Contemporary Practical Vocational Nursing 9th edition Kurzen Test Bank

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Chapter 1, Adjusting to Student Life

1. The nursing student has found the first 2 weeks of the nursing program fascinating but overwhelming. This student is anxious and unable to sleep. What action should the nursing student take to address these feelings?
   A. Utilize the counseling services available at the college.
   B. Reduce the course load.
   C. Eliminate the family activities and recreational activities.
   D. Create a study group with some classmates and divide the course work.

   ANS: A
   Feedback: Counseling services to help students make adjustments and solve problems may be available to students. If so, they are often very helpful. This is preferable to reducing the courses the student is taking or eliminating family and recreational activities, which are beneficial in stress management. Study groups can be helpful, but they are not intended to divide course work.

   PTS: 1 DIF: Moderate REF: p. 5, Personal Adjustments
   OBJ: 1 NAT: Client Needs: Psychosocial Integrity
   TOP: Chapter 1 KEY: Integrated Process: Caring BLM: Cognitive Level: Apply
   NOT: Multiple Choice

2. A nursing student will soon begin a new course with a new instructor. When encountering a new instructor for the first time, the student should:
   A. compliment the instructor on his or her knowledge and skills.
   B. try to get to know the instructor as much as possible.
   C. remain silent until the instructor reveals his or her expectations.
   D. ask as many questions as possible so that the instructor notices the student.

   ANS: B
   Feedback: Every instructor is different, and it is beneficial to get to know each instructor's style, personality, and expectations as much as possible. This does not involve offering personal compliments to the instructor or asking questions for the purpose of becoming known. At the same time, a student should not be completely silent at the start of a course.

   PTS: 1 DIF: Moderate REF: p. 6, Program Structure
   OBJ: 1 NAT: Client Needs: Psychosocial Integrity
   TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation
   BLM: Cognitive Level: Apply NOT: Multiple Choice

3. A student has just begun a nursing program and is committed to success. When creating a schedule for the school term, what should the student do?
   A. Make sure that recreation is prioritized over school work.
   B. Spread out school work evenly between all 7 days of the week.
   C. Ensure a balance between school activities and personal life.
   D. Put off family activities until the midterm break.

   ANS: C

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Feedback: A good schedule should be realistic and balanced. To get the most from the program and still have time for a personal life, the student should make a schedule that fits the time available, not how much time the student wishes was available. This does not mean that school work should suffer because of personal activities, however. It is often helpful to schedule days off rather than studying every day of the week.

PTS: 1 DIF: Easy REF: p. 7, Scheduling Your Time
OBJ: 1
NAT: Client Needs: Safe and Effective Care Environment: Management of Care
TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation
BLM: Cognitive Level: Apply NOT: Multiple Choice

4. When learning how to assess clients' health, a student has found that the most beneficial learning technique was watching an online video in which an experienced nurse demonstrated how to conduct an assessment. Which is this student's **most** likely learning style?
   A. Tactile
   B. Visual
   C. Auditory
   D. Kinesthetic

   ANS: B
   Feedback: Visual learners learn best by watching things such as videos, movies, and demonstrations. Tactile and kinesthetic learners benefit from touch. Auditory learners prefer to hear information.

   PTS: 1 DIF: Easy REF: p. 9, Applying Your Learning Style
   OBJ: 3 NAT: Client Needs: Psychosocial Integrity
   TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
   BLM: Cognitive Level: Analyze NOT: Multiple Choice

5. A nursing student is aware of the importance of critical thinking, especially in clinical situations. When applying the principles of critical thinking to a situation, the student should begin by asking:
   A. "What did I do the last time I encountered a similar situation?"
   B. "Why do I need to act in this situation?"
   C. "What are the consequences of making the wrong decision in this situation?"
   D. "What are the facts that I know about this situation?"

   ANS: D
   Feedback: A useful starting point for the critical thinking process is to determine the facts about the situation. This should come before a comparison with previous situations. It is likely not helpful to ask what could possibly go wrong.

   PTS: 1 DIF: Difficult REF: p. 17, Developing Critical Thinking Skills
   OBJ: 4
   NAT: Client Needs: Safe and Effective Care Environment: Management of Care
   TOP: Chapter 1 KEY: Integrated Process: Clinical Problem-solving Process (Nursing Process)
   BLM: Cognitive Level: Apply NOT: Multiple Choice

6. The nursing student is working with a female client who had recent hip surgery. The client was drowsy. The nursing student used critical thinking to determine the action needed to prevent the client from falling. The nursing student should:

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A. walk the client to the bathroom using a walker.
B. transfer the client to a bedside commode.
C. provide a fracture bedpan.
D. use a gait belt and walk the client to the bathroom.

