

NLN CNE - Quiz Questions with Answers

Engage in Scholarship, Service and Leadership

Engage in Scholarship, Service and Leadership

1.

In reference to the nurse educator's knowledge of nursing education, all of the following are correct **except**:

A faculty member should focus on developing a broad base of knowledge to ensure her expertise in many areas of nursing education

A faculty member cannot be an expert in all areas of nursing education

A nurse scholar should identify an area of personal interest within nursing education

A nurse scholar should engage in scholarly activities related to her unique field of interest

Correct answer: A faculty member should focus on developing a broad base of knowledge to ensure her expertise in many areas of nursing education

The nurse scholar is required to engage in a lifetime of learning, specifically focusing on an area of expertise. The nurse scholar cannot be an expert in all areas, but should instead identify an area or topic of interest and focus on engaging in scholarly activities within that field of study.

2.

An academic nurse educator takes a genuine interest in her students, often asking them about their personal lives and then ensuring she follows up on the conversations. A student shares that his grandfather, with whom he is very close, has been quite ill and his family is contemplating having him moved into a long-term nursing facility. The nurse educator is genuinely concerned for the student, and when she learns several weeks later that the student's grandfather has passed away, she asks him to stay after class and then offers an extended deadline on an upcoming project and gives him a handwritten note of condolence to share with his family.

The academic nurse educator is demonstrating:

Transformative teaching

Cultural competence

Complexity theory

Social Learning Theory

Correct answer: Transformative teaching

The transformational academic nurse leader is empathetic and creates a learning environment that stimulates, inspires, and challenges her students' development and maximizes their performance outcomes. She models caring to her students each time they are in her presence, which encourages students to reflect on themselves as caring individuals. She is aware of and sensitive to the differences and needs of her students, and engages in ongoing communication with them as she creates a culture of caring.

Cultural competence is a comprehensive approach used to discuss interpersonal and organizational sources of racial and ethnic imbalances.

Complexity theory views the organizational structure as a whole composed of multiple parts.

Social Learning Theory purports that self-efficacy is necessary to bring about change.

3.

Nurse faculty are attending an on-campus conference on nursing leadership. The speaker opens the segment by discussing the functions of a nurse leader, which include all of the following **except**:

Exercising formal authority over working practice

Serving as a role model

Collaborating with others to provide unrivaled health care

Using advocacy to produce change to benefit patients and health care as a whole

Correct answer: Exercising formal authority over working practice

The roles of the academic nurse faculty member are many and varied, and nurse leadership may be part of the academic nurse faculty expectation. The functions of a nurse leader include the following:

- *serving as a role model for others*
- *using theory and research findings to provide expert nursing care*
- *supporting and influencing organizational policy through knowledge of organizational theory*
- *providing unrivaled health care through collaboration with others*
- *assuming responsibility for providing information and support to patients*
- *effecting change benefiting patients and overall health care through use of advocacy*
- *adhering to the nursing code of ethics and standards of practice to maintain individual and professional accountability*

Exercising formal authority over working practice is a function of a manager.

4.

Participation from which key members of an academic nursing organization is necessary for cultural reconstruction or maintenance activities of the organization?

All members

Administrative faculty

Academic faculty

Management

Correct answer: All members

While the principal view in organizational culture is that culture cannot be managed or controlled, there are certain interventions that can be leveraged to assert some control over the culture of an organization. When reconstructing an organizational culture, or performing activities to maintain an organizational culture, participation from all members is key. If all members do not participate actively in these activities, a lasting, long-term change in values cannot be guaranteed.

5.

Which of the following scenarios describes an effective follower?

A motivated individual who is passionate about a projected change idea and participates actively in making the change come to fruition

A cheerful individual who is in agreement with the projected change and is content to follow the instructions given to the group by the leader

A quiet individual who listens intently to the ideas and goals communicated by the leader to the group without contributing to the conversation, and then follows through diligently

A vocal individual who does not hesitate to project ideas and opinions that may be contrary to those of the leader, and then gathers individuals around himself to support and implement his ideas

Correct answer: A motivated individual who is passionate about a projected change idea and participates actively in making the change come to fruition

An effective leader cannot even be a leader without followers; and, ideally, an effective leader needs effective followers if he is to be successful. The effective follower is not an individual who sits back dumbly, following blindly after the leader. In contrast, the effective follower is an individual who possesses qualities similar to, or the same as, that of the leader:

- *highly motivated*
- *an active participant*
- *passionate*
- *willing and able to work to effect change*
- *forward-looking*
- *comfortable with questioning and challenging the status quo*
- *risk-taker*
- *critical thinker*
- *comfortable with change*

While effective followers also tend to be cheerful, willing to follow instructions, and diligent in follow-through, in the other scenarios the followers were more passive and did not communicate their opinions, thoughts, or ideas to the group or to the leader. The vocal individual who gathers people around himself to support his ideas is a pseudo-leader.

