Zerwekh: Nursing Today, 7th Edition

Chapter 01: Role Transitions

Test Bank

MULTIPLE CHOICE

1. According to Marlene Kramer, what is the first phase in the process of role transition?
   a. Recovery
   b. Reality shock
   c. Resolution
   d. Honeymoon

   ANS: D

   The honeymoon is when the student nurse sees the world of nursing as quite rosy. Often, the new graduate is fascinated with the thrill of arriving in the profession.

   DIF: Cognitive Level: Knowledge   REF: p. 5
   OBJ: Identify the characteristics of reality shock.  TOP: Reality shock
   MSC: NCLEX®: Safe, effective care environment—management of care

2. What is an inappropriate methodology that new graduates sometimes use to recover from the crisis of reality shock?
   a. Networking
   b. Obtaining a mentor
   c. Returning to school
   d. Joining a support group

   ANS: C
The transition period is successfully managed when the graduate is able to evaluate the work situation objectively and predict effectively the actions and reactions of other staff. Nurturing the ability to see humor in a situation may be a first step. Returning to school is a positive step after the graduate has worked through role transition, has some clinical experience, and is ready to focus on a new career objective.

DIF: Cognitive Level: Comprehension
REF: p. 8
OBJ: Describe four possible resolutions for reality shock. TOP: Reality shock
MSC: NCLEX®: Safe, effective care environment—management of care

3. Which of the following actions is a valid way to avoid “burnout?”
   a. Refusing to constantly work extra shifts
   b. Withdrawing from peer support group
   c. “Going native”
   d. Changing jobs every 6 to 12 months

ANS: A
One of the quickest ways to experience burnout is to “overwork the overtime.” Set priorities with your mental and physical health being the highest priority.

DIF: Cognitive Level: Comprehension
REF: p. 8
OBJ: Describe four possible resolutions for reality shock. TOP: Reality shock
MSC: NCLEX®: Safe, effective care environment—management of care

4. Which of the following statements best describes reality shock as it applies to nursing?
   a. The period when a person moves from school into the work force
   b. A realization that practice and education are not the same
   c. The period from graduation to becoming an experienced nurse
   d. A transition phase that new graduates go through before changing jobs

ANS: A
Reality shock is a term often used to describe the reaction experienced when one moves into the work force after several years of educational preparation. The new graduate is caught in the situation of moving from a familiar, comfortable educational environment into a new role in the work force where the expectations are not clearly defined or may not even be realistic.

DIF: Cognitive Level: Comprehension REF: p. 4
OBJ: Compare and contrast the phases of reality shock. TOP: Reality shock
MSC: NCLEX®: Not applicable

5. A student in the last semester of nursing school has established a goal of making a successful role transition to graduate nurse. What activity will most effectively promote attainment of this goal?
   a. Caring for increased numbers of patients to enhance work organization skills
   b. Observing staff nurses as they perform nursing procedures to refine technique
   c. Seeking increasingly close guidance from the nursing instructor to reduce errors
   d. Evaluating his progress every 7 weeks or more to allow time for growth

ANS: A
It is important for the new graduate to start taking care of increased numbers of patients to help with time management and work organization. Observing is nice, but the new graduate needs to focus on implementing and time management.

DIF: Cognitive Level: Comprehension REF: p. 13
OBJ: Describe four possible resolutions for reality shock. TOP: Reality shock
MSC: NCLEX®: Not applicable

6. A new graduate of less than a year describes her perception of her staff nurse position: “It feels great to be a nurse! In fact, it’s a snap! I can hardly believe there’s no instructor looking over my shoulder.” What phase of reality shock is the graduate experiencing?
   a. Recovery
   b. Shock and rejection
   c. Honeymoon
In the first phase of the role-transition process (the honeymoon phase), the graduate nurse is thrilled with completing school and accepting the first job. Life is a bed of roses, because everyone knows nursing school is much harder than nursing practice.

DIF: Cognitive Level: Application  REF: pp. 5-6
OBJ: Compare and contrast the phases of reality shock.  TOP: Reality shock
MSC: NCLEX®: Not applicable

7. A new graduate has worked on a busy unit for 6 months since graduating from nursing school. She tells a friend, “I’ve never been so upset in all my life! The care that some of the staff give our patients is outrageously bad. There’s practically no attention to the principles of asepsis the way I learned them! The staff tells me that we have to cut corners if we’re going to get all the work done. I can’t stand it!” What phase of reality shock is this graduate experiencing?
   a. Honeymoon
   b. Shock and rejection
   c. Recovery
   d. Role transformation

ANS:  B
The honeymoon phase for the new graduate nurse is short-lived when the graduate identifies the conflicts between the way she or he was taught and the reality of what is done. Shock and rejection cause mental and emotional withdrawal, moral outrage, and a hypercritical attitude, which are just some of the symptoms of the realization that the honeymoon is over.