ANS: C
Feedback: The student's synthesis of the facts of a situation and the translation of these facts into action demonstrate effective critical thinking. The client has recently had hip surgery and is drowsy and will be unsteady on her feet, so trying to get her up by transfer to a bedside commode or using a walker or a gait belt will not provide the safest choices for helping the client to be toileted. The fracture bedpan is the safest choice to prevent a fall in the drowsy postoperative client recovering from recent hip surgery.

PTS: 1 DIF: Moderate REF: p. 19, Applying Critical Thinking Skills
OBJ: 4
NAT: Client Needs: Safe and Effective Care Environment: Safety and Infection Control
TOP: Chapter 1 KEY: Integrated Process: Clinical Problem-solving Process (Nursing Process)
BLM: Cognitive Level: Apply NOT: Multiple Choice

7. A nursing student has been informed that much of the content of the nursing program will be presented in the form of lectures. This means that the student should:
A. make sure to do the assigned readings prior to each class.
B. determine whether the lecture will be beneficial before deciding to attend.
C. record each lecture electronically so that it can be referred to later.
D. schedule a one-on-one discussion with the instructor after each class.

ANS: A
Feedback: It is important to prepare for lectures by completing reading assignments in advance. A student should attend every class. It is not normally necessary to record every lecture or to meet with the instructor after each class.

PTS: 1 DIF: Easy REF: p. 19, Lectures
OBJ: 5
NAT: Client Needs: Safe and Effective Care Environment: Management of Care
TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation
BLM: Cognitive Level: Apply NOT: Multiple Choice

8. The student has recently begun the nursing program and is committed to getting the highest grades possible. One of the student's strategies for meeting this goal is learning how to take effective notes. What should the student do to make sure the notes are effective? Select all that apply.
A. Aim to write down everything that the instructors say in class.
B. Take special note of information that the instructors say is most important.
C. Read the notes as soon as possible after class.
D. Review the notes regularly.
E. Get notes from a classmate to compare with the student's notes.

ANS: B, C, D
Feedback: Strategies for taking effective notes include highlighting main points, reading notes after class, and reviewing them regularly. Unless the student has been absent, it is not normally necessary to obtain a classmate's notes. It is unrealistic and unnecessary to write down everything an instructor says.

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PTS: 1 DIF: Difficult REF: p. 19, Taking Notes
OBJ: 6
NAT: Client Needs: Safe and Effective Care Environment: Management of Care
TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation
BLM: Cognitive Level: Apply NOT: Multiple Selection

9. A nursing student who has recently begun a nursing program is discussing study habits with his or her classmates. Which statement by the student's classmates suggests effective study habits?
   A. "I find it's best to study the easy subjects first and then the hard subjects."
   B. "In order to be efficient, I always try to do my studying as fast as I can."
   C. "I don't take a break until I've finished everything that I have to study."
   D. "I try to schedule my studying ahead of time so that I get everything done."

   ANS: D
   Feedback: Creating a schedule for studying is conducive to effective time management and success. It is best to study hard subjects before easy subjects. Regular breaks are important, and effectiveness, not speed, is the goal of studying.

   PTS: 1 DIF: Moderate REF: p. 22, Studying
   OBJ: 1
   NAT: Client Needs: Safe and Effective Care Environment: Management of Care
   TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
   BLM: Cognitive Level: Apply NOT: Multiple Choice

10. A nursing student has learned that the nursing program will require frequent, lengthy readings. In response, the student has resolved to apply the SQ3R method. This means that the student will begin each reading session by:
    A. writing down questions about the subject matter of an assigned reading.
    B. looking over the reading for main headings, figures, titles, and objectives.
    C. slowly and conscientiously reading the material.
    D. reading the material aloud.

    ANS: B
    Feedback: The SQ3R method begins by surveying the chapter or unit by reading the title, objectives, key words, chapter heads, introduction, italicized passages, graphs, illustrations, photos, and end-of-chapter questions before you begin normal reading. Writing down questions follows this, as does a more detailed reading. Reading aloud is useful to some students, but this is not normally the first step in the process.

