

M_NurseEducatorPQ (500+ Questions) - Quiz

Questions with Answers

1.

The nurse educator has three years of experience and is beginning to feel confident when dealing with new situations but sometimes lacks flexibility and needs time to plan. According to Benner's stages of clinical competence, the nurse educator is in which stage?

Novice

Competent

Advanced beginner

Proficient

Explanation:

Competent. Benner's stages of clinical competence are listed as follows:

- *Novice: Minimal experience and governed by rules and learned behavior. Not adaptable.*
- *Advanced beginner: Beginning to gain experience and has improved coping.*
- *Competent: Has two to three years of experience and is coping well and dealing with new experiences but is not flexible and requires extra time for planning.*
- *Proficient: Has a holistic view and can draw from experience. Is more adaptable and able to make decisions based on knowledge and principles.*
- *Expert: Provides excellent intuitive care based on extensive experience.*

2.

When planning group projects, which generational group could the nurse educator expect to be most likely to enjoy working in groups?

Baby boomers

Mature/silent generation

Generation Xers

Millennials

Explanation:

Millennials (born in the years 1981 to 2003) tend to be team players and enjoy working in groups. They tend to accept authority and follow rules but like to balance work and personal time. They are often outspoken, optimistic, and self-confident. Millennials grew up with technology and feel comfortable with technological approaches to learning. They are commonly involved in service activities and are socially aware. Because more than one-third of millennials are non-white or Hispanic, they are a diverse group.

3.

Based on evidence-based research into information retention, which mode of learning does the nurse educator expect will result in the lowest rate of retention?

Looking at posters, slides, or pictures

Reading a textbook

Watching a videotape or DVD presentation

Practicing with models or real equipment

Explanation:

Although reading textbooks is the most common mode of learning, in fact, it has the lowest rate of retention, so readings should be supplemented and materials should be reviewed so students can use a variety of learning modes. Average retention rates are listed here in ascending order:

- *10%: Reading (books, pamphlets, and instructions).*
- *20%: Listening (audiotapes, radios, CDs, and lectures).*
- *30%: Viewing (slides, pictures, posters, and photographs).*
- *50%: Listening and viewing (TV, videos, movies, and DVDs).*
- *70%: Speaking and writing (teleconferencing, presenting, completing worksheets, and computer-assisted instruction [CAI]).*
- *90%: Speaking and doing (practice with real models or equipment).*

4.

As a class project, the nurse educator's students are creating educational materials for oncology patients. For which grade level (first to college) should she advise the students to prepare written materials?

Second grade

Fifth grade

Eighth grade

Twelfth grade

Explanation:

The National Cancer Institute recommends that patient materials be written at the fifth-grade level. This is true even for college-educated patients because medical information is difficult for

many people to understand, regardless of their educational background. According to national surveys, approximately 14% of adults are illiterate, 21% of adults read below the fifth-grade level, and 19% of high school graduates are unable to read. For these reasons, patient materials should be written in fairly simple language and illustrations should be used to demonstrate concepts whenever possible.

5.

According to Gardner's (1988, 1999) theory of multiple intelligences, a student whose intelligence profile is strongly naturalist would do best with which of the following learning activities?

Conducting interviews and discussing case studies

Reviewing charts, graphs, illustrations, and maps

Listening to and classifying heart sounds

Creating an artistic project (a painting or video)

Explanation:

Those with naturalist intelligence are not only skilled in recognizing elements of the environment (flora and fauna), but they also are comfortable with recognizing patterns, such as listening to and classifying heart sounds. According to Gardner's theory of multiple intelligence, there are 8.5 intelligences: bodily-kinesthetic, visual-spatial, verbal-linguistic, logical-mathematical, musical-rhythmic, interpersonal, intrapersonal, naturalist, and existential (0.5). People have different learning profiles, but current IQ tests primarily focus on logical-mathematical and verbal-linguistic and this places students with other strengths at a disadvantage.

6.

The nurse educator is designing an online course about nursing ethics and would like to include a chapter from a commercial textbook on the same topic. What must he do to ensure that there is no

violation of copyright laws?

No action is necessary because this use is within fair-use guidelines

Because of possible fair-use violations, the instructor should get permission from the publisher of the book

He should notify the publisher of his fair use of the material

He should determine whether less than 25% of the book will be used

Explanation:

The nurse educator should get permission to use the material from the publisher of the book because of possible fair-use violations. Material may often be used without permission for nonprofit educational purposes, but four issues must be considered: the purpose and character of the work, the nature of the work, the amount of the work to be used, and the market effect. In this case, the chapter is in a commercial product that is essentially competing with the instructor, so fair use is not clear. There is not a specific percentage that constitutes fair use.

7.

When designing an online course, the nurse educator is concerned that there is a balance between an asynchronous and synchronous learning space. Which of the following activities would be the best presented asynchronously?

Instructor office hours

Whiteboard drawings

Chat

Video viewing

Explanation:

Video viewing is often presented asynchronously because this allows students to access the video at their own convenience. Readings are often also presented asynchronously as is submission of student work, such as papers. However, the instructor may assign a specific time to all students to discuss the videos or readings synchronously. Instructor office hours are often synchronous, with the instructor available for students to contact at specific times, whereas emails to the instructor at other times are asynchronous.

8.

When planning a simulation exercise for students, which level of fidelity is the nurse educator concerned with when trying to ensure that the simulation represents reality in a believable manner?

Technological

Equipment

Environmental

Psychological

Explanation:

When developing simulations, psychological fidelity is especially important for the student and the educator. The simulation must be believable to the extent that the student can feel emotionally involved and feel that his or her actions have impact, either positive or negative. In real life, the educator would not want the student to “fail” with a patient, but allowing the students to take an action (or fail to take an action) resulting in adverse effects can be an excellent learning opportunity.

9.

The school of nursing has received a state grant to cover the costs of equipment and renovation in order to develop a simulation lab with two high-fidelity, whole-body simulators separated by a walled-in computer station in the middle with one-way glass windows so that the instructors can view the students and control the simulations. What is likely to pose the biggest challenge?

Student acceptance

Faculty training

Maintenance costs

Interdepartmental envy

Explanation:

Although the grant covers the cost of the equipment and renovation, faculty training is especially important to reach the full potential of the equipment. Many companies now charge for training, and the costs may be quite high if all faculty members are to receive training. In that case, schools often choose to designate one or two faculty members to be trained as instructors, but setting up training courses can be time consuming, and it can be difficult to find times when all of the faculty can meet.

10.

The nurse educator is evaluating the results of a 20-question exam that was administered to the class and finds the following item difficulties (p values) for individual questions:

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1

– 8 1 13, 18 14 6, 19 7, 15 4, 5, 9, 16 3, 10, 17, 20 2, 11 12

Based on these p values, what conclusion can she make about the probable difficulty of the test?

The difficulty level is probably appropriate for the class

The difficulty level is probably too low for the class

The difficulty level is probably too high for the class

The data are inadequate to make conclusions

Explanation:

The nurse educator may conclude that the difficulty level is probably too high. Generally, p values of 0.7 or 0.8, which means that 70% or 80% of students answered the item correctly, are the goal when writing test items, and 8 out of 20 questions have p values in this range. However, 9 questions out of 20 have lower p values and only 3 have higher, so the p values are skewed toward the lower end (mean p value of 0.62), usually indicating that the test questions are too difficult for the class (or poorly written).

11.

When analyzing the answers on a multiple-choice test, the nurse educator finds that the point biserial index (PBI) for most items ranged from 0.1 to 0.2. What does this indicate?

The items should be revised

The items are acceptable but could be improved

The items should be rejected

The items are excellent

Explanation:

This range indicates that the items should be revised. The point biserial index (PBI) indicates the ability of a test item to discriminate between those who received high scores and those who received low scores. A high score for an item means that students who scored high on the test tended to answer the item correctly more often than those who scored low on the test. Scores range from -1.0 to $+1.0$, with the higher scores indicating better discrimination. The ranges are listed as follows:

- *>0.4 : Excellent discrimination.*
- *0.3 to 0.39 : Good but could use some revision.*
- *0.2 to 0.29 : Marginal and needs to be improved.*
- *0.2 to 0.19 : Requires revision.*
- *to 0.09 : Reject or accept multiple answers for item.*
- *<0.0 : Reject.*

12.

As part of a student's clinical evaluation, the nurse educator will observe the student doing a dressing change and provide feedback. What should he do initially as part of the feedback process?

Tell the student when he is beginning the process

Ask the student to do a self-evaluation

Outline expectations

Describe observations

Explanation:

The steps to the feedback process include the following:

1. *Outline expectations so the students understand about the feedback process and what they are expected to do.*
2. *Tell students when you are beginning the process: "I'm going to give you feedback now." Feedback should be given during a procedure or immediately afterward and should be*

given privately.

3. Ask students to do self-evaluation, encouraging reflection.

4. Describe observations, using concrete examples.

5. Provide guidance for improving performance. This may include a written plan if necessary.

13.

The nurse educator is coordinating an outreach program to attract minority students into the nursing program. Which of the following is the most essential component of the outreach program?

Minority role models

Financial advice

Guidance in application procedures

Outline of admission requirements

Explanation:

Although financial advice, admission requirements, and application guidance are all useful, an essential component of an outreach program to attract minority students into the nursing profession is the availability of minority role models. Minority students need to see and interact with nurses with whom they share a common background so they can relate and feel more comfortable asking questions. Minority students may often feel quite isolated in nursing programs, and minority role models may also serve as mentors after students are admitted.

14.

How frequently should program evaluation be carried out?

Continuously

Annually

Biannually

Every five years

Explanation:

To be effective, program evaluation should be carried out on a continuous basis in keeping with continuous quality improvement. Although some organizations only do program evaluation prior to accreditation, this misses the primary reason for program evaluation—to show areas of strengths and weaknesses and to provide opportunity for change and growth. Although accreditation criteria should be included in the program evaluation, accreditation should not be the only driving force, or evaluators may overlook important aspects of the program.

15.

The nurse educator is employed at a baccalaureate school of nursing that is applying for accreditation with the Commission on Collegiate Nursing Education (CCNE). What is the initial term of accreditation for institutions applying to CCNE for accreditation?

Up to 2 years

Up to 3 years

Up to 5 years

Up to 10 years

Explanation:

Initial accreditation under the Commission for Collegiate Nursing Education (CCNE) is for a period of up to 5 years. Subsequently, programs may apply for periods up to 10 years. If a university has multiple nursing degree programs (such as BSN, MSN, and DNP), then programs may coordinate accreditation reviews by asking for early review of one or more programs but may not postpone the review. Accreditation is nongovernmental and voluntary, although it is recognized by the United States Department of Education and implies a certain degree of quality.

16.

The school of nursing is using a fourth-generation qualitative method-oriented program assessment. The nurse educator should be aware that which of the following may not receive adequate assessment with this method?

Stakeholders' viewpoints

Outcomes

Program strengths

Program weaknesses

Explanation:

One of the weaknesses of the fourth-generation qualitative method of program assessment (Guba and Lincoln, 1989) is that outcomes assessment may not be adequate because of a lower emphasis on quantitative data, so evaluators must be attentive to this during the process. The primary strengths of this method are that it considers the input of multiple stakeholders and allows for considerable understanding of the strengths and weaknesses of a program.

17.

In Chen's (1990) theory-driven program evaluation, in the *implementation environment* part of the evaluation, which dimension includes the effects of the immediate environment (campus housing, student services)?