6.

A nurse leader who uses a supportive leadership style demonstrates this by:

Working to provide others with opportunity to apply theory in practice

Encouraging staff to test their newly acquired skills on patients in the clinical setting

Taking a hands-off approach and allowing those who work under her to function in an unsupervised manner

Communicating specific tasks or things to be accomplished to her subordinates

Correct answer: Working to provide others with the opportunity to apply theory in practice

There are many styles of leadership which may be successfully used by nurse leaders, among them a supportive leadership style. In this style, the nurse leader works to assist other staff in their development by providing them with opportunities to apply theory in practice, and also providing a safe, supportive environment in which new skills can be tested. In a supportive leadership style, mentorship, coaching, and supervision are present as core values.

A task-oriented leadership style involves the communication of specific tasks to the subordinates.

7.

A recent graduate of a baccalaureate-level nursing program has been accepted for enrollment into a master's level nurse educator program. Nursing faculty are required to obtain specialized coursework in all of the following areas **except**:

Preparation for clinical practice

How the brain works in relation to learning

Curriculum development

Effective student advisement

Correct answer: Preparation for clinical practice

Just as an advanced clinical nursing degree requires specialized formal coursework and supervised clinical practice, the nurse educator requires specialized education with formal coursework and supervised teaching practice.

Areas of specialty preparation include the following:

- *teaching and learning*
- *learning styles*
- *how the brain works in relation to learning*
- *curriculum development*
- *program evaluation*
- *the multiple demands of the nurse educator*
- *academic dynamics*
- *resolving student-related issues*
- *course development*
- *student advisement*
- *innovative teaching strategies*
- *online learning*
- *related educational research*

Preparation for clinical practice would be appropriate for the advanced practice nurse pursuing education in a clinical specialty, such as a nurse practitioner.

8.

Interpersonal communication that fulfills interpersonal relationships:

Integrates members into a culture

Supports change in a culture

Supports development in a culture

Provides for acculturation to the existing culture

Correct answer: Integrates members into a culture

Interpersonal communication is among the few key events and interventions that can be leveraged to manage the culture of an organization. Interpersonal communication that satisfies interpersonal relationships provides support to an existing organizational culture and also assists in integrating new members into the culture.

Effective teamwork supports change and development in a culture.

Socialization provides for acculturation to the existing culture.

9.

Which of the following types of doctor of nursing practice (DNP) programs is **not** accredited by the Commission on Collegiate Nursing Education (CCNE)?

DNP programs that have an educator track as part of their core curriculum

DNP programs that focus on advanced practice nursing

DNP programs that focus on health policy

DNP programs that focus on nursing administration

Correct answer: DNP programs that have an educator track as part of their core curriculum

Currently there are three national professional nursing organizations that provide accreditation for nursing education programs: the Commission for Nursing Education Accreditation (CNEA), the Accreditation Commission for Education in Nursing (ACEN), and the Commission on Collegiate Nursing Education (CCNE). The CCNE accredits baccalaureate, master's, and DNP degree programs of nursing.

The CCNE will not accredit DNP programs that have an educator track as part of their core curriculum because it does not recognize the educator role as an advanced practice role. Furthermore, the CCNE states that the doctorate of the nurse educator must be research-focused, rather than having a clinical focus.

10.

A seasoned academic nurse faculty member has been working with a colleague for some time on the development of a unique measurement tool to evaluate their students' learning in the classroom. The faculty members are demonstrating:

Scholarship in nursing

Evidence-based practice

Scholarship of integration

Scholarly teaching

Correct answer: Scholarship in nursing

The American Association of Colleges of Nursing (AACN) has discussed that scholarship in nursing is a process of inquiry which culminates in outcomes. These outcomes can include the following:

- *innovations in teaching-learning strategies*
- *development of courses, course materials, or curricula*
- *development of measures to evaluate student learning*

Scholarship of integration involves the interpretation and synthesis of knowledge which may cross disciplinary boundaries.

Scholarly teaching refers to the academic nurse educator's use of practice wisdom, reflecting on her own teaching approaches and evaluation, and using evidence to guide her teaching practice.

11.

