: Cognitive Level: Application REF: p. 23 OBJ: 1
    TOP: Lack of study skills KEY: Nursing Process Step: N/A
    MSC: NCLEX: N/A

17. A nursing student is studying for an examination and becomes distracted by things needing to be done. The best intervention would be to

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a. make a list of things that need to be done and return to studying.
b. turn on the radio in an attempt to "drown out" the distraction.
c. stop studying until there are fewer distractions with which to contend.
d. do what has to be done immediately and then return to studying.

ANS: A
Concentration can be disrupted by internal distractions. In this case, taking a short break and making a list of the things to do so they are not forgotten could be enough to allow the student to concentrate. Turning on the radio to "drown out" distraction would not be helpful. Stopping studying is not appropriate because there may never be fewer distractions. Doing what has to be done immediately and then returning to studying could take too much time away from studying.

DIF: Cognitive Level: Analysis REF: p. 24 OBJ: 1
TOP: Concentration/Distractions KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

18. Which student would be classified as a passive listener?
a. Student A, who completes a grocery list during class
b. Student B, who asks questions about class content
c. Student C, who puts key concepts into words during note taking
d. Student D, who contributes to classroom discussion of the topic

ANS: A
Student A demonstrates no personal involvement in the class and thus is considered a passive participant. The students described in all of the other options demonstrate personal involvement and are considered active listeners and participants.

DIF: Cognitive Level: Analysis REF: p. 24 OBJ: 1
TOP: Active vs. passive listening KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

19. Which technique is most helpful to a student who wishes to better organize the material presented during a lecture?
a. Note making
b. Shorthand
c. Tape recording
d. Passive listening

ANS: A
Note making and condensing material require active listening and promote organization of key ideas and concepts. Using shorthand requires transcription and does not necessarily result in organized notes. Tape recording simply gives a replay of the lecture; it does not organize the information. Passive listening does not contribute to organization.

DIF: Cognitive Level: Comprehension REF: p. 25 OBJ: 1
TOP: Note making KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

20. A nursing student complains about difficulty remembering information read in the text. To resolve this problem effectively, the student should address the fact that the most common reason students cannot remember information is
a. information overload.

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b. lack of understanding of the material.
c. new knowledge interferes with recall of old knowledge.
d. old knowledge interferes with recall of new material.

ANS: B
Reading with comprehension is required if one is to retain the information. Information overload is a fallacy. New and old knowledge interfering with recall is not the most common reason for not remembering.

DIF: Cognitive Level: Application REF: p. 26 OBJ: 1
TOP: Relationship of reading comprehension and remembering
KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

21. The rationale for use of short, frequent study periods that focus on understanding the material is
a. to memorize facts.
b. to lay down a neural trace.
c. to prevent old knowledge from interfering with recall of new knowledge.
d. to motivate learning by developing a positive attitude toward the subject matter.

ANS: B
A neural trace is required to move information from temporary to permanent memory. Striving for understanding gives the 4 to 5 seconds necessary for the formation of the neural trace. The other options do not provide a valid rationale.

DIF: Cognitive Level: Comprehension REF: p. 27 | p. 28 OBJ: 1
TOP: Permanent memory requires formation of a neural trace KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

22. A struggling nursing student studies several hours daily while children watch television nearby. It is likely that this student needs to
a. schedule another hour of nightly study.
b. correct eyestrain by having his or her eyes tested.
c. study where there are fewer external distractions.
d. listen actively in class to reduce study hours.

ANS: C
When a student's study habits are not working, a change is necessary. It is likely that the student is distracted by the television and the children and is unable to fully concentrate. The quality of study may be more problematic than the quantity. The scenario does not suggest eyestrain. Active listening is important but may not be sufficient to reduce study hours.

DIF: Cognitive Level: Application REF: p. 23 | p. 24 OBJ: 1
TOP: Distractions KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

23. At what level of information processing must LPN/LVNs function in order to pass the NCLEX-PN examination and meet employer expectations?
a. Knowing and being able to repeat facts
b. Understanding the meaning of material and being able to apply it in new situations
c. Grasping information and being able to analyze advanced concepts
d. Questioning the validity of all information and being able to synthesize material

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ANS: B
The level of information processing necessary for licensure and meeting employer expectations is best described as understanding the meaning of material, storing it in long-term memory, and being able to apply it clinically. Knowing and being able to repeat facts is insufficient. Grasping information, being able to analyze advanced concepts, questioning the validity of all information, and being able to synthesize material are beyond realistic expectations for practical/vocational nursing.