Interorganizational relationship

Implementing organization

Macrocontext

Microcontext

Explanation:

Microcontext: Includes the effects of the immediate environment (e.g., campus housing and student services) on the program. Macrocontext: Includes the effects of the larger environment (e.g., political, social, and economic) on the program. Participant: Evaluates participant's (student's) characteristics, responses, roles, and demographics. Implementer: Evaluates implementer's (teacher's) characteristics, qualifications, and effectiveness. Delivery mode: Includes assessment of classroom and clinical practice as well as distance learning. Implementing organization: Assesses the effects of organizational culture on the program, including faculty involvement in policymaking. Interorganizational relationship: Assesses relationships with other agencies/organizations.

18.

As part of program evaluation, the nurse educator is chairperson of the ad hoc committee charged with evaluating interorganizational relationships. Which of the following is the most appropriate evaluation technique to help complete this task?

Survey local hospitals and organizations that hire graduate nurses to determine their level of satisfaction

Study relevant issues in healthcare related to the local area and state

Survey the faculty and ask about interorganizational relationships

Draw a concept map showing interorganizational relationships

Explanation:

An appropriate evaluation technique for evaluating interorganizational relationships is to survey local hospitals and organizations that hire graduate nurses from the program to determine the level of satisfaction with the employees and any issues of concern. Interorganizational relationships may include formal or informal networks, cooperative ventures, collaboration, partnership, contractual relationships, and joint ventures. Issues to consider include availability of data from other organizations, community issues, characteristics of other agencies, level of involvement, organizational structures, and leadership.

19.

Which of the following is a quantitative technique for assessment of student outcomes?

Written examination

Self-assessment

Rating scale

Observation

Explanation:

Quantitative techniques for assessment of student outcomes include those forms that provide measurable data, such as written examinations, especially those that can be evaluated objectively, such as multiple-choice tests. In some cases, oral examinations may be quantitative if subjective evaluation is not part of the process. Qualitative techniques include personal checklists, rating scales, self-assessment, and observations. There is value in quantitative and qualitative techniques, although quantitative techniques are most often given more weight when assigning grades.

20.

Which of the following suggests the possible need for revision of the nursing program's mission and philosophy statements?

The mission and philosophy statements are congruent with those of the university

The nursing program fact sheet does not include the mission and philosophy statements

Many faculty members disagree with the mission and philosophy statements

Many students are unable to articulate the mission and philosophy of the nursing school

Explanation:

If many faculty members disagree with the mission and philosophy statements of the nursing program, then these statements may need revision, although it may be the case that the faculty members need more education about the mission and philosophy. These statements should be congruent with the university statements. Not including the mission and philosophy statement on the fact sheet is an oversight, but it doesn't suggest a need for revision. Students are often unaware of the specific mission and philosophy statements of a program, so the faculty should stress how the program meets its mission and philosophy.

21.

The principle of *linear congruence* refers to which of the following?

Administrative hierarchy

Grading policy

Mathematical processes

Course sequencing

Explanation:

The principle of linear congruence (also known as horizontal organization) refers to course sequencing and to the principle of moderate novelty, suggesting that entry skills and knowledge levels should be assessed so that current knowledge is assimilated before new (“novel”) information is introduced. Course sequencing should involve a determination of the skills or knowledge necessary for entering students and then the sequencing of content during the program. For example, students may need to be computer literate and have a basic knowledge of math functions, including the decimal system, when they enter the program.

22.

Which of the following probably provides the best measure of student performance?

Multiple-choice question exam

Essay exam

Clinical simulation testing

Research paper

Explanation:

Clinical simulation testing (CST) probably provides the best measure of student performance. Multiple-choice exams are difficult to write well and do not adequately measure critical thinking skills. Grading of essay exams is highly subjective and doesn't demonstrate the student's ability to apply knowledge. Research papers test academic skills and information gathering but not application. CST should be uncued and interactive, with students required to make decisions based on a case scenario so they can demonstrate clinical skills and critical-thinking skills.

23.

Which qualification is advised for nurse educators teaching in graduate programs for advance practice nurses?

Doctor of nursing practice (DNP) or terminal degree in area of related specialty

DNP

MSN

BSN or MSN

Explanation:

Generally, nursing educators are expected to have a degree higher than the program. Thus, BSN programs usually require faculty to have an MSN, and advanced-practice (MSN) programs require a DNP or terminal degree (doctorate) in the area of a related specialty (such as a Ph.D. in health policy and management). Because of the shortage of educators with DNPs (fewer than 1% of the total nurses), nursing programs are not always able to meet these expectations.

24.

The nurse educator has a very diverse group of nursing students of various ages and is planning teaching approaches. What should he do to best meet the students' needs?

Ask students how they prefer to learn

Conduct a learning styles inventory

Observe the students in various types of activities

Ask advice or a more experienced nurse educator

Explanation:

The nurse educator should begin by conducting a learning styles inventory and then discussing the results with the students because students may not be aware of their preferred styles of learning if asked. Because of the diverse nature of nursing students, the nurse educator may find a wide range of preferences, and this can prove to be challenging when planning learning activities because he may need to use varied teaching methods for each lesson.

25.

In order to meet the requirements for professional scholarship, the nurse educator has elected to focus on the scholarship of discovery. Which of the following activities would be appropriate?

She reads extensively in the fields of health prevention and healthcare policy and produces an annotated bibliography

She assigns groups of students to different types of simulations and evaluates short-term and long-term retention of skills, producing a research paper and publishing it in a juried journal

She starts a mentoring program for novice faculty and serves as a mentor in the program

She works with a local hospital and community agency to develop a free clinic for low-income and uninsured community members

Explanation:

The scholarship of discovery involves the “discovery” of new information, as in research, and it is the most traditional form of acknowledged scholarship. An important tenet of discovery scholarship is that the research involved should advance the profession and provide new knowledge. Some universities stress the importance of discovery scholarship, especially related to tenure. Research needs to be conducted using rigorous standards so it can be juried and found acceptable.

26.

The novice nurse educator is adept at programming simulations and has been assisting more experienced but less computer-literate faculty with programming, but this is taking considerably more time than the nurse educator had planned because of the number of requests for help. Which of the following is the best solution?

Tell other educators that they must do their own programming

Set aside a specified period of time each week to assist others

Offer to provide training classes for other educators

Complain to the director of the program

Explanation:

The best solution is to offer to provide training classes for the other educators because this will solve two problems: It saves the nurse educator time in the long run, and it helps the other educators to become independent in programming the simulations. Because he has already spent time assisting the other educators and understands their needs, designing the classes

should not be too difficult. Because he is a novice nurse educator, this is an excellent way for him to build relationships within the faculty and to demonstrate scholarship and initiative.

27.

The nurse educator works in a community college associate degree program that has a partnership with a local community hospital, where students complete clinical practice, and she wants to use this partnership to develop service-learning opportunities for the students. Which of the following hospital activities presents the best opportunity for service learning?

The hospital conducts health and blood pressure screenings at local senior citizens' groups and retirement communities

The hospital conducts classes for community members at the hospital about various health topics

The hospital provides podcasts about various health topics for health consumers

The hospital is represented at a booth at an annual job fair at the community college

Explanation:

Health and blood-pressure screenings in the community at the senior citizens' centers and retirement communities present excellent opportunities for service learning (SL) because the students are out in the community providing an actual service that may identify health problems and assist people to get the proper medical attention. Students should receive training prior to SL so they are well prepared for their roles. Reflective journals are a good tool to help students and nurse educators evaluate the learning experience.

28.

The nurse educator wants to get more information about community health needs as part of program planning and plans to conduct a survey. Which of the following may be the best source of information?

Hospital administration

Local physicians

Local service agencies (Salvation Army, Red Cross)

County public health department

Explanation:

Although all of these may provide some useful information, the best source of information about community health problems is probably the county public health department. Although services vary by state and county, programs and services may include pesticide exposure services, health alerts, sexually transmitted disease (STD) partner services, preparedness programs for disaster planning, clinical services, communicable disease units, human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) programs, tuberculosis (TB) programs, and epidemiology and surveillance. County health departments may participate in a wide range of collaborations, coalitions, and planning groups.

29.

The nurse educator is concerned about the impact that a newly proposed state legislation may have on the financing of nursing education, and she makes an appointment with a state legislator to discuss the issue. Which professional role is she exercising?

Change leader

Advocate

Researcher

Collaborator

Explanation:

By making an appointment with a state legislator to discuss new proposed legislation and the impact it may have on nursing education, the nurse educator is exercising the role of advocate. Because of increasing financial constraints on nursing education and healthcare delivery, all nurses must function as advocates for patients and the profession. The nurse educator must remain informed and address safety issues and the needs of nursing education, by working through appropriate channels.

30.

The nurse educator is concerned because the university has cut funding to the nursing program by 10% but left other programs with financing intact even though enrollment is growing in nursing and declining in some of the other programs. Which of the following is his best course of action?

Begin an Internet petition to ask the university to reinstate funding to the nursing program

Contact the state board of education and state board of nursing regarding the problem

Write letters about the issue to local and regional newspapers

Organize the nursing faculty and conduct research about enrollment trends and return on investment to present to the university administration

Explanation:

The nurse educator should recognize that collaborative action is stronger than individual action and organize other nursing faculty to conduct research about enrollment trends and return on investment to present to the university administration. Complaining or attempting to apply community pressure without supporting facts may, in fact, alienate the administration and

decrease the likelihood of remedying the situation. The nurse educator should try to present facts objectively and avoid expressing negative judgments about other departments.

31.

The nurse educator is taking classes, serving on committees, volunteering in the community, and serving as a mentor in addition to teaching responsibilities, and she is feeling overwhelmed. Which of the following is the best action she could take to resolve this issue?

Stop all activities except those directly related to teaching

Prioritize and refocus energies

Discuss the problem with the head of the department

Seek counseling to help cope with responsibilities

Explanation:

The nurse educator should prioritize and refocus energies, with teaching responsibilities having the highest priority because of contractual obligations. She must accept the inability to agree to all requests and resist the temptation to try to do everything because the result may be that nothing is done well. Especially in the first year of teaching, she should limit committee assignments to one or the minimum required by the institution.

32.

Which activity by the nurse educator best demonstrates a strategy for change?

He proposes a committee to evaluate the need for process revision

He applies to a DNP program

He volunteers at a free clinic two days per month

He conducts item analysis of examination used in class

Explanation:

The activity that best demonstrates a strategy for change is proposing a committee to evaluate the need for process revision as part of an effort toward continuous quality improvement. Nursing is a dynamic field and must change constantly to meet changing information; technology; social, environmental, and social forces; and patient needs. With increased emphasis on cost-effectiveness and return on investment in healthcare, processes must be carefully scrutinized for time- and cost-saving measures and must be evaluated in relation to evidence-based research.

33.

The nurse educator wants to review the best evidence, positive and negative, regarding healthcare interventions. Which of the following will likely provide the best information for evidence-based practice?

Cochrane Review

WebMD

MedlinePlus

Healthcare Cost and Utilization Project (HCUP)

Explanation:

The Cochrane Review is one service of the Cochrane Databases and is the best resource to use to review the best evidence, positive and negative, regarding healthcare interventions. Cochrane Reviews compare data from a wide range of studies (published and unpublished) and clinical trials and synthesize the information, conducting statistical analysis. Cochrane Databases comprise the Cochrane Database of Systematic Reviews, Cochrane Methodology Register, Cochrane Central Register of Controlled Trials, Health Technology Assessment Database, and the UK National Health Service (NHS) Economic Evaluation Database.

34.

The nurse educator is designing qualitative research to determine the attitudes of the faculty toward changes in the nursing program. Which of the following poses the most likely problem with qualitative research?