Internal and external driving forces influencing nursing education today include all of the following **except**:

Scholarship of teaching

An emphasis on the learner versus the teacher in relation to pedagogy

A nursing faculty shortage

A knowledge explosion

Correct answer: Scholarship of teaching

Over the years, nursing faculty's role in higher education has changed dramatically, from being solely focused on teaching that was provided through the service sector to having a triple focus of teaching, scholarship, and service, and being provided through a college or university setting. With this move from the service sector to the university setting, nursing faculty were expected to demonstrate ongoing engagement in research and scholarship. Many other internal and external factors have provided, and continue provide, driving forces in influencing nursing education, including the following:

- *a multicultural society*
- *the advent of distance education*
- *rapidly expanding technology*
- *limitations of financial resources*
- *nursing faculty shortages*
- *an overall nursing shortage*
- *an aging population*
- *health disparities*
- *an explosion of knowledge*
- *emphasis on the learner vs. the teacher*
- *an increased demand for accountability*
- *outcomes assessment*
- *accreditation requirements*
- *federal funding*
- *the overall economy*
- *the political landscape*
- *health care reform*

This list is not all-inclusive, but aptly displays the many ways in which nursing education is being influenced.

Scholarship of teaching is one of the tenets of Boyer's model of scholarship.

12.

Key behaviors or attributes that are essential for effective leadership include all of the following **except**:

Mitigating risk

Confidence

Being a risk-taker

An entrepreneurial spirit

Correct answer: Mitigating risk

Leaders must serve as role models within the organization they serve by demonstrating the following behaviors/attributes:

- *professionalism*
- *trust and respect*
- *confidence, optimism, and passion*
- *being visible in the organization*
- *being an open communicator*
- *being a risk-taker*
- *having an entrepreneurial spirit*
- *admitting fault*

An effective leader does not work to mitigate risk.

13.

The nursing faculty of a master's program meet to discuss the need for an additional nurse leader in the program. They discuss the characteristics necessary for a quality nurse leader, including:

Being quietly confident and possessing vision

Being vocal and able to rapidly assemble their own group of followers

Being born to lead, possessing innate leadership characteristics

Being able to handle situations by managing and controlling the state of affairs

Correct answer: Being quietly confident and possessing vision

In years past, it was believed that leaders were born, not made, possessing innate leadership characteristics and the ability to quickly assemble their own group of followers. These "born leaders" were vocal and charismatic, and often asserted their leadership or were appointed as leaders due to their imposing style of being able to take charge or control of a situation. It is more recently understood that these characteristics of the "born leader" may more accurately reflect a negative leadership style of a pseudo-leader, a very loudly vocal, negative individual who is given, or allowed to have, influence because of their aggressive characteristics.

The characteristics of a good nurse leader include the following:

- *competence*
- *confidence*
- *courage*
- *creativity*
- *collaboration*
- *therapeutic communication skills*
- *drive*
- *energy*
- *vision*
- *quiet confidence*
- *self-discipline*
- *flexibility*
- *ability to assemble a team*
- *ability to motivate others*

The ability to handle situations by managing and controlling the state of affairs describes a manager, not a leader.

14.

An academic nurse educator (ANE) who is an administrator at a university-based undergraduate nursing program has been invited to join a taskforce at the state level in a plan to completely overhaul nursing education in his state, as the quality and safety of patient nursing care in their state has been lagging considerably behind that of other states. In addition to academic nursing administration members, the task force has identified potential partners in this massive project, including members of the health department, major hospitals and health care centers in the state, as well as local and state-level political representatives. The task force invited representatives from each of these prospective partners and framed the issues from multiple perspectives and presented the shared values and concerns for the state of nursing education.

Which of the following competencies identified by Green (2006) as being critical to the role of the academic nurse educator (ANE) as a change agent and leader is described in the above scenario?

Collaboration

Teamwork

Moral agency

Interrelationships

Correct answer: Collaboration

There are many competencies which have been associated and identified with nursing leadership. Green (2006) identified three critical competencies associated with the ANEs role as a change agent and leader. These three competencies include:

- *Collaboration*
- *Systems thinking*
- *Advocacy/moral agency*

Teamwork is a component of the collaboration competency.

Focus on interrelationships is a component of the systems thinking competency.

15.

The dean of a baccalaureate nursing program is regularly commended by the nursing faculty for being an innovative leader who is not afraid to take risks and introduce change into the nursing program, and has worked tirelessly to provide opportunities for the development and promotion of the nursing faculty. The administration of the program, however, are frustrated that the program appears to be in constant flux, frequently is over budget, and does not meet the expectations of the administration.