DIF: Cognitive Level: Knowledge REF: p. 28 OBJ: 1 | 2
TOP: LPN/LVN level of understanding theory KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

24. A nursing student has difficulty concentrating while studying and is easily distracted by external activity. Daydreaming is triggered by relaxation and music. The best physical environment for studying would be sitting
    a. on a bed with the feet up and the back against a pillow.
    b. in a reclining chair facing a television with the volume turned on low.
    c. at the kitchen table during meal preparation or "clean-up" time.
    d. at a desk in a quiet room.

ANS: D
The scenario describes a student who is negatively affected by environmental distractions. Sitting at a desk in a quiet room is the best environment for one who is easily distracted by environmental events, because it limits environmental stimuli. Sitting on a bed with the feet up and the back against a pillow would promote relaxation (sleep) and daydreaming. Sitting in a reclining chair with the television on or at the kitchen table during meal preparation or clean-up places the student in the midst of considerable environmental stimulation.

DIF: Cognitive Level: Analysis REF: p. 23 | p. 24 OBJ: 1
TOP: External distractions KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

25. A struggling nursing student reports studying best in an environment with some background sound. The student should first consider
    a. studying with a peer group.
    b. re-evaluating the study environment.
    c. hiring a tutor.
    d. cramming for examinations.

ANS: B
When a learning style preference is not producing results, one should consider change. Thinking that one can study in the presence of noise and other distractions is a common fallacy. The student should try studying in a quiet place. Joining a study group should not be the first consideration. Tutoring may not be necessary; it should not be the first consideration. Cramming is never advocated as a helpful method for improving grades.

DIF: Cognitive Level: Analysis REF: p. 23 | p. 24 OBJ: 1
TOP: Study environment KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

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26. A nursing student researched a topic for a class presentation online and explored several sites, using up most of the evening's study time. The next time there is an Internet assignment, a helpful strategy would be to
    a. set a kitchen timer for 30 minutes.
    b. do the assignment only after doing all other study tasks.
    c. "forget" to do the assignment.
    d. ask a friend to do the assignment.

    ANS: A
    Creating a situation in which the student is reminded of elapsed time should limit the time spent on the Internet yet permit the student to complete the assignment independently.

    DIF: Cognitive Level: Application REF: p. 24 OBJ: 1
    TOP: External distractions KEY: Nursing Process Step: N/A
    MSC: NCLEX: N/A

27. A nursing student states, "I have trouble writing what the instructor says in class." The most helpful hint to give the student would be
    a. "Try to write the lecturer's statements word for word."
    b. "Write the main ideas in condensed form."
    c. "Take notes in shorthand and transcribe them."
    d. "Underline in the textbook what the lecturer is saying."

    ANS: B
    This technique is called *note making*. It is the most effective of the options listed relating to notes.

    DIF: Cognitive Level: Analysis REF: p. 25 OBJ: 1
    TOP: Note making KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

28. A nursing student asks, "Are there any techniques to help me better understand difficult nursing concepts?" The best reply would be
    a. "Memorize as much as you possibly can."
    b. "Begin by learning the definition of all terms."
    c. "Repeat key ideas in your own terms."
    d. "Cram for examinations."

    ANS: C
    Repeating key ideas in one's own words fosters understanding. Understanding is required for laying down neural traces and long-term memory storage. Memorizing is only marginally effective. Learning the definition of all terms may be an excessively large order. Cramming is never advisable.

    DIF: Cognitive Level: Analysis REF: p. 25 OBJ: 1
    TOP: Understanding key concepts KEY: Nursing Process Step: N/A
    MSC: NCLEX: N/A

29. In what significant way does the NCLEX-PN examination differ from a paper and pencil multiple choice examination given during the program of study?
    a. The NCLEX-PN questions are more difficult.
    b. The test taker cannot guess when taking the NCLEX-PN exam.
    c. The questions on the NCLEX-PN must be answered in sequence.