Time constraints

Participation

Bias

Costs

Explanation:

Bias is an inherent problem with qualitative research because it is based on people's perspectives. The researcher must first evaluate his or her own biases and then determine how to best deal with the biases of others because they will distort the results of the research and impact reliability. The researcher should carefully document all decisions regarding the development of the research design (audit trail) to help eliminate as much personal bias as possible. It is best to choose unfamiliar participants, but this is not usually possible when researching a program in which the researcher is employed.

35.

According to Kolb's Learning Style Inventory, which type of learning style does a person have if she likes to learn through a combination of concrete information and active experimentation and solves problems through trial and error?

Assimilative

Divergent

Accommodative

Convergent

Explanation:

Accommodative: Likes to learn through a combination of concrete experience and active experimentation, solves problems through trial and error, and tends to complete tasks.

Assimilative: Likes abstract concepts and reflective observation and is more interested in abstract ideas than people and applying ideas. Divergent: Likes concrete experience and reflective observations and is imaginative with good ideas and is emotional. Likes working with people. Convergent: Likes abstract concepts and active experimentation and prefers dealing with things to people.

36.

The nursing school has established 90% as the National Council Licensure Examination (NCLEX) pass rate, based on past performance and a substantial number of high-risk students; however, the actual pass rate is 82%. Which initial action is most indicated?

Establish higher admission standards

Establish academic support classes especially for nursing students

Conduct a curricular review to establish the need for curricular revision

Review NCLEX group performance data and curricular information data

Explanation:

When the NCLEX pass rate falls below the target, the initial action should be to glean as much information as possible from NCLEX, beginning with group performance data, which are available free of charge and compare the group of nurses from the school to national standards. Additionally, the school can purchase curricular information. This information will show how well the students performed answering questions in different content areas, so the school will know which areas of the curricula need revision.

37.

The nurse educator is supervising a student in clinical practice at the hospital while the student prepares to change a patient's dressing for the first time. The student is very nervous and states that she can't remember the steps to the procedure. What is the best response of the nurse educator?

Tell the student, "It will come to you. Just relax."

Ask the student, "What would help you feel more comfortable doing this procedure?"

Change the assignment so the student doesn't have to do the procedure.

Tell the student, "Don't worry. I'll be right here helping you."

Explanation:

Threat apperception, the student's assessment of threat (often induced by fear), can affect a student's ability to function, whether the threat is real or imagined. The nurse educator should help the student regain self-control and self-confidence. The best response is one that allows

the student to ask for help but leaves the decision making with the student: "What would help you feel more comfortable doing this procedure?" In some cases, a student may want more time to review or may want assistance, but the nurse educator shouldn't make assumptions about the best solution for the student.

38.

The nurse educator is providing advice about research to a group of students who are researching grief related to the death of a spouse. At this stage of their research, 95% of the participants are female. What type of bias does this indicate?

Androcentricity

Sexism

Gender insensitivity

Familism

Explanation:

Gender insensitivity occurs when one gender is overrepresented in a sampling, leading to the conclusion that one gender reflects the norm for both genders. In this case, although there may be more widows than widowers, male and female expressions or feelings of grief may be different, so gender is an important variable that should be accounted for. The researchers must identify the gender composition of those involved in the study and should try to have a more balanced pool of participants.

39.

According to Noddings' four principles of caring education, which of the following promotes confirmation?

The nurse educator allows time at the end of class for students to provide evaluations

The nurse tells students about personal values and goals

The nurse educator plans many opportunities to provide constructive criticism and formative feedback to students

The nurse educator ensures that all students have access to the same resources

Explanation:

Noddings' four principles include modeling, dialogue, practice, and confirmation. Caring practice in confirmation occurs when the nurse educator encourages students to do their best and assists the students to set personal standards and meet standards of the profession. Although confirmation includes grading, it also includes planning for many opportunities to provide constructive criticism and formative feedback to students and to allow for different levels of expectations and achievement. Caring practice in confirmation encourages the use of student portfolios and self-assessment and encourages peer support.

40.

Which of the following is the best example of reflective practice?

The nurse educator plans for the following semester

The nurse educator serves on the program review committee

The nurse educator recognizes the need for program change

The nurse educator meets with a group of students after class ends to discuss their learning experience.

Explanation:

Reflective practice means to think about the practice of teaching in order to identify strengths and weaknesses and to grow in the profession. Meeting with a group of students after class ends to discuss their learning experience is an excellent method of reflective practice because the students have had time to personally reflect about the class. Using evaluations from peers, supervisors, and students to reevaluate teaching strategies also represents reflective practice.

41.

Which of the following is the primary purpose of creating a curriculum matrix as part of curricular design?

To organize knowledge and provide a coherent curriculum based on a chosen model

To provide an organized method of curriculum evaluation

To provide a means of visualizing the course content and sequencing

To ensure that curriculum is evidence based

Explanation:

The curricular matrix provides a means of visualizing the course content and sequencing. It is comprised of vertical and horizontal columns. Vertical columns contain content areas, beginning with the more simple and progressing to the more complex. Horizontal columns outline the processes needed for the content, such as problem solving and application. The curricular matrix allows faculty to easily determine what content should be taught in each course and allows the faculty to determine what content has already been covered.

42.

The nurse educator is serving on the curricular revision committee. The most important factor in gaining cooperation of other faculty members with the process of curricular revision is which of the following?

Provide updates of information about revision regularly

Clearly outline the need for curricular revision

Explain the consequences of failure to carry out curricular revision

Actively involve all faculty members

Explanation:

The most important factor is gaining cooperation of other faculty members with the curriculum revision process is to actively include all faculty members so they do not feel that changes have been imposed upon them with no opportunity for input. Active involvement may include completing surveys and participating in standing committees and/or ad hoc committees. Faculty members should have input into the type and extent of involvement and should be encouraged to take active roles in their areas of interest.

43.

Which of the following is the best approach to preparing students to pass the NCLEX exam?

Teach to the test

Provide students a thorough nursing education

Advise students to do NCLEX practice exams

Include NCLEX preparation manuals in course work

Explanation:

The best approach to preparing students to pass the NCLEX exam is to provide a thorough nursing education that covers the content and skills needed for the exam. Nurse educators should avoid the temptation of teaching to the test or too heavily emphasizing the need to pass the exam because this may take valuable time away from the curriculum and increase the students' anxiety, although students may benefit from some practice taking similar tests so that they know what to expect, especially in their last year of study.

44.

Which of the following federal laws protects the privacy of student educational records and reports?

FERPA

HIPAA

ADA

IDEA

Explanation:

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student educational records and reports for all those institutions that receive funding through the United States Department of Education. The law covers all students age 18 and older. Parents or guardians wanting information must have written permission from the student, even though the parents or guardians may be paying the tuition. Schools can only provide "directory" assistance,

such as name and dates of attendance, but they must advise the student that this information is being shared.

45.

Which of the following is an inappropriate exercise in academic freedom on the part of the nurse educator?

She establishes grading practices for her class that are different from those of other instructors

She advises the students that some of the rules of the university are outdated and tells the students to ignore them

She tells students that they should write a petition to the administration if they are unhappy with the rules

She tells students that religious beliefs have a place in health science

Explanation:

Academic freedom allows instructors to establish grading policies and control the teaching strategies and (to some degree) the content of their courses, but advising students to ignore the rules of the university is inappropriate, although the nurse educator may advise the students to take legal action (such as through writing a petition) if they are opposed to the rules. Once a teacher has assigned a grade, the grade cannot be arbitrarily changed by the department or administration.

46.

When planning teaching approaches for students whose learning style preference is visual, which of the following actions of the nurse educator is most likely to be effective?

She provides written directions, illustrations, and videos of a procedure

She explains a procedure while demonstrating and asks the students to repeat the steps to the procedure

She provides hands-on experience

She provides minimal explanation but lets the students explore equipment

Explanation:

Visual: Prefers to learn by seeing and reading, so the nurse educator should provide written directions, illustrations, and videos. Auditory: Prefers to learn by listening and talking, so she should explain a procedure while demonstrating and ask the students to repeat the steps to the procedure verbally. Kinesthetic: Prefers to learn by handling equipment and actually practicing, so she should provide hands-on experience with minimal explanation, allowing the students to explore. Most students have combined learning styles.

47.

According to the four C's of curriculum development (commitment, compatibility, communication, and contribution), compatibility refers to which of the following?

Willingness to expend the necessary time, energy, and resources

Willingness to focus attention on common needs and curriculum as a whole rather than on individual courses

Requirements include facilitator, gatekeeper, harmonizer, and housekeeper

Requirements include consensus, negotiation, and compromise

Explanation:

Compatibility: Willingness to focus attention on common needs and curriculum as a whole rather than on individual courses. The group functions as one harmonized unit. Commitment: Willingness to expend the necessary time, energy, and resources. Communication: Requirements include facilitator (to maintain focus), gatekeeper (to ensure each voice is heard and to set agendas), harmonizer (to diffuse tension), and housekeeper (to keep minutes, prepare meeting space, and monitor time). Contribution: Requirements include consensus, negotiation, and compromise.

48.

The Classroom Organization and Management Program (COMP) (Evertson and Harris, 1995, 1999) focuses on which of the following as a means for the nurse educator to communicate expectations?

Authority and respect

Standards and ethics

Assignments and outcomes

Rules and procedures

Explanation:

The Classroom Organization and Management Program (COMP) (Evertson and Harris, 1995, 1999) focuses on rules and procedures so students can have a clear understanding of expectations and boundaries to help prevent problems:

- *Rules: Should be few and should outline general behavior standards and expectations of students.*

- *Procedures: Should be positively focused on activities that are required of students, such as handing in assignments, and how those activities are to be carried out. Instead of negative words such as “don’t” or “never,” statements should use the more positive terms “do” and “always.”*

49.

The nurse educator is concerned about a student’s ineffective clinical behavior and wants to help her develop her emotional intelligence. Which of the following is likely to be most effective?

Assign readings about emotional intelligence

Model appropriate emotional behavior

Assign a reflective journal for the student to explore his/her feelings and emotions

Describe appropriate behavior in terms of emotional reactions and response

Explanation:

The assignment that is likely to be most effective to help a student develop emotional intelligence is assigning a reflective journal for the student to explore her feelings and emotions. The student should reflect on the clinical assignment prior to completing it and then reflect again after it is finished, discussing personal feelings and responses to the patient as well as exploring how the reality compared with anticipation of the assignment.

50.

The nurse educator is concerned that some students lack adequate reading comprehension strategies and is conducting a workshop about reading skills, focusing on the SQ3R method. Which of the following should he stress that the students do first?

Survey

Summarize

Search

Select

Explanation:

The SQ3R method comprises the following sequential steps:

- 1. Survey: Read headings, captions, introductions, and summaries and look at illustrations, photos, and other graphics.*
- 2. Question: Ask questions about the surveyed material, such as "What do I know about this?" and "What does this mean?"*
- 3. Read: Read carefully and note the highlighted (bolded or italicized) text.*
- 4. Recite: Ask questions, highlight, summarize, and take notes.*
- 5. Review: Go over the material again and ask questions.*

51.

The nurse educator allows students much autonomy in class and provides little guidance or classroom management. Which classroom management style does this most typify?

Indulgent

Authoritarian

Authoritative

Permissive

Explanation:

A permissive management style is one in which the educator allows the students much autonomy but provides little guidance or classroom management, often in the belief that this results in student-centered learning. However, student-centered learning does not mean that students are left completely in control of the classroom environment because this may lead to chaos and poor self-control on the parts of the students as well as low academic skills. Nurse educators must help the students remain focused and must retain control of the environment.

52.

