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Answers to Critical Thinking Activities, Chapter 2, Educational Preparation for Nursing

Critical Thinking Activity: Nursing Education in an Ideal World

1. Imagine that you could restructure nursing education for an ideal world. Where would you begin? How many levels of nursing education would you incorporate into your model? Would each level be terminal or articulated with others? Where would general education fit into your model? How would you see the graduate of each program functioning on the healthcare team? How would you see each level reimbursed for services?

ANSWERS:

Answers will vary, but students should express an opinion one way or another.

Critical Thinking Activity: Standards for Nurse Practitioners

2. If nurse practitioners are to work collaboratively with physicians, and as primary care providers, what type and level of education do you believe they should complete? How would you ensure that this would occur? What standards regarding continuing education should be mandated for those involved in advance practice? Should it be more stringent than that required at the RN level? Defend your position.

ANSWERS:

Answers will vary depending on the students' belief about the level of education needed and what they believe the standards should be.

Critical Thinking Activity: Continuing Education

3. Do you believe continuing education should be a mandatory requirement for the renewal of one's license? Why or why not? If your answer is no, how would you ensure competence? If you believe it should be mandatory, what

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kind of record keeping would you require? Who do you believe should keep the records?

ANSWERS:

Answers will vary, but students should express an opinion one way or another. If they do not believe in continuing education, they should explain how the nurse would maintain competence, and if they do believe in continuing education, they should explain whether it would be mandatory or not and how records should be maintained.

Critical Thinking Activity: ANA Position on Nursing Education

4. Take a stand on the ANA position on nursing education. Provide a rationale for the position you have taken. What do you see as outcomes of the position paper? How would your position be implemented in the future? What implications might it have for nursing practice? Do you believe the salaries of nurses educated at different levels and practicing at differentiated levels should differ? Why or why not? If so, how?

ANSWERS:

Answers will vary, but students should express an opinion one way or another.

Critical Thinking Activity: Nursing Theorists

5. Select one nursing theorist. Describe what you find interesting and attractive about that person's nursing theory. Give a rationale for your decision, and describe how using that theory might affect your practice of nursing.

ANSWERS:

Answers will vary based on choice of the theorist but should explain why the students chose the theory and how the theory might affect their nursing practice.

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Answers to Daily Ethical Dilemma, Chapter 2, Educational Preparation for Nursing

Resolution:

Ruth speaks to her nurse manager who checks with the Texas State Board of Nursing to verify Alex's license only to discover that Alex does not hold a license in Texas. The Massachusetts Board of Nursing is notified, and it is discovered that Alex has a fraudulent license. Alex is immediately dismissed and is facing legal consequences. Due to reciprocity agreements between states where if a nurse has a license in one state another state may agree to grant the nurse a license for that state with no additional tests, although continuing education requirements vary state to state. In 2015, because of a glitch in the system, at least 13 people were able to fraudulently obtain nursing licenses in the state of Massachusetts (Lazar & Freyer, 2015).

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Answers to Open Book Quiz, Chapter 2, Educational Preparation for Nursing

ANSWERS:

1. Answers will vary but should include the following: both associate degree and diploma programs require learning basic nursing skills to pass the NCLEX exam to be a registered nurse. Diploma programs traditionally have a strong tie to a hospital and have a strong emphasis on client experiences. The generic baccalaureate program provides all the instruction of basic nursing to pass the NCLEX exam and liberal education, as well as leadership, information management, healthcare policy, interprofessional communication and collaboration, community and population health, and evidence-based practice. The RN-BSN program takes licensed registered nurses and provides the rest of the information beyond the basic nursing classes.
2. Answers will vary but may include the following: changing technology that has altered how education is offered, to the importance of national groups such as the Institute of Medicine stating the importance of advanced education in nursing to provide optimal client care. Alternatively, the increased complexity of nursing care resulting in residencies and internships to facilitate the orientation of new nursing graduate to a successful practice.
3. Answers will vary but may include that Florence Nightingale spoke about nursing as a "progressive calling" that requires ongoing instruction and learning. It is vital that nurses continue learning as research is conducted with new treatments and interventions developed, and technology changes in order to provide safe, high-quality care. By the 1970s, nursing organizations and publications came together to create the continuing education unit (CEU) as a way to record and measure learning outside of nursing school.