    PTS: 1 DIF: Difficult REF: p. 25, Reading Assignments
    OBJ: 5
    NAT: Client Needs: Safe and Effective Care Environment: Management of Care
    TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
    BLM: Cognitive Level: Apply NOT: Multiple Choice

11. The client wants to know the latest research about diabetes to guide care. Which resource would be **best** for the nurse to use to provide the requested information?
    A. Textbook published this year
    B. Peer-reviewed evidence-based journal
    C. Brochure from an organization supplying diabetes supplies

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D. http://www.pence.edu/diabetesresearch

ANS: B
Feedback: Peer-reviewed (expert peers review manuscripts prior to publication for their appropriateness) and evidence-based journals contain the most recent research and applications based upon research. The textbook may have been published this year but will contain older information than the journal. The brochure will advertise supplies for purchase but will not offer information about the latest research. The example website may or may not be reliable and valid, and there is no guarantee that it is kept up-to-date with the latest research related to diabetes.

PTS: 1 DIF: Moderate REF: p. 27, Other Materials
OBJ: 7
NAT: Client Needs: Safe and Effective Care Environment: Management of Care
TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
BLM: Cognitive Level: Apply NOT: Multiple Choice

12. A nursing student has announced to a classmate, "Textbooks are so twentieth century. I do all my research on the Internet." How should the classmate **best** respond to this statement?
A. "In the long run, you'll save money by investing in a few well-recognized textbooks."
B. "I agree, but I find that the pictures, graphs, and figures in a textbook can be useful supplements."
C. "If you do this, make sure that you personally know the person who produced the information."
D. "Remember that anyone can post information online, so the information isn't guaranteed to be accurate."

ANS: D
Feedback: Anyone can put information on a website, so information may or may not be accurate. It is necessary to critically appraise online information, but this does not mean that the student must personally know the individual who posts the information. Textbooks should not be seen solely as a supplement or adjunct to online information.

PTS: 1 DIF: Moderate REF: p. 28, The Internet
OBJ: 7
NAT: Client Needs: Safe and Effective Care Environment: Management of Care
TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
BLM: Cognitive Level: Apply NOT: Multiple Choice

13. A nursing student is scheduled to take the first written exam in the nursing program and is experiencing test anxiety. What strategy should the nursing student implement to maximize the chances of being successful in this exam?
A. Take the written exam as quickly as possible in order to avoid "second guessing."
B. Focus on the most difficult questions before answering the easier questions.
C. Scan the entire exam to make some estimates about the time that each section will require.
D. Focus on guessing instinctively rather than focusing on the specifics of a question.

ANS: C

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Feedback: When taking a written exam, the student should begin by scanning the exam. It is advisable to do easy questions first to build confidence. The student should not aim for speed when writing an exam, and guessing is only an option when the student is unsure of the correct answer.

PTS: 1 DIF: Moderate REF: p. 31, Strategies for Taking Tests
OBJ: 8 NAT: Client Needs: Psychosocial Integrity
TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
BLM: Cognitive Level: Apply NOT: Multiple Choice

14. The nursing student received several lectures on caring for a client requiring bed rest. The nursing student practiced essential skills related to caring for a client on bed rest. The nursing student has the first clinical experience. Which example supports the primary purpose of clinical instruction?
    A. The nursing instructor demonstrates how to log roll the client and allows the nursing students to practice this for the first time since the students never learned this skill before.
    B. The nursing student found that he or she could not insert the urinary catheter as easily as he or she had practiced it in the laboratory, and the clinical instructor stated that the client may have an obstruction in the urethra making it difficult to insert the catheter as taught.
    C. The nursing student wrote in his or her clinical journal that he or she used what he or she learned in class and in the lab while caring for the client he or she was assigned.
    D. The nursing student wrote in his or her clinical journal that he or she found that the skills he or she learned in the lab were able to be used in the clinical area.

    ANS: C
    Feedback: Clinical instruction is arranged by the faculty to give the student practical experience in the care of people in various health care settings as demonstrated by the example of writing in the clinical journal about using class instruction in the lab. The primary purpose is not simply to supplement learning as seen in the example of the instructor demonstrating a log roll or study skills as noted in the example of writing one's findings in a clinical journal, and it is not intended to show a disconnect between theory and practice as noted by the example difficulty inserting a urinary catheter.

    PTS: 1 DIF: Moderate REF: p. 33, Clinical Instruction
    OBJ: 9
    NAT: Client Needs: Safe and Effective Care Environment: Management of Care
    TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
    BLM: Cognitive Level: Apply NOT: Multiple Choice

15. During his or her first clinical placement, a nursing student will soon begin providing basic care in a long-term care facility. How should the student **best** prepare for this experience?
    A. Ask the residents of the facility what care they would like to receive.
    B. Teach the residents about the material that the student has learned.
    C. Thoroughly research the health conditions of the residents in the facility.
    D. Tell the residents that they will not receive the same quality of care as provided by the nurses at the facility.