Which of the following models of clinical education is likely to provide the most benefit to a senior or graduate nursing student?

Clinical teaching partnership

Paired model

Preceptorship

One student—one patient

Explanation:

Preceptorship is a clinical education model that is particularly valuable for a senior or graduate nursing student because the guidance of a preceptor, an experienced nurse in the clinical area, can help the student apply theory to practice and to have experience collaborating with other professionals. The preceptor may also serve as a role model for the student. The preceptorship is an ongoing relationship that begins before the clinical experience and continues throughout clinical practice.

53.

Which of the following student behaviors reflects a humanistic perspective on motivation?

Motivation relates to a positive association with the instructor

Motivation relates to the need to associate with peers and connect with others

Motivation relates to thoughts and beliefs

Motivation relates to personal need for growth

Explanation:

The humanistic perspective on motivation suggests that motivation relates to a personal need for growth. This perspective relates to Maslow's hierarchy of needs, which include physiological (the most basic), safety, love and belongingness, esteem, and self-actualization (the highest). From the humanistic perspective, student behavior is the result of the student's attempt to satisfy needs, beginning with those necessary for survival (food and shelter) and progressing to those that bring pleasure and accomplishment (love, freedom, power, and fun), or in Maslow's terms, self-actualization.

54.

The nurse educator is the chairperson for the committee planning a new learning resource center. The rules and regulations of which of the following governmental agencies are the most important to consider?

ADA

OSHA

CDC

CMS

Explanation:

The committee planning for a new learning resource center must carefully consider the rules and regulations of the Occupational Safety and Health Administration (OSHA). OSHA provides many guidelines related to safety, ergonomics, hand washing, equipment, electrical hazards, hazardous materials, bloodborne pathogens, and needle and syringe disposal. If the resource center will use or generate hazardous waste materials, then the learning resource center must deal with Safety Data Sheets (SDSs), which provide information about potential hazards.

55.

The nurse educator is planning learning experiences to help students develop critical thinking skills. What is her first step?

Decide on the learning outcomes

Select a teaching strategy

Create an anticipatory set

Design evaluation measures

Explanation:

The first step to planning a learning experience is to decide on the learning outcomes, which may be behavioral or may be more general, with a focus on competencies. This is followed by creation of an anticipatory set—an environment/activity that promotes interest. Students should have active participation in materials or activities that are relevant to the student and the class. Next, the educator should select a teaching strategy, consider issues of implementation, and

determine closures. The last step is to develop evaluation strategies, both formative and summative.

56.

The nurse educator makes an effort to know what is going on in the classroom at all times and to ensure that the students feel safe and comfortable. According to Kounin, this is an example of which of the following?

Accountability

The ripple effect

Withitness

Overlapping

Explanation:

Kounin's theory of classroom management is that it is better to prevent problems than have to deal with them later. A central tenet is "withitness," which means that the educator makes an effort to know and understand what is going on in the classroom at all times to ensure that the students feel safe and comfortable. Accountability refers to ensuring that students are active and engaged participants in classroom activities. The ripple effect occurs when negative behavior is allowed to continue and "infects" the class, although the same can be true of positive behavior. Overlapping means multitasking.

57.

Which of the following is a violation of scholarly integrity?

A group of students studies together for a final exam

Two students conducting separate research share information about sources

A student who took a course the previous semester advises current students about what content to focus on for the final exam

Two students doing a take-home test divide up the questions, and each do half of the work

Explanation:

Scholarly integrity means that the product of student effort is created independently, so it is a violation for two students to do a take-home exam by dividing up the questions and each doing half of the work. Other violations include copying from others and posting or disseminating copies of tests, although a student advising other students about what content to focus on is generally not committing a violation. The nurse educator must ensure personal integrity as a scholar but must also monitor students so that they do the same.

58.

The nurse educator is teaching a distance-learning course via the Internet and wants to encourage student interaction and a sense of class unity. Which of the following first assignments is best?

Ask the students to write a summary of the first chapter, and ask them to comment on at least two other students' summaries

Ask students to write a brief biography, compile them into one file without students' names, and post for students to read

Ask the students to write about why they are taking the class and post for students to read

Ask the students to write a brief biography to share with other students, explaining their reasons for taking the class, and ask them to comment on at least two other students' biographies

Explanation:

The best first assignment is one that helps the students learn a little about each other (promoting class unity) and requires some interaction: Ask students to write a brief biography to share with other students, explaining their reasons for taking the class, and ask them to comment on at least two other students' biographies. The nurse educator must use every opportunity to encourage collaboration and interaction, and she should build this into every assignment, if possible.

59.

The school of nursing wants to attract a more diverse pool of competent nursing school applicants. Which type of screening requirements is most likely to produce the most diverse but competent pool?

Prerequisite course grade point average (GPA) of $\geq B$ (3.0)

Multiple-criterion screening based on varying points for different criterion, including work experience, GPA of $\geq C$ (2.0) on prerequisites, academic and military backgrounds, and $\geq 62\%$ on the Test of Essential Academic Skills (TEAS)

Prerequisite course GPA of $\geq C$ and $\geq 62\%$ on the TEAS

Lottery selection from all students who passed prerequisite courses with GPAs of $\geq C$

Explanation:

The more restrictive the screening requirements, the narrower the pool of applicants, so requiring a GPA of B on prerequisite courses would probably provide the most homogeneous pool, although a lottery choice from all students with a GPA of C on prerequisites would provide the most diverse pool, but probably not the most competent because studies have shown that other factors, such as previous degrees or higher GPAs, correlate with success. The best choice, then, is likely the multiple-criterion screening that considers many factors with varying points awarded.

60.

According to McCarthy's (1981) 4MAT system, which type of learner is most comfortable experimenting and manipulating?

Type 1: Imaginative

Type 2: Analytic

Type 3: Common sense

Type 4: Dynamic

Explanation:

Type 3. McCarthy combined Kolb's model of learning styles with the right brain/left brain to arrive at a model of four different types of learners:

- *Type 1—Imaginative: Students want to understand reasons for things and prefer active involvement through listening, speaking, interacting, and brainstorming.*
- *Type 2—Analytic: Students want to know what to study and learn and prefer a more passive role, observing, analyzing, classifying, and theorizing.*
- *Type 3—Common sense: Students want to know how to apply what they have learned and prefer experimenting, manipulating, and improvising.*
- *Type 4—Dynamic: Students want to know about different possibilities and enjoy modifying, risk taking, and creating something new.*

61.

According to William Perry's (1970) stages of cognitive and ethical development, the nurse educator should expect incoming freshman to be at which stage?

Dualism/received knowledge

Commitment/constructed knowledge

Relativism/procedural knowledge

Multiplicity/subjective Knowledge

Explanation:

Dualism/received knowledge: Basically, there is one right solution to all problems, but at the full dualistic level, there is one right solution among wrong solutions and people must figure out the right one. Multiplicity/subjective knowledge: People must learn how to find the right solutions but later realize that many problems cannot be solved, so people can come up with their own solutions. Relativism/procedural knowledge: At the contextual level, people understand that they must have reasons and context for solutions. At the precommitment level, they understand the need to make choices. Commitment/constructed knowledge: People make a commitment, explore responsibilities, and understand that it is an ongoing process.

62.

According to the National League for Nursing, which of the following is the best description of the ideal educator-student relationship?

Authoritarian/prescriptive

Egalitarian/collaborative

Hierarchical/cooperative

Independent/dependent

Explanation:

According to the National League for Nursing, the ideal educator-student relationship is egalitarian/collaborative. Educators should consider themselves in partnership with students, helping and guiding them to learn and grow in the profession. Educators must interact with students and collaborate to establish the best methods to help them learn and to reach their learning goals. Educators must begin by assessing their own values and beliefs and must develop strategies to increase student participation in learning.

63.

The school of nursing has found that students admitted with a grade point average (GPA) of C (2.0) in core prerequisite courses drop out of nursing school at a rate that is 30% higher than those with GPAs of A or B. What is the best solution to improve retention?

Raise GPA prerequisite requirements to A or B.

Inform applying students that a lower GPA places them at risk for dropping out

Establish a policy that allows students receiving C's in core courses to retake the courses to improve their grades

Establish support courses to assist students with study skills

Explanation:

The easiest solution would be to raise the required GPA, but this would eliminate a large group of students and impact diversity, so the best solution would be to establish support courses to assist students with study skills. Many students with lower GPAs have poor strategies for studying and have poor test-taking skills, and some may have learning disabilities, so they should be assessed for learning disabilities as part of the support courses.

64.

The nurse educator is concerned about violating due process with a student who is failing a class and may be expelled from the nursing program. What information must she share with the student?

Problem, cost, and consequences

Problem, educator action, student action, and consequences

Problem, conditions, and consequences

Problem, solution, time frame, and consequences

Explanation:

Problem: The student must be advised of the academic concerns. Solution: The student must be told what actions he can take to improve grades or complete work. Time frame: The student should be advised of the exact period of time in which the steps to rectifying the problem must be completed. Consequences: The student must be advised of the action, such as dismissal, that will be taken if he cannot solve the academic problem. These general steps should be outlined in the syllabus so all students know what to expect.

65.

A student who is on academic probation because of inadequate clinical performance states that she is very stressed because of the increased supervision and observation that is required, and this stress is interfering with her ability to concentrate. Which is the best solution for the nurse educator?

Meet with the student to counsel her about relaxation techniques

Reduce the amount of supervision and observation

Refer the student to a counselor

Explain that the student has no other options

Explanation:

The nurse educator should refer the student to a counselor to help her deal with the stress and should not attempt to carry out the dual roles of counselor and instructor because this may result in a conflict of interest. The nurse educator has a responsibility to ensure the safety of the patients, and if a student's clinical performance is inadequate, she must be apprised of the problem and steps should be taken to improve it. The student must be carefully supervised and observed until consistent improvement in clinical performance is documented.

66.

A nursing student with mild cerebral palsy has slow, slightly slurred speech but has no cognitive impairment; however, during clinical rotations, some of the staff and patients have referred to her as mentally handicapped or retarded. What is the best solution for the nurse educator?

Tell staff and patients in advance that the student has cerebral palsy

Take no action because the student must deal with this issue by herself

Explain the issue to the student, and ask how she would like to deal with the problem

Refer the issue to the ethics committee

Explanation:

The nurse educator should explain the issue to the student and ask how she would like to deal with the problem. The student might feel comfortable telling staff members and patients that she has cerebral palsy or has impaired speech, but the nurse educator cannot divulge private health information about the student. Students with disabilities are often familiar with the comments people make about them and may have surprising insight into dealing with problems that arise because of their disabilities.

67.

When a student with disabilities applies to enter the nursing program, which of the following issues are of the most concern?

Student qualifications and need for accommodations

Student age and cognitive ability

Accessibility and need for accommodations

Accessibility and student qualifications

Explanation:

The two primary issues to consider when a student with disabilities applies to the nursing program are his qualifications (disregarding the disability) and the need for accommodations to allow him to successfully complete the nursing program. If the student is qualified and accommodations can be provided, then he should receive the same consideration as other applicants. Accessibility is already covered under the Americans with Disabilities Act, so that should not be an issue.

68.

A student has informed the nurse educator that he has dyslexia and has trouble taking adequate notes during lectures, so the educator provides him with printed notes and copies of slide show presentations. During a faculty meeting, another instructor, who is obviously unaware of the student's dyslexia, expresses concerns about his learning ability. What is the appropriate response of the nurse educator?