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Chapter 2

Stegen & Sowerby Stories

Part 1

Tymeshia has been working full time as a nursing assistant for the past two years while going to school to try to become a nurse. Tymeshia has completed all of her general education classes with a 3.5 GPA and was accepted into the nursing program at the community college. Tymeshia has been in the nursing program for exactly one month and is beginning to wonder if she made the right choice. It is harder than she expected and her first exam scores are lower than she is used to. Tymeshia meets with her advisor who encourages her to talk to others and assists her in making a study plan. The advisor encourages Tymeshia to wait for another month or two before making a decision. As a nursing student do you empathize with Tymeshia?

QUESTIONS:

1. What advice would you give Tymeshia about balancing life and school and how to study?
2. What can nursing students do to support each other and make the experience better?

ANSWERS:

1. Answers will vary but may include making time to study, prioritizing, asking for help from family or friends, studying each day instead of cramming, using study groups
2. Answers will vary but may include being kind, inclusive, and considerate of each other. Arranging study groups or possibly exercise groups. Problem solving together and supporting one another through listening and positivity.

Part 2

Tymeshia did not drop out and is now at the end of the first semester of her program. She is getting A's and B's in her classes and is feeling better about her study skills. Tymeshia reduced her work hours and went to a 30 hour per week schedule, instead of 40 hours per week. This gave her the extra study time she needed. Tymeshia is now considering getting married during the next semester and trying to buy a house.

QUESTIONS:

1. As a classmate, what would you advise Tymeshia to consider?
2. Will these choices be compatible with nursing school?

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3. How do you set priorities to help you achieve your goals?

ANSWERS:

1. Answers will vary by student but may include delaying marriage and home buying until school ends or other variations depending on the students own priorities.
2. This will depend on the choices the student made in the previous question.
3. Answers will vary by student but should demonstrate how the student prioritizes in their situation.

The rest of the story.

Tymeshia decides to go ahead with getting married and buying a house the following semester, in addition to her 30 hr per week work schedule. These decisions result in her failing her second med-surg class. Tymeshia is sad and frustrated but realizes that she chose to prioritize life events over school that took time away from her studies. Tymeshia repeats the class the following semester and successfully completes the program and is successful with boards.

QUESTIONS:

1. Do you think she made the right choice—why or why not? What choices have you made about your priorities in the past that you would do differently if you could? What are some ways that people can decide what to prioritize their goals?

ANSWERS:

Answers will vary depending on the student but should discuss past mistakes and discuss some methods of prioritization.

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Unfolding Case Study, Chapter 2, Educational Preparation for Nursing

Part 1

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QUESTIONS:

1. What advice would you give Tymeshia about balancing life and school and how to study?
2. What can nursing students do to support each other and make the experience better?

Part 2

Tymeshia did not drop out and is now at the end of the first semester of her program. She is getting As and Bs in her classes and is feeling better about her study skills. Tymeshia reduced her work hours and went to a 30-hour per week schedule, instead of 40 hours per week. This gave her the extra study time she needed. Tymeshia is now considering getting married during the next semester and trying to buy a house.

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QUESTIONS:

1. As a classmate, what would you advise Tymeshia to consider?
2. Will these choices be compatible with nursing school?
3. How do you set priorities to help you achieve your goals?

The Rest of the Story

Tymeshia decides to go ahead with getting married and buying a house the following semester, in addition to her 30 hours per week work schedule. These decisions result in her failing her second medical–surgical class. Tymeshia is sad and frustrated but realizes that she chose to prioritize life events over school that took time away from her studies. Tymeshia repeats the class the following semester and successfully completes the program and is successful with boards.

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