LPN to RN Transitions 4th edition Claywell Test Bank

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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.
   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?
   a. Perfection is impossible to attain, and therefore constantly falling short of perfection leads to negative feelings and beliefs about oneself.
   b. Perfection is the ultimate goal, and it is not a self-defeating behavior to demand it of oneself.
   c. Perfectionism is the only means by which we can truly improve.
   d. 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?
   a. Participating in a yoga class
   b. Analyzing case studies on her day off
   c. Taking time at the beginning of the work shift to make a plan for her day
   d. 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?
   a. Put off the assignment until later so more content is remembered.
   b. Examine your schedule to determine time frames for study sessions.
   c. Determine a study environment fitting your learning style.
   d. 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.

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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
   a. dedication to the plan until other mounting responsibilities interfere.
   b. 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

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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?
    a. The student will need to observe placement before proceeding.
    b. The student assists the instructor in placing the catheter.
    c. The student places the Foley catheter without assistance.
    d. 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. 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?
    a. Set up stations so that the students can try to “figure it out for themselves.”
    b. Allow the students to observe a presentation.
    c. Present the information in a lecture while students take notes.
    d. 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

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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?
    a. Carefully list and organize the day's tasks.
    b. Complete a task over again because it wasn't done perfectly the first time.
    c. Avoid difficult tasks because they won't be done correctly.
    d. 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?
    a. "Self-confidence involves knowing oneself".
    b. "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.

    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

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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."
   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*.)
   a. Practice positive self-talk.
   b. Manage the work of success.
   c. Develop an external locus of control.
   d. Eliminate self-defeating behaviors.
   e. Manage good health.

   ANS: A, B, D, E

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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*.)
   a. "Relaxation is a positive coping mechanism."
   b. "Catharsis is a form of stress reduction."
   c. "Reframing would aide in stress reduction."
   d. "Distraction is the most helpful form of stress reduction."
   e. "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