The nurse educator should tell the other instructor that the student has dyslexia

The nurse educator should say nothing

The nurse educator should suggest that the other instructor could talk to supportive services about the student

The nurse educator should ask the student if he would consider discussing his dyslexia with the other instructors

Explanation:

The nurse educator cannot divulge personal information about the student to other instructors without permission, even though sharing this information may be to his benefit. The best action is to ask the student if he would consider discussing his dyslexia with other instructors and to discuss the student's concerns about doing this. Sometimes students are afraid that they will be unfairly labeled if instructors know they have a learning disability, and they may be unaware of their rights to accommodations.

69.

The nurse educator feels that there is a need for the university to develop an intervention program for nursing students who are impaired because of substance abuse. Which of the following is the primary consideration?

Educating students about the program

Ensuring confidentiality for the participants

Paying the costs of the program

Establishing the roles of those associated with the program

Explanation:

The primary consideration when developing an intervention program for nursing students who are impaired because of substance abuse is ensuring confidentiality of the participants because, unless students can be assured of confidentiality, they will probably not join the program. Other considerations include outlining the responsibilities of those involved in the program as participants, counselors, faculty, and administrators and educating students about the program. The costs of the program may also be a concern, but they may be offset by the savings from student retention.

70.

The state and institution in which the nursing educator practices do not require that nursing students disclose criminal backgrounds. What, if any, responsibility does the nurse educator have related to a student that she knows has a criminal background?

No responsibility

She should advise the student of state licensure restrictions for those with criminal backgrounds and about appeals procedures

She should advise the nursing school to expel the student

She should advise the student to get an attorney

Explanation:

The nurse educator should advise all students about their state's licensure restrictions for those with criminal backgrounds and any appeals processes that may be available to them. Restrictions vary from state to state, but felony convictions often prevent licensure. Additionally, some agencies in which the student may gain clinical experience may require criminal background checks even if the school or state does not. Completing the requirements of a nursing program is no guarantee of licensure.

71.

When the nurse educator is evaluating curricular design as part of program review, which four elements should be congruent?

Objectives, outcomes, subject matter, and learning activities

Mission, philosophy, data, and objectives

Objectives, goals, faculty, and students

Faculty, students, environment, and materials

Explanation:

The four elements that should be congruent in curricular design are objectives, outcomes, subject matter, and learning activities. The nurse educator should evaluate how all elements fit together. The objectives and outcomes should be clearly linked to the mission and philosophy of the school of nursing and those of the college or university. Course objectives should be linked to program objectives. This internal consistency may be evaluated through the use of a curriculum matrix.

72.

According to Bevis's description of curricula, which type of curricula includes things that are taught but not evaluated, such as caring?

Operational

Hidden

Illegitimate

Null

Explanation:

Illegitimate curricula: Taught but not evaluated, such as caring, empathy, and compassion.

Operational curricula: Content such as knowledge and skills that is actually taught and

evaluated. Hidden curricula: Taught unconsciously through modeling, such as values,

interactions, and beliefs. Null curricula: Behaviors, skills, and content that are not taught, such

as critical thinking, even though instructors may believe they are taught. Official curricula:

Framework that is stated, such as on a syllabus, usually including philosophy, mission, objectives, and outcomes.

73.

The school of nursing is undergoing changes in its curricula. Which of the following is a barrier to curricular change?

Increased use of technology

Fear of loss of autonomy and control

Changes in healthcare

Increased need for home healthcare and community-based nursing care

Explanation:

Barriers to curricular change include loss of autonomy and control by faculty, misunderstanding, demands for time and energy, lack of motivation, different perspectives on the need for change, complicated change procedures, vindictiveness, resentment, inadequate resources, inadequate procedures for change, lack of reward, and threats to social structure and support. Many people

fear change regardless of the benefits that might be derived from it and may lack the flexibility and adaptability necessary to facilitate change unless they see a clear personal benefit.

74.

With regards to the four-part condition-learner-performance-criterion method for writing behavioral objectives, which of the following is a well-written objective?

Using a mannequin, the student nurse will demonstrate the correct procedure for changing a sterile wound dressing

After studying pain management, the student nurse will understand pain control

After completing the dietary module on protein, the student nurse will understand what makes up a healthy diet

After watching a demonstration of suctioning, the student nurse will list the reasons for suctioning

Explanation:

Using a mannequin (condition), the student nurse (learner) will demonstrate (performance) the correct procedure to change a sterile wound dressing (criterion). Behavioral objectives comprise:

- *Condition: This is the testing situation and may include resources, assistance, or constraints.*
- *Learner: This is the person who is going to carry out the task.*
- *Performance: This is the action, which may be seen (write, list, suction, change) or unseen (recall, identify).*
- *Criterion: This should, as specifically as possible, describe in qualitative or quantitative measures how the behavior should be performed.*

75.

Which of the following trends is likely to have the most impact on nursing education and curriculum development?

Aging of the population

Global violence

Globalization

Environmental challenges

Explanation:

Although all of these trends may influence nursing education and curriculum development, the aging of the population is likely to have the greatest impact because the numbers of those aged 65 and older are projected to increase by 135% by the year 2050 and those 85 and older by 350%. This will bring about increased focus on geriatric and preventive medicine as well as home healthcare and community-based medical services.

76.

Which theory of education has historically been the most common model for nursing schools, accrediting agencies, and state boards of nursing?

Humanism

Essentialism

Behaviorism

Progressivism

Explanation:

Behaviorism focuses on positive reinforcement to provide motivation to learn with information provided by an instructor in an organized manner and facts mastered in sequential steps with the emphasis on critical thinking and analysis. Curricula are designed to promote intellectual development with the emphasis on science and facts. Curricula are organized according to subject matter. This has been the most common model for nursing schools, accrediting agencies, and state boards of nursing since 1950.

77.

In the future of nursing, the nurse educator should expect that most advanced-practice nurses will enter the profession with which type of degree?

Associate degree

Baccalaureate degree

Master's degree

Doctorate

Explanation:

In the future of nursing, it is expected that most advanced-practice nurses will enter the profession with a doctorate degree and entry-level RNs will have baccalaureate degrees (BSNs). Although many current RNs have associate degrees (ASNs), there are increasing numbers of bridge programs that allow nurses with ASNs to study for BSNs while actively engaged in the nursing profession. Some states are now allowing community college programs to grant BSNs in nursing.

78.

The nurse educator has completed a survey of six hospitals in the area of the university to determine the types of academic degrees the employed nurses have currently. The results are shown here as follows:

- 60%: Associate of science in nursing (ASN) degree
- 5%: Diploma (registered nurse, RN)
- 10%: Licensed vocational nurse (LVN)
- 20%: Baccalaureate (bachelor of science in nursing, BSN) degree
- 4%: Master's (master of science in nursing, MSN) degree
- 1%: Doctorate

The university is considering creating a bridge program to provide educational mobility options. Based on these findings, which type of bridge program is most likely to best serve the needs of the local institutions and to be cost-effective for the university?

LVN to ASN

ASN to BSN

MSN to doctorate

BSN to MSN

Explanation:

Because 60% of the nurses have ASNs (consistent with national averages for graduates), this provides the largest pool of potential students for the bridge program, making an ASN-to-BSN program probably the most cost-effective option. Because approximately 37% of nurses graduate with a BSN but only 20% of employed nurses have BSNs, the number of BSNs is below the national average, so the educational mobility option of a bridge program should provide a better educated staff.

79.

The nursing program in which the nurse educator is employed groups content according to specific practice settings and content areas, but the nurse educator has proposed the integration of core concepts throughout the curricula. Which of the following concepts would best lend itself to integration as an initial trial?

Pain

Critical care

Home health

Elimination

Explanation:

Because pain is a factor in virtually all practice settings and content areas, this concept would best lend itself to integration as an initial trial. Pain control is core to nursing practice, so it can be studied in relation to different patient populations. Students may begin with studying the nature of pain and the causes and move on to assessment and treatment of acute and chronic pain. Students should gain an understanding of how pain affects patients in different specialty areas, such as cancer and orthopedics.

80.

Who is primarily responsible for a student's learning?

The student

The instructor

The program

The state board of nursing

Explanation:

The student is primarily responsible for learning, and instructors must keep that in mind when some students seem to fall behind. However, all parties share some responsibility. The state board of nursing in most states establishes criteria for curriculum, and the program directors develop courses and learning experiences based on these criteria. Instructors must structure learning in such a way that the students have access to necessary information and must ensure that presentations and activities facilitate learning.

81.

In a master's degree program for advanced-practice nursing, which of the following has the most influence over content?

State board of nursing

Certifying agency

Accrediting agency

Program director

Explanation:

Certifying agencies currently have the most influence over master's degree programs because they provide content outlines indicating the content that the applicant for certification is expected to master in order to pass the qualifying exam. Because nursing education has become more focused on outcomes, programs have become more creative and curricula more varied, but they must ensure that students are adequately prepared for certification in their chosen specialty area and meet the clinical requirements of the certifying agency.

82.

If the nurse educator is interested in building the curriculum around the concept of self-care, whose theory would be used as a framework?

Watson

Nightingale

Orem

Maslow

Explanation:

Orem's (1959) general theory of nursing focuses on serving patients and assisting them to provide self-care. It encompasses three theories:

- *Self-care: The individual is the self-care agent, and the caregiver is the dependent-care agent. The categories of need include developmental needs, universal needs, and health needs.*
- *Self-care deficit: Nursing assists those who cannot manage self-care through provision of care, guiding, providing instructions, supporting, and making environmental adjustments.*
- *Nursing systems: Meeting patient's self-care needs may be compensatory, partly compensatory, or supportive.*

83.

The school of nursing is undergoing curriculum revision and is changing from the use of a theory of nursing as a conceptual framework to a more nontraditional framework, the KSVME framework (Webber, 2002). The conceptual cornerstones of the framework include the following:

K—nursing knowledge

S—nursing skills

V—nursing values

M—nursing meanings

E—?

What does the *E* in the model refer to?

Nursing evaluation

Nursing equality

Nursing education

Nursing experience

Explanation:

The KSVME conceptual framework (Webber, 2002) includes the following components:

- *K—Nursing knowledge: Specific knowledge related to the field of nursing, including natural and behavioral sciences and nursing skills.*
- *S—Nursing skills: Acts/activities that demonstrate the other items in the framework (knowledge, values, meanings, and experience).*
- *V—Nursing values: Ethical values, such as honesty and integrity, and the American Nurses Association (ANA) Code for Nurses.*
- *M—Nursing meanings: Relates to language and terms specific to nursing, such as synergy and holism.*
- *E—Nursing experience: Knowledge gained over time from experiential learning.*

84.

The nurse educator is designing curriculum and has determined that the ability to think critically is a desired outcome. What is the next step?

Define critical thinking

Establish a time frame

Identify competencies

Identify assessment methods

Explanation:

Once an outcome has been identified, the next step is to identify the competencies, skills, and knowledge that the students will need to successfully achieve the outcome. The competencies are focused on the student and are often behavioral, in that students must demonstrate specific attributes, such as demonstrating problem-solving skills and the ability to make decisions based on analysis of information. Bloom's taxonomy (cognitive, psychomotor, and affective domains) is often used when developing competencies.

85.

The nurse educator is completing a learning contract with a student. Which of the following should be done initially?

Assess the learning needs and competencies of the student

Identify learning objectives

Define the roles of the student and the educator

Identify resources for learning

Explanation:

The initial step to a learning contract is to identify learning objectives, with the educator encouraging the student to self-identify. Then, the educator should review the process of a learning contract with the student. The educator should provide the student with information about learning resources, such as books, Web sites, and audiovisual tools and should assess the student's learning needs and competencies. The educator must clearly define roles and help to plan the learning process in collaboration with the student, negotiating the time frame. After implementation, some renegotiation may be necessary, and all progress should be documented.