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d. Only program tests contain alternate format items, such as short answer questions.

ANS: C
The NCLEX-PN computer programming does not permit skipping a question and returning to it.

DIF: Cognitive Level: Analysis REF: p. 29 | p. 30 OBJ: 2
TOP: NCLEX-PN KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

30. A nursing student is asked to identify distractions that limit the ability to concentrate. An example of an internal distraction is
a. mental fatigue.
b. background noise.
c. the physical environment.
d. other nursing students.

ANS: A
External distractions are those that come from outside oneself, whereas internal distractions are those that come from inside oneself. Mental fatigue is an example of an internal distraction. All the other options are examples of external distractions.

DIF: Cognitive Level: Comprehension REF: p. 24 OBJ: 1
TOP: Distractions KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

31. A nursing student is asked to identify distractions that limit the ability to concentrate. An example of an external distraction is
a. anxiety.
b. daydreaming.
c. mental fatigue.
d. background noise.

ANS: D
External distractions are those that come from outside oneself, whereas internal distractions are those that come from inside oneself. Background noise is an example of an external distraction. All the other options are examples of internal distractions.

DIF: Cognitive Level: Comprehension REF: p. 23 | p. 24 OBJ: 1
TOP: Distractions KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

MULTIPLE RESPONSE

1. Which nursing students are using the learning resource center appropriately? (*Select all that apply.*)
a. Student A checks out a text for home use.
b. Student B obtains an article on interlibrary loans.
c. Student C makes a copy of a reference article.
d. Student D finds it a quiet place to study.
e. Student E seeks to purchase a book.
f. Student F obtains a back issue of a nursing journal.
g. Student G goes there to instant message.

ANS: A, B, C, D, F

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The activities practiced by students A, B, C, D, and F describe appropriate uses of the learning resource center (LRC). LRCs are not for purchasing books. Bookstores sell books. Getting and sending instant messages does not describe a program-related task.

DIF: Cognitive Level: Application REF: pp. 32-34 OBJ: 3
TOP: Learning resource centers KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

2. A student nurse is utilizing the technique of cooperative learning. Cooperative learning includes which of the following? (*Select all that apply.*)
   a. Working in small groups
   b. Active involvement in learning
   c. Development of critical thinking skills
   d. Assistance in learning the course content
   e. Discouragement of the development of teamwork
   f. An emphasis on individual accountability for learning

   ANS: A, B, C, D, F
   Cooperative learning is a technique that emphasizes individual accountability for learning a specific academic task while working in small groups. Cooperative learning encourages active involvement in learning, the development of critical thinking skills, and the development of positive relationships with peers. It also helps with learning the course content.

   DIF: Cognitive Level: Comprehension REF: p. 35 OBJ: 1
   TOP: Cooperative learning KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

3. Which behaviors indicate that a nursing student is taking responsibility for learning during a lecture-discussion or a cooperative learning session? (*Select all that apply.*)
   a. Advance preparation
   b. Discussion participation
   c. Listening closely
   d. Heated argument

   ANS: A, B, C
   Learning via these modalities is facilitated when the learner is actively involved. Involvement is demonstrated by behaviors such as advance preparation, classroom participation, and active listening. Heated arguments have no place in any learning setting, although respectful opinion-stating is permitted.

   DIF: Cognitive Level: Evaluation REF: p. 34 | p. 35 OBJ: 1
   TOP: Behaviors associated with taking responsibility for own learning
   KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

4. A nursing student uses the Internet to learn about the use of antidepressant medications. Select the domain names that would suggest that information on the site is credible. (*Select all that apply.*)
   a. .com
   b. .gov
   c. .edu
   d. .net

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ANS: B, C
Sites ending with .gov are U.S. federal government sites. Examples are sites sponsored by the Center for Communicable Diseases, National Institutes for Health, and Department of Defense. Government sites are carefully monitored for accuracy. A .edu site is sponsored by an educational facility, such as a university. These sites are usually credible. A .com site may promote a product. For example, a drug company might promote information about one of its drugs. A domain name that ends in .net refers to infrastructure machines and organizations. For example, a provider of Internet service might be called Constellation.net.