    ANS: C

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Feedback: Before beginning to care for a client, the nursing student should review his or her textbooks and notes to be sure he or she correctly understands the client's condition, the treatment being given, and the procedures he or she will be performing. It is wrong to tell residents they will receive substandard care or to teach the nursing program material to the residents. Respecting the residents' wishes is important, but this does not normally involve asking residents about the specific care they would like to receive.

PTS: 1 DIF: Difficult REF: p. 33, Clinical Instruction
OBJ: 9
NAT: Client Needs: Safe and Effective Care Environment: Management of Care
TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation
BLM: Cognitive Level: Apply NOT: Multiple Choice

16. A nursing student is a single mother with three small children. She works a part-time job. Her boss had someone quit and is pressuring her to work an extra shift each week to help out for a short time until he can hire another worker. Her babysitter became ill and is hospitalized. She recognizes the importance of attending the first nursing class, but she is stressed because of the recent life events. What should the student do in this situation?
    A. Utilize a prearranged emergency babysitter, talk to her boss about her need to attend the first scheduled class, and talk with her instructor about the situation after class.
    B. Utilize the emergency babysitter, ask another student to tape record the class, and go to work.
    C. Bring the children to class, talk to the faculty member during class about the need to work for the next several weeks instead of attending class, and ask the faculty member to provide a means to learn the content.
    D. Leave a message on the faculty member's telephone, and e-mail the instructor about the situation, and ask her to send materials that the nursing student may need to catch up in the class.

    ANS: A
    Feedback: It is important to design a school-study-family-work-recreational schedule that plans ahead for situations that may occur. One such back-up plan as a parent is emergency babysitting, in case the primary babysitter becomes unavailable. Since she is stressed about her situation, the best thing to do is to attend the first class. It is important to establish what the faculty member expectations are for the course and what strategies are needed to be successful in the course. This requires an active interaction with the faculty member and students to ensure success. The situation at hand may be discussed further with the faculty member after the class at a convenient time for both the faculty and student to discuss available ways for her to be successful. The faculty member may refer the nursing student to counseling services, and the campus may have a means for babysitting children on campus. The faculty member may not want her to leave a tape recorder to gain the lecture information. By going to work and not attending the first class, the student misses out on valuable information she may gain on how to be successful in the course. Bringing the children to class may not be acceptable to the faculty member and the rest of the classmates. I also may disrupt the learning environment and expose the children to information inappropriate for their age and development. It is not the responsibility of the faculty member to provide the materials for the student to catch up in a class she misses. It is important as a nursing student to act professionally by showing up on time, being prepared, and taking personal responsibility for her actions. These qualities are necessary to care for clients and their families.

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PTS: 1 DIF: Moderate REF: p. 5, Personal Adjustments
OBJ: 1 NAT: Client Needs: Psychosocial Integrity
TOP: Chapter 1 KEY: Integrated Process: Caring BLM: Cognitive Level: Apply
NOT: Multiple Choice

17. The nursing student discovered that his or her primary learning style is visual and his or her secondary learning style is tactile/kinesthetic. The nursing student is learning about caring for a client who requires an enteral feeding tube. Which way to enhance his or her initial learning is **best**?
    A. Make a pictorial guide based upon lecture notes of caring for a client receiving an enteral feeding via the enteral tube.
    B. Watch a nurse insert an enteral feeding tube, and then try it on another client.
    C. Watch a video on insertion of the enteral feeding tube, and then practice it using a practice client simulator mannequin.
    D. Read an illustrated textbook on how to care for a client requiring an enteral feeding tube.

    ANS: C
    Feedback: The best approach for initial learning is to watch a video showing and describing the procedure and then practicing it on a client simulator mannequin because the approach provides the primary learning style through visual presentation, and the secondary learning style is reinforced by immediate hands on learning. Watching the nurse insert the feeding tube may be helpful, but the student should not try to perform the procedure immediately on a client before practicing the procedure on a client simulator mannequin. An illustrated textbook provides the primary visual learning style but does not offer the reinforced secondary learning style that hands on learning will offer.