86.

Which of the following is an example of passive learning?

The student takes notes while listening to the instructor give a lecture

The student participates in a group activity

The student prepares a slide show presentation about a topic

The student prepares a video demonstrating a procedure

Explanation:

Even though the student is taking notes, listening to a lecture is primarily a type of passive learning. The instructor identifies important points and organizes the material. Many students prefer this method of learning because it is less stressful and requires little active engagement. Active learning requires active participation on the part of the student, who explores information and identifies what she believes are important points. Active learning may include group presentations or development of a product, such as a slide show presentation or a video.

87.

The nurse educator wants to include structured and unstructured learning activities for students in class. Which of the following is an example of an unstructured learning activity?

Students are assigned a topic and must present a report to the class

Students are assigned a reading and must complete a worksheet

Students must study a prescribed text and write a summary

Students must attend a community meeting to observe the types of activities/interactions that occur and report back to the class

Explanation:

Unstructured learning activities, such as attending a community meeting to observe activities/interactions that occur and reporting back to the class, facilitate acquisition of knowledge without specific directions from the instructor. This is also referred to as “discovery” or “inquiry-based” learning and is more commonly used in graduate-level courses than for beginning students. Structured learning activities, such as writing reports, completing worksheets, and completing reading assignments, include specific directions and/or steps that students need to follow.

88.

According to Bloom’s taxonomy, in the cognitive domain, which of the following represents the lowest order of learning?

Comprehension

Knowledge

Application

Analysis

Explanation:

Bloom's taxonomy outlines behaviors that are necessary for learning and comprises three domains: cognitive, affective, and psychomotor. In the cognitive domain, knowledge represents the lowest order of learning because it primarily involves just acquiring and recalling facts. Comprehension involves understanding new information, and application is the ability to actually apply knowledge to new situations. Analysis is the ability to break down information into component parts, whereas synthesis is the ability to take parts and put them back together in a new way. Evaluation is the ability to look at information and formulate judgments about it.

89.

Which of the following activities is most likely to enhance development of the affective domain of learning (Bloom)?

Lecture

Small-group activities

Concept mapping

Story telling

Explanation:

The affective domain includes five categories of feelings and values, ranked from simple to complex: receiving phenomena, responding, valuing, organizing values, and internalizing values. Story telling is one method that is encouraged to develop the affective domain. Discussion of case studies is also frequently used to encourage students to explore their values, beliefs, and emotions and to begin to move from external control to internal. Journals and other types of writing are also of value.

90.

A nurse educator who mentors junior faculty and reads extensively in other fields of study is demonstrating which type of scholarship?

Integration

Application

Teaching

Discovery

Explanation:

According to Boyer (1990), the four types of scholarship include the following:

- *Integration: Includes interdisciplinary activities, such as reading extensively in other disciplines (such as bioethics, rehabilitation, and neuroscience) and mentoring junior faculty members.*
- *Discovery: Includes conducting independent research and submitting it to juried publications to share with the profession.*
- *Teaching: Includes the standard teaching roles (classroom teaching, curriculum development, and evaluation of curriculum and program).*
- *Application: Includes various aspects of professional practice, such as consultation.*

91.

According to Dave's taxonomy regarding the psychomotor domain of learning, which of the following levels is a student demonstrating if he is able to carry out an action in a logical order with just a few noncritical errors, has good coordination of movements, and needs variable amounts of time to complete the action?

Naturalization

Manipulation

Imitation

Precision

Explanation:

Precision. Dave's taxonomy (1970) for the psychomotor domain has five levels:

- *Imitation: Actions include some errors and weakness in gross motor actions.*
- *Manipulation: Ability to follow written directions with some accuracy, but some variations are evident with coordination of movements.*
- *Precision: Ability to carry out an action in a logical order with a few noncritical errors, demonstrating good coordination of movements, but with variable amounts of time needed.*
- *Articulation: Ability to carry out an action with good coordination in a logical sequence and in a reasonable time.*
- *Naturalization: Demonstration of automatic professional competence.*

92.

The nurse educator has received student evaluations, which showed that students think that her class presentations are boring and hard to follow, but she doesn't understand what the specific problem is. Which of the following is probably the best method to identify and rectify the problem?

Videotape class presentations and lectures

Ask students during class to explain the problem

Ask a colleague to attend classes and evaluate the presentations

Ask a few students outside of class to explain the problem

Explanation:

Students are often reluctant to tell instructors directly when there is a problem with their presentations, even if asked, although using anonymous feedback forms after each class can provide good information. Videotaping may be of some value, but the best solution is probably to ask a trusted colleague to observe some classes and provide honest feedback. Problems might range from poor organization of information to poor presentation skills, such as speaking in a monotone voice or not allowing time for student participation or questions.

93.

The novice nurse educator has overestimated the students' knowledge and abilities and assigned an activity that is much too difficult, so many of them are unable to complete the assignment and are confused about using the equipment. Which type of learning constraint does this represent?

Faculty constraint

Student constraint

Time constraint

Resource constraint

Explanation:

Faculty constraint: Activities are inappropriate for students' abilities because of overestimation or underestimation of students' knowledge, content knowledge is inadequate, presentation skills are poor, or the educator's personal habits are distracting to students. Student constraint: Number of students, lack of prerequisite knowledge, stress anxiety, resistance, or lack of skills. Time constraint: Inadequate time for activity, questions, or feedback. Resource constraint:

Inadequate facilities (classroom size or design), equipment (computers, simulators, and audiovisual equipment), or information technology (e-mail, electronic messaging).

94.

Which of the following is an appropriate use of a summative evaluation?

Assess learning activities during development and use

Assess problems that arise during implementation

Assess the ability of students to apply knowledge

Assess students' learning outcomes

Explanation:

Summative evaluations are done at the completion of a course or program to evaluate the final results, so it is appropriate to use to assess students' learning outcomes. Summative evaluations can also be used to assess the effectiveness of learning activities and teaching strategies and to determine the need for revisions to a course. Formative evaluations are those done while a course or program is in progress to assess learning activities and students' learning and to identify problems.

95.

According to Bevis's (1988) six types of learning, a student who is able to gain insight by recognizing patterns and relationships is engaging in which type of learning?

Directive

Rational

Syntactic

Inquiry

Explanation:

Syntactic. Bevis's (1988) six types of learning are as follows:

- *Item: Able to see simple relationships.*
- *Directive: Able to learn rules, safety injunctions, requirements, and exceptions.*
- *Rational: Able to use theory to make rational decisions.*
- *Syntactic: Able to gain insight by recognizing patterns and relationships.*
- *Contextual: Able to accept cultural rules, norms, rituals, and mores.*
- *Inquiry: Able to investigate, research, and theorize to develop ideas and vision.*

96.

With regards to assessing the four types of readiness to learn, which type includes consideration of past coping mechanisms?

Emotional

Physical

Knowledge

Experiential

Explanation:

Experiential. The four types of readiness to learn include the following:

- *Experiential: Past coping mechanisms, cultural background, locus of control, orientation, and aspiration level.*
- *Emotional: Level of anxiety, support system, motivation, risky behavior, frame of mind, and stage of development.*
- *Physical: Measures of ability, task complexity, environmental effects, status of health, and gender.*
- *Knowledge: Current knowledge base, cognitive abilities, learning disabilities, and learning style.*

97.

A community near the nursing school experienced a severe tornado, leaving many people injured and homeless. The nurse educator wants to use this situation as an opportunity to help students understand the needs of the community after a disaster through service learning. Which of the following is the best example of service learning?

The students study about illnesses and injuries common to disasters, such as tornadoes

The students go into the community to survey the health needs of those affected by the tornado

The students assist in giving tetanus injections to the injured at a hospital clinic

The students use data regarding injuries to create a map of injury severity along the path of the tornado

Explanation:

Service learning is an educational experience that actively engages students in working in the community and meeting community needs, so the activity that takes the students into the community and allows them to learn inductively about the community needs by surveying those affected by the tornado is the best example of service learning. However, students should prepare for the survey by studying about illnesses and injuries common to disasters. Service

learning is more than just volunteering because it should be part of a course or program and should involve useful activities that address community needs.

98.

The nurse educator is concerned with helping students develop their long-term memories. Which is the best strategy for teaching how to store information in long-term memory?

Limit the amount of information to five to nine items at one time

Link new information to already-learned information

Tell students to review the information daily

Provide information in 20-minute blocks of time

Explanation:

One of the best ways to ensure that information is stored in the long-term memory is to link it to already-learned information, so careful sequencing of information can facilitate learning. Rehearsing, reviewing, and repeating information also help students retain information. Words associated with images are easier to recall than words alone, so providing illustrations or describing concepts that can be visualized also promotes memory. Short-term memory may last no longer than 30 seconds and is usually limited to about five to nine items.

99.

According to Ausubel and Robinson's (1969) and Ausubel's (1978) assimilation theory, which of the following is the most critical factor in student learning?

Motivation

Memorization

Prior knowledge

Attention span

Explanation:

According to Ausubel and Robinson's (1969) and Ausubel's (1978) assimilation theory of learning, the most critical factor in student learning is prior knowledge. Ausubel believed that meaningful learning was superior to rote memorization and could be attained if students study in a meaningful manner, understand the logic involved, and apply prior knowledge to learning new concepts. Ausubel suggested aids such as prompting students and providing advance organizers (comparative or expository) to help students process and learn new information.

100.

If a nurse educator is using Knowles' model of adult learning as a guide to teaching, how will she plan the course content and teaching strategies?

Using a strict, prescribed model

Independently

Collaboratively with experts

Collaboratively with students

Explanation:

One of the primary principles of teaching based on Knowles' model of adult learning is that the educator should plan course content and teaching strategies in collaboration with the students themselves, who should become active participants in learning and monitor their own progress. Educators must show respect for the students and help them assess their learning needs and take advantage of prior knowledge. Students should help develop learning contracts, learning strategies, and plans for evaluation.

101.

Which approach to learning places the most emphasis on the affective domain?

Behaviorism

Humanism

Critical pedagogy

Feminist pedagogy

Explanation:

Humanism focuses on the affective domain and affective outcomes, guiding students to more effectively develop study skills and to promote creativity. The approach is very student centered and collaborative with an appreciation for students' individuality and feelings. Educators are expected to model appropriate and target behavior, including caring, honesty, genuineness, and respect for the self and others. Students are expected to be responsible for their own learning and carry out self-evaluations, although educators must verify competence in clinical work and mastery of content.

102.

The nurse educator has assigned group projects, but one group reports that a member of the group has been uncooperative, has missed group meetings, and is discourteous to other members of the group. What is the role of the nurse educator?

He should allow the group to resolve the issue

He should counsel the group about how to deal with the difficult group member

He should reassign the difficult group member to a different group

He should meet with the difficult group member and discuss how the member's behavior is affecting learning

Explanation:

The nurse educator should meet with the difficult group member but should focus on how the student's behavior is affecting learning—the individual student's and the learning of the other group members. The educator should bring the annoying behavior to the student's attention, explore new behaviors, and coach the student as needed so that these types of behaviors are remedied early and do not carry over into the student's professional life. Students should be held accountable for their poor behavior so that it doesn't escalate and become a negative pattern.

103.

The nurse educator receives a research paper from a student and recognizes the paper as one that was written by another student in the previous year. Because the educator kept a copy of the original paper, he has definitive proof of plagiarism. What is the best approach to dealing with the student's violation of the code of conduct?