DIF: Cognitive Level: Analysis REF: p. 38 | p. 39; Box 2-12
OBJ: 7 TOP: Internet domain names KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

5. A nursing student tells a peer, "After working nights, I have a problem staying focused during the afternoon lectures. My mind wanders, and all of a sudden I realize that I'm lost." What helpful hints should the peer offer? (*Select all that apply.*)
   a. If possible, sleep before coming to class.
   b. Complete readings after attending lecture.
   c. Write down key concepts and examples.
   d. Ask questions during and after class.
   e. Try to write everything the lecturer says.

   ANS: A, C, D
   Being rested can improve concentration. Completing readings before the lecture increases comprehension of the lecture material. Note making is more effective than note taking. Active involvement improves concentration.

   DIF: Cognitive Level: Analysis REF: p. 25; Box 2-3
   OBJ: 1 TOP: Active listening KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

6. A nursing student asks for suggestions for successful test preparation. Select the items that give the best advice. (*Select all that apply.*)
   a. "Go to a movie or watch television the night before the test."
   b. "Reread pertinent chapters in the textbook."
   c. "Plan to study from 8 PM until 2 AM the night before the test."
   d. "Focus on note summaries, margin writings, and underlined text."
   e. "Clarify the examination format with the instructor."

   ANS: D, E
   Reviewing material identified as important is vital to success on the examination. Knowing the format for questions helps students focus on the types of answers they will need to formulate. Going to a movie or watching television the night before the test may interfere with memory during the examination. Rereading pertinent chapters in the textbook is counterproductive, because key concepts have been identified in notes, margin notes, and underlined sections. Cramming is a poor strategy, whereas getting a good night's sleep is helpful.

   DIF: Cognitive Level: Analysis REF: p. 28 OBJ: 2
   TOP: Preparation for the test KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

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7. A nursing student has difficulty taking multiple choice tests. The test is graded according to the number of right answers. Select the strategies most likely to be helpful when taking this type of test. (*Select all that apply.*)
   a. Leave easy questions until last.
   b. Answer all questions. Guess if necessary.
   c. Leave answers unchanged after recording them.
   d. Save time; stop reading options when the answer is found.
   e. Read options and eliminate all wrong options.
   f. Eliminate options unrelated to the subject matter.

   ANS: B, E, F
   With the type of scoring described, guessing is not penalized. Reading all options and eliminating obviously wrong distracters and those unrelated to the subject matter facilitate answering the question. Easy questions should be answered first. Answers may be changed if the learner is sure the revised answer is correct. All options should be read. First choice may seem correct, but sometimes a better option could be given later in the question.

   DIF: Cognitive Level: Analysis REF: p. 30; Box 2-5
   OBJ: 2 TOP: Multiple choice examinations KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

COMPLETION

1. The area in which library materials are checked out and returned is the _____.

   ANS:
   circulation desk

   The circulation desk is the area in which library materials are checked out and returned.

   DIF: Cognitive Level: Knowledge REF: p. 32 OBJ: 3
   TOP: Circulation desk KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

2. A technique that emphasizes individual accountability for learning a specific academic task while working in small groups is known as _____.

   ANS:
   cooperative learning

   Cooperative learning is a technique that emphasizes individual accountability for learning a specific academic task while working in small groups.

   DIF: Cognitive Level: Knowledge REF: p. 35 OBJ: 1
   TOP: Cooperative learning KEY: Nursing Process Step: N/A
   MSC: NCLEX: N/A

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3. A nursing student spends lecture time doodling and staring out the window while thinking about what to cook for dinner. This student can best be described as a/an _____ listener.

   ANS:
   passive

   The passive listener receives sounds with little recognition or personal involvement. This listener may be doodling, staring out the window, or even staring at the instructor but thinking about having to change the oil in the car or deciding what to cook for dinner.

   DIF: Cognitive Level: Comprehension REF: p. 24 OBJ: 1
   TOP: Listening KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

4. A nursing student listens with full attention during lectures, is open-minded and curious, and asks questions about the content. This student can best be described as a/an _____ listener.

   ANS:
   active

   The active listener is always thinking, not just hearing the words. Active listeners listen with full attention, are open-minded and curious, and are always asking themselves questions about the content.

   DIF: Cognitive Level: Comprehension REF: p. 24 | p. 25 OBJ: 1
   TOP: Listening KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

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