Which of the following **most** closely describes the issue in this scenario, relating to the dean?

Too much emphasis on leadership

Poor leadership abilities

Pseudo-leadership

Lack of effective followers

Correct answer: Too much emphasis on leadership

Academic nurses who have ambitions for advancement to an administrative role, such as that of a dean or director, need to possess both management and leadership abilities. Furthermore, they need to be able to balance the responsibilities of both leading and managing, or they risk contributing to the development of an inefficient system.

A dean who places too much emphasis on leadership may bring about positive changes such as innovation in curriculum and nursing faculty who feel appreciated and empowered, while at the same time unintentionally breaking a budget, contributing to constant flux, and frustrating the administration by failing to meet expectations.

16.

The director of an associate's degree nursing program who puts too much emphasis on management may contribute to the development of a nursing program that possesses all of the following characteristics **except**:

Innovative

Highly efficient

Possessing a positive bottom line

Rational and controlled

Correct answer: Innovation

To work efficiently in an academic nursing administration role requires that the director hone and balance both management and leadership skills. Putting too much emphasis on one group of skills over the other can result in a system which is unbalanced, ineffective, and deficient.

The academic nursing director who places too much emphasis on her use of management skills will ultimately develop a program that is highly efficient, rational, controlled, and with a positive bottom line, but also stale, outdated, and lacking in innovation.

17.

A recent graduate of a master's level nursing education program has accepted a position as part-time faculty of an undergraduate nursing program. The new faculty member begins in his new role and over the next several months demonstrates integrity by taking responsibility for mistakes, asking more experienced faculty members to review his teaching strategies, frequently asking questions as he continues to learn his role, and being unafraid to challenge assumptions. The faculty member is demonstrating which of the following?

Being a scholar

Good teaching

Scholarly teaching

Scholarship of teaching

Correct answer: Being a scholar

Nursing educators distinguish between good teaching, scholarly teaching, scholarship of teaching, scholarship of teaching and learning (SoTL, an initiative of the Carnegie Foundation), and being a scholar.

In order to be a scholar, the nurse educator must develop an active process of questioning and making continuous, unrelenting strides to add to their intelligence. The true scholar

- *seeks truth*
- *challenges assumptions*
- *demonstrates integrity*
- *continually engages in learning*
- *seeks review of their work*

In order to engage in scholarly teaching, the nurse educator must first be a scholar.

18.

Which of the following indicates a nurse educator is developing the science of nursing education?

The nurse educator collaborates with several nurse educators at another school of nursing in the state on a research project studying methods of peer support systems to improve the learning experiences of English language learners enrolled in baccalaureate nursing programs

The nurse educator writes a manuscript detailing her experiences participating in a share program in which she spent a month in Canada observing and shadowing Canadian academic nurse faculty members in several schools of nursing

An experienced nurse educator develops a program of student mentorship and receives permission to begin implementation of the program in the school of nursing

A nurse faculty member volunteers to serve as chair of the curriculum revision committee

Correct answer: The nurse educator collaborates with several nurse educators at another school of nursing in the state on a research project studying methods of peer support systems to improve the learning experiences of English language learners enrolled in baccalaureate nursing programs

The nurse educator maintains a responsibility to contribute to the development of the science of nursing education by conducting or participating in research and scholarly work. Any nurse educator can conduct or participate in research, regardless of their educational preparation. The nurse educator engaging in research must ensure integrity is maintained in the research, protecting any human subjects, ensuring research data is kept safe, and always practicing in an ethical manner. The research can involve a collaboration with colleagues from other schools of nursing, colleagues from other disciplines, or the colleagues with whom she works every day.

Writing a manuscript sharing about an experience, developing and implementing a student mentorship program, and volunteering to serve as chair of a curriculum development committee are not examples of developing the science of nursing education.

19.

Which of the following statements regarding innovation and creativity in the academic nurse educator (ANE) is most accurate?

Not all ANEs have the aptitude for innovativeness and creativity

Creativity and innovativeness are difficult skills to teach and learn

Risk-taking in academic nursing practice should be discouraged and avoided

Creative thinking can assist in doing away with old ideas and processes

Correct answer: Not all ANEs have the aptitude for innovativeness and creativity

Creativity and innovation are cited as being essential competencies for ANEs in nursing leadership if the nursing organization is to survive through periods of change. While not all ANEs actually possess the aptitude for innovativeness and creativity, they are all responsible for encouraging and advancing innovation in nursing education by remaining open to new ideas. Creativity and innovation can be learned and should be taught through the use of strategies such as creative problem solving, supporting creative play in the work environment as a method to generate new ideas, express value for risk-taking and celebrate it even when risk-taking ends in failure, and reaching out to other academic disciplines (humanities, political science, business, etc.) in an attempt to create work environments that promote collaboration and innovation.