Check administrative policies regarding violations, and follow protocol

Refer the student to the dean

Fail the student

Talk with the student about the reasons for the violation

Explanation:

The nurse educator should check administrative policies regarding violations and follow protocol. He should always be aware of any administrative policies in place regarding conduct. Policies regarding conduct violations may vary from zero-tolerance and dismissal from the program to counseling and probation. In all cases, the educator should carefully document evidence of misconduct and any contact with the student regarding the matter. If meeting with the student, it is often best to include the department chairperson. The educator must ensure that due process is followed.

104.

The nurse educator is designing cooperative learning assignments in which students will work in groups. When forming groups, what is the ideal size for small-group work?

2 to 3 students

3 to 5 students

5 to 7 students

7 to 10 students

Explanation:

The ideal size for a small group is three to five students. The nurse educator should try to ensure that the groups are heterogeneous in gender, abilities, ethnicity, and experience. Students should be prepared for group work and should understand the various roles within a group, such as leader and recorder, and they should ask to assign these roles within the groups. The educator must be sure to allow adequate time for groups to plan, meet, work, and practice.

105.

Which of the following activities is best for reinforcing knowledge as opposed to introducing new information?

Demonstration

Cooperative learning

An algorithm

Games

Explanation:

Games are especially useful to reinforce knowledge as opposed to introducing new information. Games usually are rule governed and may include various levels of chance but should involve the use of knowledge or skills and may include simulations. Games should be student centered with the teacher acting as observer, but the nurse educator should lead the debriefing after the game is completed and should set guidelines. Games may be time consuming to create and administer, and individual student progress may be difficult to evaluate.

106.

The nursing program is transitioning to problem-based learning. What should the nurse educator expect in relation to workload?

Workload will decrease because education is more student-centered

Workload should vary little from other types of learning

Workload will probably increase significantly during the development stage

Workload will decrease markedly after the development stage

Explanation:

Problem-based learning often increases the workload of the nurse educators, especially during the development phase when educators must design problems related to clinical situations. However, new exercises must be continually developed and old exercises updated, so the workload can remain high after implementation. Interdisciplinary collaboration is crucial and often time consuming. However, problem-based learning can help students develop skills in solving problems and can encourage self-directed learning and motivation to learn. Students must be oriented to problem-based learning and given enough time to research, discuss, and arrive at conclusions.

107.

Which characteristic is typical of a field-dependent learner?

Easily affected and disturbed by criticism

Does not conform to peer pressure

Prefers learning by the lecture method

Provides self-directed goals

Explanation:

A field-dependent learner is easily affected and disturbed by criticism, conforms to peer pressure, influenced by feedback, likes material to be organized, orients socially to the world, likes facts, wants learning relevant to personal experience, needs external goals and reinforcement, and prefers discussion to lecture. A field-independent learner is unaffected by

criticism, doesn't conform to peer pressure, not really influenced by feedback, likes to organize own material, orients impersonally to the world, likes applying principles, enjoys new ideas and concepts, is self-directed, and prefers lectures to discussion.

108.

The nurse educator has administered a classroom assessment technique (CAT) at the conclusion of a series of classes about intravenous therapy, which included simulation practice, asking students to indicate their level of confidence in a number of items related to intravenous (IV) therapy. The results for 30 students were as follows:

ITEM	None	Low	Medium	High
Locating veins	—	—	5	25
Conducting skin prep	—	—	2	28
Starting IV with needle	1	7	17	5
Starting IV with catheter	3	10	14	3
Calculating drop rate	1	11	14	4
Evaluating IV site	—	—	4	26

Based on the results of the CAT, which action is most appropriate for the nurse educator?

Proceed to the next lesson because these results are within normal limits

Incorporate practice starting IVs and calculating drop rates into the next lessons

Repeat the entire series of classes about IV therapy

Conduct further testing to determine the students' abilities to start IVs

Explanation:

It's clear from the results of the CAT that students feel fairly confident about preparation (locating veins, skin prep) and observation (evaluating the site) but are much less confident with practice, starting IVs with needles and catheters, with significant numbers feeling no or low confidence in their abilities. This is fairly common, but students need more practice. The nurse educator should incorporate practice starting IVs and calculating drop rates into the next lessons, but repeating the entire series is not indicated.

109.

The nurse educator has a number of multicultural/English as a second language (ESL) students in class and notes that some are reluctant to answer questions or don't respond when asked a question. What wait time should he use after asking a student a question before giving a second prompt?

2 to 3 seconds

4 to 6 seconds

7 to 9 seconds

10 to 12 seconds

Explanation:

The nurse educator should allow for a wait time of 10 to 12 seconds after asking a question before giving a second prompt or restating the question. ESL students often need extra time to process the question and begin to formulate an answer, and some students come from cultures in which periods of silence are more common than in the United States. The nurse educator

should prepare students for the types of questions that they will be asked to respond to and should discuss typical classroom dynamics, especially for international students.

110.

Which of the following is the first step to helping students develop cultural awareness?

Assess students' perception of themselves and others

Provide factual information about other cultures

Plan activities that expose students to different perspectives

Encourage personal exchanges among different cultures

Explanation:

Cultural awareness: Begins with assessment of students' perception of self and others and learning about similarities and differences among cultures. Cultural knowledge: Includes gaining factual knowledge about other cultures, including customs, health beliefs, practices, and family structures. Cultural understanding: Recognizing that there are different values and perspectives. Cultural sensitivity: Appreciating and respecting cultural values and differences. Cultural sensitivity often develops from interactions with those from different cultures, leading to improved cultural skill as the person becomes adept at communicating and performing with people from other cultures.

111.

The nurse educator is assigning students to clinical learning environments, but the supervisor on one unit has been openly hostile to students, causing many students to leave the unit in tears and others to beg to be reassigned. Intervention has not changed the supervisor's attitude: She is equally harsh with her staff, and the director of nursing refuses to take action. What is the best solution for the nurse educator?

Stop assigning students to this unit

Assign students in pairs consisting of one novice with one more experienced student

Teach coping skills to help students deal with the supervisor

Assign only the top students to the unit

Explanation:

The nurse educator should stop assigning students to the unit. Although students need to learn that not all assignments or jobs are ideal, forcing students to deal with an openly hostile supervisor serves little purpose and likely subverts the learning processes. The students need to be able to apply knowledge learned in class in a supportive environment in which faculty and staff are caring and in which the students feel they are accepted and appreciated.

112.

Because of an outbreak of norovirus, one unit at the hospital has closed temporarily, so the number of patients available for student clinical assignments has decreased. Which of the following is the best option for the clinical nurse educator?

Delay clinical practice until the unit reopens

Assign students for half the normal time, and rotate groups

Use the dual- or multiple-assignment strategy

Locate another site for clinical practice

Explanation:

The best option is to use the dual- or multiple-assignment strategy because this allows the students to complete their required hours on schedule. In the dual-assignment strategy, two students are assigned the same patient, with one serving as leader. The leadership position is rotated daily. In the multiple-assignment strategy, three students are assigned to one patient with one providing care, the second doing research and gathering information, and the third serving as the observer, keeping a record of interactions and responses.

113.

According to Alevi et al.'s (1991) psychomotor skill categorization, comprising "fundamental," "general therapeutic and diagnostic," and "specialized therapeutic and diagnostic," which of the following skills is categorized as "general therapeutic and diagnostic"?

Range-of-motion exercises

Palpation and percussion

Hand-washing techniques

Tracheostomy suctioning

Explanation:

Palpation and percussion. Psychomotor skill categorization is listed as follows:

- *Fundamental: Range of motion (ROM), lifting, showering, hand washing, positioning, measuring vital signs, measuring height and weight, bed making, feeding, and using body mechanics.*
- *General therapeutic and diagnostic: Inspection, palpation, percussion, auscultation, neurological assessment, administration of medications, IV therapy, isolation techniques, giving enemas and suppositories, applying heat and cold therapy and bandages, caring for wounds, catheterizing, and doing physical assessment.*
- *Specialized therapeutic and diagnostic: Suctioning, oxygen therapy, stoma therapy, eye irrigation, eye drops, nose drops, bathing infants, neonatal and child assessment, central*

venous pressure (CVP) measurements, doing cardiopulmonary resuscitation (CPR), intercostal catheter care, and orthopedic applications.

114.

The nurse educator plans to use a simulated or standardized patient in the learning resource center. Which of the following is the best use of the simulated or standardized patient?

Enema practice

IV therapy practice

Physical examination practice

CPR practice

Explanation:

The simulated or standardized patient is an individual trained to act in the role of a patient, and this is best used to practice skills such as history taking and physical examinations. Simulated patients may also be used when students are learning breast exams and pelvic examinations or practicing communication skills. Simple models or mannequins are more often used for invasive procedures, such as enema practice, IV therapy practice, and CPR practice so that students don't put people at risk when they are learning and practicing procedures.

115.

The nurse educator is presenting information on a screen with videos and still photos projected but with verbal introductions to the screened material interspersed throughout the presentation. What are the best positions for the screen and the educator?

Screen to one side and educator in the center, with his body turned toward the screen

Screen in the center and educator to one side, with his body turned toward the screen

Screen to one side and educator in the center, with his body facing the audience

Screen to the center and educator to one side, with his body facing the audience

Explanation:

Positioning is very important. Because most of the content is coming from the screened material, the screen should be placed at the center and the educator to the side, but he should align his body so that he is facing forward, toward the audience. When speaking, the educator may turn his head toward the screen and use an arm and pointer, if necessary, to point out material on the screen, but he should keep his body facing the audience because this is the strongest position and gains the most attention.

116.

The nurse educator is giving a lecture with a slide show presentation that is projected on a 60-inch-wide screen. For ease of viewing, what is the furthest distance a viewer should sit away from the projected images?

30 feet

50 feet

20 feet

10 feet

Explanation:

The “two-by-six” rule is used to determine the distance a viewer should be from a projected image. For ease of viewing, the viewer should be no closer than two times the width of the screen, in this case 10 feet, and should be no further away than six times the width of the screen, or 30 feet. These rules apply to all types of projected images—overheads, videos, computer graphics, and slides.

117.

The primary purpose of evaluation in nursing education is to do which of the following?

Identify problems

Facilitate learning

Judge teaching effectiveness

To make decisions or assign grades

Explanation:

The primary purpose of evaluation in nursing education is to facilitate learning because the evaluation can serve as a guide to help determine if teaching strategies and learning strategies have been successful or if modifications are needed. Other purposes include diagnosing problems (learning deficiencies and inadequate teaching strategies), making decisions, assigning grades, improving products (teaching modules, textbooks, and audiovisual products), judging efficiency and effectiveness, and determining the cost-effectiveness of a program or of equipment.

118.

Which of the following teaching strategies is likely to be of the most value when teaching complex procedures that involve many steps?

Lecture

Debate

Algorithm

Concept mapping

Explanation:

Algorithms are especially useful teaching strategies when teaching complex procedures that involve many steps. Algorithms involve breaking tasks into yes/no steps, helping students to identify critical information for problem solving, and helping them to develop problem-solving skills. However, developing an algorithm is time consuming—up to six or eight hours at times—and requires that the educator define the steps clearly. Algorithms do reduce the amount of one-on-one time or lecture time that the instructor needs to spend with students.

119.

Which of the following is the first step to conducting an evaluation?

Determining the purpose

Selecting evaluators

Selecting an evaluation design

Identifying the time frame

Explanation:

The first step in conducting an evaluation is to determine the purpose of the evaluation and then to establish a time frame (formative or summative) and decide when to evaluate and who will do the evaluations. The design of the evaluation is an important consideration and may involve selecting or creating an evaluation instrument. Data must be collected and interpreted with the results reported and used to make decisions. Costs of evaluation must be considered as well.