    PTS: 1 DIF: Easy REF: p. 9, Applying Your Learning Style
    OBJ: 3
    NAT: Client Needs: Safe and Effective Care Environment: Management of Care
    TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
    BLM: Cognitive Level: Apply NOT: Multiple Choice

18. The nursing student brought in a lunch tray for a client admitted for right knee surgery scheduled tomorrow morning. The client has a long-term history of hypertension and diabetes. The client's medical record contains a long list of allergies to medications, foods, and substances. The client stated, "I can't eat this food because there is no sugar or salt packets or anything to make this food taste good on the tray, take it away!" Which action is **best** for the nursing student to provide?
    A. Provide the client sugar substitute and herbal seasoning packets.
    B. Remove the tray out of the room and document that the client refuses to eat lunch.
    C. Ask the client what he or she does at home to sweeten or season his or her food.
    D. Tell the clinical instructor that the client refuses to eat his or her lunch because he or she wants sugar and salt packets, and his or her diet prohibits this.

    ANS: C

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Feedback: Using critical thinking, the nursing student evaluates the situation at hand and needs to ask the client for more information on what the client does at home to sweeten or season his or her food. The nursing student considers the facts that the client has multiple allergies to foods and substances, so bringing in herbal seasoning packets or sugar substitutes may be counter-productive. The client has a history of diabetes and needs to eat consistent meals, so removing the tray and charting that the client refuses to eat does not address the client's physical needs or need for acceptable tasting food that he or she will want to eat. Communicating the issue to the clinical instructor does not solve the issue that the client needs acceptable food.

PTS: 1 DIF: Difficult REF: p. 19, Applying Critical Thinking Skills
OBJ: 4 NAT: Client Needs: Psychosocial Integrity
TOP: Chapter 1 KEY: Integrated Process: Communication and Documentation
BLM: Cognitive Level: Apply NOT: Multiple Choice

19. The nursing student needs financial assistance to pursue his or her career. Which way to explore resources is **best**?
    A. Pay a small fee for each application that a financial adviser completes for federal and state grants and loans, and area scholarships.
    B. Ask for guidance from a local librarian in searching for different ways to finance the nursing program.
    C. Accept the loaning agency's offer for additional money above the cost of school expenses for a vacation during a school break.
    D. Call area hospitals and nursing homes inquiring if there is financial aid offered at their institution.

    ANS: B
    Feedback: The best approach from the choices is to ask for guidance from a local librarian and perform an extensive search for all possible ways to finance the education, and then decide the best method that meets the student's individual short- and long-term needs. There should not be any fees for applying to federal or governmental agencies for financial assistance, so students should be wary of any advisor asking for such demands. The nursing student should only borrow what is needed for school expenses and not borrow additional funds because it will be harder to pay the loan back after graduation. The area hospitals may offer financial assistance but will require a contract after graduation that the nurse will work at the facility for a given period of time before the nurse may go elsewhere for employment. This option may not best serve the student's long-term needs, and if the student does not fulfill the obligations of the contract, the student may have to pay back the funds received to the institution.

    PTS: 1 DIF: Easy REF: p. 6, Financing Your Education
    OBJ: 2 NAT: Client Needs: Psychosocial Integrity
    TOP: Chapter 1 KEY: Integrated Process: Caring BLM: Cognitive Level: Apply
    NOT: Multiple Choice

20. The nursing student has an excellent memory and never had to study while in high school but wants to succeed in nursing school. She notes that she is most energetic in the mornings before noon and in the late afternoon before 6 pm. She finds her 2 pm anatomy and physiology to be her **most** difficult class and her 10 am skills lab, her easiest class. Which strategies are acceptable? Select all that apply.
    A. Study the material covered in class right after class.
    B. Study anatomy and physiology content last.

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C. Practice nursing skills after class to reinforce the content.
D. Study in the late evening, right before bedtime.
E. Take a short rest period and stretch and take a walk after every 45 to 60 minutes of study time.
F. Schedule time to attend the review for the instructor-led anatomy and physiology review.

ANS: A, C, E, F
Feedback: Studying content covered in class right after class helps reinforce the content and provides time to look up anything that is not clear in the text book, or write down a question to ask the instructor. The hardest class should be studied first, and the easiest subjects afterward. Practicing skills does reinforce the learning. Studying in the late evening before bedtime is during an identified low-energy time and will not be as productive in retaining the content covered. Taking a short break and incorporating physical activity will improve the ability to concentrate and remember content being studied. Scheduling time to attend a review offered by the instructor for a subject found to be difficult is an excellent way to help master the content.

PTS: 1 DIF: Moderate REF: p. 22, Studying
OBJ: 5
NAT: Client Needs: Safe and Effective Care Environment: Management of Care
TOP: Chapter 1 KEY: Integrated Process: Teaching/Learning
BLM: Cognitive Level: Apply NOT: Multiple Selection

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