20.

The Donabedian (2005) model is a conceptual model that provides a framework for evaluation of health services and health care. This model purports that information about quality of care can be drawn from three categories, including all of the following **except**:

Constructs

Structure

Processes

Outcomes

Correct answer: Constructs

Donabedian's (2005) conceptual model provides a framework for evaluation of health services and health care. According to his model, information about the quality of care can be obtained from three sources: structure, processes, and outcomes. Structure is used to describe the context within which health care is provided; processes describes the interactions, or transactions, between the health care provider and the patient; and outcomes describes the recovery or restoring of function and/or survival of the patient. The concept of outcomes has been commonly used as an indicator to evaluate quality of care.

21.

All of the following scenarios depict *sharing of expertise* in a career in nursing education, **except**:

A nurse educator holds a principal role on a multidisciplinary committee researching the use of digital media in the classroom

A novice nurse educator takes part in coursework to help him better understand curricular initiatives

A nurse educator's teaching expertise is recognized through her certification as a nurse educator

An experienced nurse educator mentors a novice faculty member, sharing his unfolding synthesis of evidence-based nursing education

Correct answer: A nurse educator holds a principal role on a multidisciplinary committee researching the use of digital media in the classroom

Sharing of teaching expertise with colleagues or others in the field of education is an important component of the Scholarship of Teaching as described by Boyer. The skilled teacher is able to expertly weave evidence-based teaching practices (EBTP) into their skill set and use it in the classroom.

Sharing this expertise is the next step in the Scholarship of Teaching. This can take place through multiple avenues of nursing education, and should take place regardless of years of practice and level of nursing education expertise. The novice nurse educator can share in teaching expertise by engaging in coursework to help him better understand curricular initiatives, while a more experienced nurse educator can mentor a less experienced colleague and share his unfolding synthesis of evidence-based nursing education. A nurse educator can receive certification as a nurse educator, recognizing her teaching expertise.

Participating in research is necessary for the scholarship of discovery for the nurse educator, but without sharing his research findings with his colleagues or others, he is not engaging in the sharing of expertise.

22.

There are many models of organizational effectiveness, and many of them possess similar characteristics or criteria for determining organizational effectiveness. All of the following are shared characteristics or criteria, **except**:

Success is intrinsic, not marketed

Satisfied faculty members

Clear, well-communicated goals

Rewarding of education

Correct answer: Success is intrinsic, not marketed

There are many models of organizational effectiveness, including these traditional models:

- *Goal Model*
- *Systems Model*
- *Process Model*
- *Strategic Constituencies Model*
- *Competing Values Framework*
- *Baldrige National Quality Program*

Many of these models possess similar characteristics or criteria for determining organizational effectiveness, including the following:

- *clear, well-communicated goals*
 - *allocation of resources to innovation and change*
 - *satisfied faculty members*
 - *rewarding education*
 - *an existing plan for the future*
 - *marketing of success*
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23.

In order to improve organizational effectiveness, an evaluation model must be used. Which of the following **most** closely represents the Systems Model used to evaluate an organization?

The system is holistic, open, continuously changing, interactive and with embedded features consisting of input, transformation, and output components

The system defines effectiveness as the degree to which an organization realizes its goals, and states that an organization can be understood as a rational entity and is motivated to meet its goals

The system identifies two dimensions in an organization: differentiating between an emphasis on flexibility and dynamism and an emphasis on order and control, and differentiating between an internal orientation and an external orientation

The system assists the organization in identifying the evidence-based elements necessary for the organization to prioritize and address based on its unique characteristics

Correct answer: The system is holistic, open, continuously changing, interactive and with embedded features consisting of input, transformation, and output components

There are several traditional organizational evaluation/assessment models which can be used for evaluating the effectiveness of an organization. In the Systems Model, the system is holistic, open, continuously changing, interactive and with embedded features consisting of input, transformation, and output components. Its basic principle purports that the whole is more than the sum of its parts, that the whole can determine the nature of its parts, and that the parts are dynamic and interrelated and cannot be understood apart from the whole.

The Goal Model defines effectiveness as the degree to which an organization realizes its goals, and states that an organization can be understood as a rational entity and that the organization is motivated to meet its goals.

The Competing Values Framework identifies two dimensions in an organization: differentiating an emphasis on flexibility and dynamism from an emphasis on order and control, and differentiating an internal orientation from an external orientation.