120.

Which of the following decision models is most appropriate to measure the strengths and weaknesses of a program, to identify needs of a target population, and to identify options?

Logic model

Context-input-process-product (CIPP) model

Assessment model

Benchmarking

Explanation:

The CIPP model is most appropriate to measure the strengths and weaknesses of a program, to identify the needs of a target population, and to identify options. The acronym CIPP stands for the following:

- *C = Context: Identifies the target population and assesses the population's specific needs.*
- *I = Input: Evaluates the capabilities of the system.*
- *P = Process: Assesses any defects in design or implementation that may pose problems.*
- *P = Product: Assesses outcomes in relation to objectives.*

The CIPP model helps to determine if results are positive or negative.

121.

Which of the following evaluation instruments is the most efficient to use if the nurse educator wants to evaluate the attitudes of students about a particular topic, such as multiculturalism?

Questionnaire

Interview

Observation

Likert scale

Explanation:

The Likert scale is an attitudinal scale that is intended to evaluate attitudes toward a subject. Typically, the Likert scale comprises 10 to 15 statements that are followed by a horizontal visual analog scale, usually with five choices that range from negative to positive as follows: strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. The Likert scale may be evaluated in different ways, such as being treated as interval data (not recommended) or analyzed with the Rasch model.

122.

Two nurse educators administer the same evaluation instrument to one set of students, but they get markedly different results. What type of problem does this suggest?

Reliability

Measurement

Validity

Comprehension

Explanation:

When the same evaluation instrument yields completely different results with different evaluators or different groups of students, then the problem is likely with the reliability of the instrument. Types of reliability include stability reliability (reliability over time), equivalence reliability (two different forms of the instrument should obtain the same results), and internal consistency reliability (used only if the instrument is measuring only one concept). Results should be precise and predictable to some degree. Validity refers to the degree to which the instrument actually measures that which it is intended to measure.

123.

The nurse educator is conducting student evaluations. Which of the following is true regarding norm-referenced interpretation of data?

Students are compared and ranked, with one at the highest level and one at the lowest level

Students are compared to preset criteria to determine competency

Students are compared to themselves over time

Student results are used to establish norms or benchmarks

Explanation:

Norm-referenced interpretation of data means that students are compared and ranked from high to low with one student always ranked at the highest level and one student always ranked at the lowest level. With criterion-referenced interpretation of data, students are compared to present criteria to determine competency and judged against that standard rather than against

each other. With ipsative interpretation of data, the students are compared to themselves over time, so this method can be used to chart students' progress.

124.

The nurse educator is surprised to find that a student who excelled in the classroom and learning resource center seems completely disorganized and unprepared for caring for patients during clinical practice. What is her best approach?

Advise the student that his clinical performance is not adequate

Place him on academic probation

Describe observations and discuss with the student

Refer him to a counselor

Explanation:

Clinical practice can be very stressful for some students, even those who excel in the classroom or lab, so the best approach is to describe the observations and discuss them with the student to explore the reasons for the change in behavior without taking a punitive stance. In some cases, students may benefit from referral to a counselor, but that would not be the first action. The student may need additional assistance and supervision in order to gain confidence.

125.

As part of a discussion about Alzheimer's disease, the nurse educator plans to show video clips from documentaries and movies depicting patients with dementia. What is the optimal maximum length of time for a video clip?

2 to 3 minutes

4 to 6 minutes

7 to 9 minutes

10 to 15 minutes

Explanation:

Although video clips may be short, the optimal maximum length is 10 to 15 minutes because students' attention begins to wander after prolonged viewing, so showing shorter clips and then discussing them maintains students' interest. The educator may give a pretest to stimulate interest in the topic or other study materials prior to showing the video clips. The video presentations may be enhanced by using graphs and illustrations between video clips to stimulate discussion and to encourage a variety of points of view.

126.

The nurse educator is considering videotaping students performing specific tasks in the lab so the student and educator can review the videotapes together. Which of the following is the primary disadvantage of videotaping students?

Students may feel nervous or threatened

Videotaping is time consuming

Videotaping requires the consent of the students

Videotaping is a complex procedure

Explanation:

The primary disadvantage to videotaping student performance is that some students feel nervous or threatened by videotaping and may not perform at their best. Videotaping is relatively simple and takes little extra time; however, viewing the videotape and discussing it with the students is time consuming and delays evaluation, so students don't usually get immediate feedback. Videotaping and audiotaping require the consent of the students, and the consent should explicitly outline who will view the videotapes.

127.

The nurse educator has asked students to do a concept map of a patient's care plan but finds that some students have considerable difficulty creating the concept map, whereas others find it very easy. Which type of learner is most likely to do well creating concept maps?

Visual

Kinesthetic

Auditory

Mixed

Explanation:

Because a concept map is a visual representation of concepts and relationships, visual learners are often most adept at creating the maps. Other types of learners may find the assignment more difficult. Advantages to using concept maps are that students can demonstrate their cognitive ability with little writing and teachers can easily evaluate the students' abilities to conceptualize. A disadvantage is that the concept maps can become large and/or sloppy and difficult to interpret.

128.

A student is struggling with classroom content and clinical practice and may fail the nurse educator's course unless her competency improves. Which is the best course of action for the nurse

educator?

Place the student on probation

Warn her about possible course failure

Collaborate with her to establish a learning contract

Refer her to the director of the nursing program

Explanation:

A learning contract ensures that the student is provided due process, and it is usually perceived as being less punitive than probation. A learning contract should outline the problem areas, the steps that the student must take to remedy deficiencies, and the time frame for the remediation. The learning contract should describe the obligations of the student and those of the instructor, including the steps the instructor will take to ensure that the student is competent and the consequences of failing to show adequate improvement.

129.

The nurse educator is preparing a table of specifications prior to writing an exam (100 questions) for a pediatric unit regarding pain assessment and management. The approximate percentage of class time spent covering the content is indicated.

Content and % of time	Recall (20%)	Understand (40%)	Apply (40%)	Total items
Pathophysiology, chronic/acute (25%)	?	?	?	?
Behavioral response (10%)	2	4	4	10
Clinical manifestations (15%)	3	6	6	15

Cultural influences/barriers (10%)	2	4	4	10
Pain conditions (10%)	2	4	4	10
Diagnostic testing (5%)	1	2	2	5
Pain assessment (15%)	3	6	6	15
Medical and complementary management (10%)	2	4	4	10

When completing the table of specifications, what are the numbers for pathophysiology?

Recall, 2; understand, 4; apply, 4; total, 10

Recall, 3; understand, 6; apply, 6; total, 15

Recall, 5; understand, 5; apply, 15; Total, 25

Recall, 5; understand, 10; apply, 10; total, 25

Explanation:

The table of specifications is completed to ensure that the number of test questions corresponds to the percentage of time the material was covered in the class or readings and is weighted according to the target skill. Because pathophysiology, chronic/acute comprised approximately 25% of the content, then 25% of the questions (25 out of 100) should be focused on this area with 20% (5) for recall, 40% (10) for understanding, and 40% (10) for application.

Content and %	Recall (20%)	Understand (40%)	Apply (40%)	Total items
Pathophysiology, chronic/acute (25%)	5	10	10	25

130.

The nurse educator is constructing a test that includes interpretive items—paragraphs or graphs about which the student must answer questions. Which type of question is the best for interpretive items?

Essay/narrative

Short-answer or multiple-choice

Matching

True-false questions

Explanation:

The best questions for interpretive items are short answer or multiple-choice. Interpretive questions allow the nurse educator to evaluate the students' cognitive processes, and the scoring is relatively easy. The educator should ensure that the questions don't contain inadvertent clues to the answer, and the interpretive item should be relatively short and easy to read. All parts of the interpretive item and questions should be on the same page, so the student doesn't have to look back and forth between the pages.

131.

When writing tests to evaluate students, which type of question is the weakest?

Essay/narrative

Short answer

Multiple-choice

True-false

Explanation:

True-false questions are the weakest, although they are very easy to grade. Students can ostensibly get 50% of the questions right just by guessing. Phrasing true-false questions can be difficult. The instructor should avoid words that may clue the answer and should avoid absolute terms (always, never), which often indicate that an item is false, or qualifiers (sometimes, usually), which often indicate that an item is true. True-false questions are most useful if, in fact, there are only two possible choices.

132.

Which of the following is the best measure of variability when assessing test scores?

Standard deviation

Normal curve

Median

Range

Explanation:

Standard deviation is the best measure of variability when assessing test scores. If the scores follow a normal (bell-shaped) curve, the mean, median, and mode should be the same score, with 68% of the scores falling within 1 standard deviation of the mean and 95% of the scores falling within 2 standard deviations. Mean and median are used to measure central tendency, where the mean is the average of all scores and the median is the number that divides the

scores into the upper 50% and the lower 50%. The mode is the score that occurs most frequently.

133.

When using Chen's (1990) theory-driven program evaluation and conducting normative treatment evaluation of the nursing-school program, "treatment" refers to which of the following?

Administrative procedures

Student activities

Curriculum and teaching strategies

Faculty structure

Explanation:

In this case, "treatment" refers to curriculum and teaching strategies. Normative treatment evaluation determines whether problems with outcomes result from a failure of the curriculum or the delivery (teaching strategies). Curriculum failure can result from inadequate content, although the teaching strategies may be good. Implementation failure occurs when the content of the curriculum is adequate but the teaching strategies used are inadequate. Theory-driven program evaluation includes evaluations of normative outcomes, normative treatment, implement environment, impact, intervening mechanism, and generalization.

134.

When conducting program evaluation, which of the following is the best method to determine if there is faculty consensus regarding the mission and philosophy of the school of nursing?

Brainstorming

Content map

Thematic analysis

Delphi technique

Explanation:

The Delphi technique is designed to help groups reach consensus. A questionnaire is created by a facilitator and sent to faculty members, who then respond anonymously and return the questionnaires. The results are then evaluated, tabulated, and summarized. The results and summary are then returned to the faculty members for another round of decision-making. The rounds continue until consensus is reached. A primary advantage of the Delphi technique is that decision makers do not need to meet face to face in real time.

135.

Which of the following is likely to provide the best qualitative evaluation of teaching strategies and teaching effectiveness?

Focus group

Internally developed evaluation

Peer review

Self-evaluation

Explanation:

Focus groups are likely to provide the best qualitative evaluation of teaching strategies and teaching effectiveness. The leader should be impartial and must assure the students of anonymity and explain the purpose of the focus group and the use of the information. Internally developed evaluations provide quantitative data but often lack validity and reliability. Peer review also often lacks validity and reliability, although multiple visits by multiple peers with specific guidelines increase both measures. Self-evaluation may be biased because instructors may lack insight related to their teaching abilities.

136.

What was the purpose of the 5 Million Lives Campaign (2006 to 2008) of the Institute for Healthcare Improvement?

Promote delivery of culturally competent care

Promote patient teaching and education

Increase access to preventive medicine

Reduce incidents of medical harm that occur in hospitals

Explanation:

*The purpose of the 5 Million Lives Campaign (2006 to 2008) was to draw attention to the 15 million incidents of medical harm that occurred in hospitals in the United States each year and to reduce that number by 5 million over the two-year period of the campaign. The campaign has had a long-lasting influence on accrediting agencies with increased focus on preventing pressure ulcers, reducing methicillin-resistant *Staphylococcus aureus* (MRSA) infections, preventing adverse effects from high-risk medications (anticoagulants, narcotics, insulin, and sedatives), reducing surgical complications, and treating heart failure and heart attack.*

137.

Which of the following may be categorized as a hidden cost?