DIF: Cognitive Level: Application  REF: p. 7
OBJ: Compare and contrast the phases of reality shock.  TOP: Reality shock
MSC: NCLEX®: Not applicable
8. A graduate nurse has been out of school for 3 months and working in a staff nurse position for the last 2 months. What type of transition is the nurse experiencing?
   a. A developmental transition
   b. An organizational transition
   c. A health-oriented transition
   d. A situational transition

ANS: D
A situational transition is a lifestyle change that occurs because of a new situation. Most often the changes are by choice—for instance, graduations, marriages, and new jobs.

DIF: Cognitive Level: Application  REF: pp. 2-4
OBJ: Discuss concepts of transitions.  TOP: Types of transitions
MSC: NCLEX®: Not applicable

9. Transitions occur throughout life. What is a major factor that influences a successful transition from school to practice?
   a. Level of new knowledge and skills required in the new environment
   b. Amount of classwork required to obtain degree
   c. Personal history of previous developmental transitions
   d. Influence of classmates and their transitional experiences

ANS: A
The transition from student to practice reflects a situational transition that is most often affected by the anticipation of changes in the new work environment. Classwork no longer affects this transition, and the influence of classmates is not as prominent as the anticipated requirements to function in the new environment of work.

DIF: Cognitive Level: Comprehension  REF: p. 3
OBJ: Identify methods to promote successful transition.  TOP: Types of transitions
MSC: NCLEX®: Not applicable

10. What are the job expectations of a new graduate registered nurse?
a. To perform as independently as was demonstrated the last semester of nursing
b. To function competently as a registered nurse at the entry level
c. To function in the role that was described in the curriculum for the school of nursing
d. To be able to function independently with ability to make clinical nursing judgments

ANS: B

The job expectations of a new graduate RN are those of an entry-level new employee. This frequently includes an extended orientation to assist the new graduate to transition into the independent role of the RN. School curriculum and how one functioned the last semester of school are usually not considered in the job expectations of a new graduate.

DIF: Cognitive Level: Comprehension

REF: p. 4

OBJ: Discuss concepts of transitions.

TOP: Successful transitions

MSC: NCLEX®: Not applicable

11. A new graduate RN in her first work experience will know she has made a successful transition when she:
   a. Begins to work with the nursing team and functions as others expect
   b. Begins to objectively evaluate work experiences and enjoy the humor of clinical situations
   c. Believes everything is great, patients are wonderful, and the new unit is so nice
   d. Meets regularly with other new graduates to compare and discuss problems

ANS: B

Objectivity and humor are two of the characteristics of a successful transition. “Going native” occurs when the graduate begins to provide care in the manner that the team or group wants it done, not necessarily the correct way. The “honeymoon phase” is when everything is going great. Meeting with other new graduates can be productive, but it is a part of the transition, not an indication of successful transition.
12. During the last semester of nursing school, what can a nursing student do to prepare for the transition experience?
a. Request additional experiences in performing skills and procedures.
b. Maintain close contact with a nursing instructor to observe nursing procedures.
c. Practice nursing assessments and care on one or two patients to become more competent.
d. Increase communication with a nursing instructor to maintain a resource person after graduation.

ANS:  A
Get all the experience, not just observation, you can before graduation. Ask to perform procedures and skills and request feedback from staff nurses and instructors. Begin to build resources that will be available after graduation.

13. What is the intention of the NCSBN’s Transition to Practice model?
a. Mandate that all state boards of nursing provide a regulatory model for transition to practice.
b. Provide educational modules so that the new graduate does not need to work with a preceptor.
c. Have the new graduate take and pass the NCLEX® Exam, obtain employment, then enter a transition program.
d. Complete the formalized transition program within 6 weeks.

ANS:  C
The NCSBN’s Transition to Practice model is a regulatory model that is designed to promote public safety by supporting the role transition experience of newly licensed nurses. The new graduate would first take and pass the NCLEX® Exam, obtain employment, and then enter the transition program. There are 5 transition modules with content focused on communication and teamwork, patient-centered care, evidence-based practice, quality improvement, and informatics. The time period for completion of the program is 6 months with an expected additional 6 months of ongoing support. Because of individual state’s rights, the NCSBN encourages states to adopt this model; however, they do not have the authority to mandate adoption of the model.

DIF: Cognitive Level: Comprehension
REF: p. 17
OBJ: Identify methods to promote successful transition.
TOP: Activities to promote successful transition before graduation
MSC: NCLEX®: Not applicable