The Baldrige National Quality Program assists an organization in identifying the evidence-based elements necessary to prioritize and address, based on its unique characteristics.

24.

A university-based nursing school that uses Boyer's Model of Scholarship to guide the work of their faculty would be **most** likely to employ the use of Boyer's model in which of the following scenarios?

The dean of the baccalaureate nursing program has made the decision to retire due to illness, and another candidate must be recruited and appointed

The curriculum development faculty have identified flaws in the current curriculum which are contributing to a lower NCLEX first-time pass rate

A nursing faculty member has identified a student who turned in plagiarized work, and she has approached the administration for guidance on instituting consequences

The administration of the school of nursing is attempting to match newly hired faculty members with more experienced faculty in the mentorship program

Correct answer: The dean of the baccalaureate nursing program has made the decision to retire due to illness, and another candidate must be recruited and appointed

Boyer's model of scholarship, an academic model that encourages enlargement of the traditional definition of scholarship and research into four types of scholarship, is used in many nursing schools or universities to guide faculty work. It is often used in nursing education as a framework for

- *appointing faculty*
- *evaluating faculty performance*
- *promoting faculty and developing guidelines for tenure*
- *organization of the professional portfolio*

The model is not used to deal with curriculum flaws, student behavior, or mentorship.

25.

A nurse faculty member responsible for teaching a Foundations of Nursing class is investigating the use of a unique technology in her class in attempt to improve the students' learning experience. She develops a research plan and intends to make a trial of the technology by having her students use it throughout the semester. Best practices require the nursing faculty to take all of the following steps **except**:

Inform the students that their final grade will be dependent upon their participation in the study

Have her research protocol reviewed by the institutional board

Allow students to decline to participate in the trial

Involve a research assistant to collect consent documents and answer students' questions

Correct answer: Inform the students that their final grade will be dependent upon their participation in the study

It should be understood that engaging in ethical practice and upholding ethics as both a nurse and a faculty member in the classroom is of paramount importance. The nurse educator has a responsibility to both teach and model ethical practice to her students at all times.

Faculty hold tremendous influence over their students; because of this, the wise nurse educator will ensure that any research or inquiry she intends to embark upon within the classroom through participation of her students is thoroughly reviewed by the institution's review board. Furthermore, she must ensure that students are given the opportunity to participate or decline participation in any classroom research. Involving a research assistant, who is not part of her class, to collect consent forms and answer students' questions throughout the duration of the study ensures that their questions will be well-represented and attended to in a non-biased manner.

Informing the students that their final grade will be dependent upon their participation in the research study is unethical.

26.

Which of the following interventions can be managed by the nurse leader to control the culture of an organization?

The individuals who are recruited, selected, and/or replaced as faculty

Curriculum revision

Guidelines for student admission

Selection of clinical practice sites

Correct answer: The individuals who are recruited, selected, and/or replaced as faculty

The culture of an organization can be defined in several ways, including

- *individuals' perceptions of the features and interactions of an organization*
- *the expected or desired behaviors of the group or organization*

While the majority view is that culture cannot be managed, key features can be influenced to manage the culture of an organization. Controlling which individuals are recruited, selected, retained, or replaced as faculty does much to influence or manage the culture of an organization.

Revising curriculum does not manage culture.

Manipulating guidelines for student admission is not an appropriate method for controlling or managing the culture of an organization.

Selection of clinical practice sites does not manage culture.

27.

Educational nursing organizations are called upon to be more effective in order to meet the changing demands of today's environment. A nursing organization can improve upon their effectiveness by taking all of the following actions **except**:

Avoiding risk

Being flexible

Having an entrepreneurial spirit

Being innovative

Correct answer: Avoiding risk

With the demand to become more effective in order to meet the rapidly changing demands of today's environment, nursing programs must demonstrate flexibility, be adaptive, possess an entrepreneurial spirit, and demonstrate innovation. In addition, improved performance in an organization is linked to leadership which takes part in the organization and to innovation within the organizational culture as a whole.

Avoiding risk is not indicated for improving effectiveness of an organization; typically, organizations that are willing to take risks are more likely to be effective.

28.

A junior academic nurse faculty member is asked to provide feedback on the performance of a nurse leader who was added to the nursing program faculty in the last six months. The junior faculty member describes the nurse leader as "inspiring a shared vision" among the other faculty and "encouraging my heart" by recognizing her individual contributions to the school of nursing program.

The nurse leader is exemplifying:

Key transformational leadership practices

Key relationship-oriented leadership practices

Team-building and people skills

The leadership protocols of confidence, optimism, and passion

Correct answer: Key transformational leadership practices

Transformational leadership is discussed heavily in the literature, with many sources discussing the characteristics and practices associated with this leadership style. Key transformational leadership practices, as described by Ross, Fitzpatrick, Click, Krouse, and Clavelle (2014) include the following:

- *inspiring a shared vision*
- *challenging the process*
- *enabling others to act*
- *encouraging the heart*
- *modeling the way*

Relationship-oriented leadership practices include encouraging teamwork, collaboration, and good communication, and fostering positive relationships in the workplace.

Team-building and people skills are some of the skills and attributes of a good leader.

The leadership protocols of confidence, optimism, and passion are key factors necessary for the effective leader to serve as a role model.

29.

A doctoral nursing education faculty member is engaged in a review of the literature about the use of evidence-based practice (EBP) in nursing education. He identifies several factors which can contribute to barriers in the usage of EBT in the classroom, including all of the following except:

Insufficient financial resources/support

Large classroom size

Lack of time

Lack of peer support

Correct answer: Insufficient financial resources/support

Studies examining evidence-based practice (EBP) in nursing education have identified the lack of time, lack of administrative and peer support, and large classes as barriers to implementation of EBP in the classroom. The use of EBP in nursing education was improved upon when the organizational culture empowered the nursing faculty.

Access to financial resources and support through educational organization was not cited as being a barrier to the use of EBP in nursing education.

30.

The psychologist Kurt Lewin proposed a change model in which:

Change is planned and takes place gradually over an extended period of time before becoming fully integrated

Change occurs rapidly and radically, turning the system "upside down" with rapid adoption of ideas

The change agent identifies the problem that necessitates the change, assesses the motivation and capacity for change, chooses the strategy for change, begins implementation of change and maintains the change process, gradually withdrawing from the change process over time

An individual moves from a process of precontemplation to contemplation of the need for change, then moves on to preparing for change, implementation of the change, and then maintenance of the change

Correct answer: Change is planned and takes place gradually over an extended period of time before becoming fully integrated

Kurt Lewin's change model serves as the basis for change theory in nursing. In this model, he proposes that the process of change evolves slowly over time prior to full integration by the organization or individual.

Rapid, radical, or revolutionary change that results in a complete upheaval within an organization or system, dramatically changing the face and systems of the organization, is a hallmark of the more modern transformative change process.

Lippitt's Phases of Change theory focuses heavily on the change agent and her role in bringing about change within a system.

Prochaska and DiClemente's Stages of Change model involves a spiral in which an individual moves from a place of precontemplation to contemplation of change and then through sequential steps of preparation, action, and maintenance in which change is effected.

31.

Which of the following is a characteristic which distinguishes between the position of a manager and that of a leader?

Formality of position

Appointment of position

Knowledge base

Ability to effect change

Correct answer: Formality of position

While the terms manager and leader are often used interchangeably in nursing, there are important differences between the two roles. One important distinction between a manager and a leader is that a management position is always considered to be a formal position within an organization, as a manager is appointed and gains his power from the management position. Leadership can be learned, and may be appointed by an authority, or one may rise into a leadership role from within a group by their support and approval. Both positions require a strong knowledge base, and may even share the same knowledge base, and both positions have the ability to effect change.

32.

All of the following are examples of integrity as a scholar, **except**:

Avoids citing others' work when developing and conducting research

Ensures research data is safeguarded when performing research

Uses ethical principles when serving on a research team

Serves as a role model for students in conducting research

Correct answer: Avoids citing others' work when developing and conducting research

Ensuring scholarly integrity involves compliance with ethical principles when teaching, serving, or conducting research, whether working individually or as part of a team of researchers. Schools of nursing have developed policies on maintaining scholarly integrity and consequences for misconduct.

The nurse educator demonstrates integrity as a scholar by doing the following:

- *assuming responsibility for the quality of their work*
 - *citing others' work to avoid misrepresenting it as their own*
 - *protecting human subjects when conducting research*
 - *ensuring research data is safeguarded*
 - *ensuring students are safeguarded when testing new strategies in the classroom*
 - *adhering to ethical principles when involved in research*
 - *ensuring clear guidelines for ownership are established when publishing or taking credit for research*
 - *following publication guidelines for authorship credit*
 - *serving as a role model for students in the use of evidence and in conducting research*
-

33.

Which of the following examples **most** closely represents a *social motivation* for change?

Peers provide verbal support and encouragement

A bonus package is offered by the administration

A nurse faculty member completes an online educational program

The director of the nursing program passes away unexpectedly and a new director is retained

Correct answer: Peers provide verbal support and encouragement

Motivation for change may come from multiple sources, including personal, social, and structural influences. Social motivation for change includes pressure from peers, as well as the supportive environment offered by peers.

A bonus package is an example of a structural motivator.

Completion of an online educational program is an example of a personal motivator.

The retaining of a new director due to the unexpected passing of the director previously in position is an example of a crisis event which necessitates change.

34.

The **most** effective leader:

Uses a variety of leadership styles

Identifies and engages in a leadership style that utilizes his natural skills and abilities

Takes an active role in learning the leadership styles, engaging in a lifelong quest to absorb and display the characteristics and behaviors of the leadership style he most admires

Identifies a leadership style best suited to the unique environment he is working in

Correct answer: Uses a variety of leadership styles

Most effective leaders meld characteristics, techniques, and behaviors from various leadership styles, adapting their approach to the unique circumstances of the situation in which they are leading. An effective leader must learn to be flexible and conditioned to the needs around them in order to alter their leadership approach.

35.

The American Association of Colleges of Nursing (AACN) defines "scholarship in nursing" as:

Those pursuits that methodically progress the teaching, research, and practice of nursing through meticulous inquiry

The development and dissemination of evidence for best practices in nursing education

The interpretation and synthesis of nursing knowledge, which may cross disciplinary boundaries

The utilization of evidence-based nursing knowledge to facilitate learning in a situation where a problem has been identified

Correct answer: Those pursuits that methodically progress the teaching, research, and practice of nursing through meticulous inquiry

Scholarship is a distinctive feature of nursing and is expected of all nurse educators. The AACN has defined scholarship in nursing as those pursuits that methodically progress the teaching, research, and practice of nursing through meticulous inquiry which is creative, significant to the profession of nursing, is able to be documented, can be replicated or elaborated upon, and is able to stand up to peer review by multiple review methods.

Developing and disseminating evidence for best practices is a role of the nursing scholar.

Interpreting and synthesizing knowledge which may cross disciplinary boundaries defines the scholarship of integration, one of the four types of scholarship identified by Boyer's Model of Scholarship.

Utilizing evidence-based knowledge to facilitate learning when a problem has been identified defines the scholarship of teaching, another of the four types of scholarship identified by Boyer's Model of Scholarship.

36.

An academic nurse educator (ANE) who has been promoted to a leadership role in the nursing program receives ongoing positive feedback from other academic faculty. They state that while she obviously knows her strengths, she is also quick to acknowledge her weaknesses and has been observed to use a journal to record strategies she can use to improve upon her weaknesses. They report that she is consistently approachable and calm, even in the midst of stressful situations, and is self-motivated in her pursuit of always working to make improvements which will benefit the academic nursing organization.

The nurse leader is most likely demonstrating which of the following competencies identified by Weber, Ward, and Walsh (2015) as being essential for leadership?

Emotional intelligence

Driving for results

Business acumen

Aligning performance for success

Correct answer: Emotional intelligence

Weber, Ward, and Walsh (2015) have identified 11 competencies which they state are necessary for successful leadership. Included in these competencies are those of emotional intelligence, driving for results, aligning performance for success, and business acumen. Emotional intelligence is described as being comprised of five key elements, including self-awareness, self-regulation, motivation, empathy, and social skills.

37.

A leader who uses a transactional leadership style will:

Communicate effectively and clarify instructions

Value communication and encourage subordinates to give input

Work to create a friendly workplace and minimize conflict

Focus on specific tasks or things to be accomplished

Correct answer: Communicate effectively and clarify instructions

Among the various leadership styles that may be utilized in academic nursing is that of transactional leadership. In transactional leadership, the leader communicates effectively, particularly taking time to clarify instructions, and further works to put in place a system of rewards or punishments for performance outcomes.

In a relationship-oriented leadership style, communication is valued and subordinates are encouraged to give input and take an active role in problem-solving.

An affiliative leadership style likely already has highly motivated staff, and so instead focuses on creating a friendly workplace and minimizing conflict in the workplace.

In a task-oriented leadership style, the leader focuses on specific tasks or things that need to be accomplished.

38.

Boyer's Model of Scholarship purports the existence of four types of scholarship which form the basis of scholarly work while contributing to effective teaching and learning. These four discrete yet cohesive scholarship types include all of the following **except**:

Scholarship of implementation

Scholarship of discovery

Scholarship of teaching

Scholarship of integration

Correct answer: Scholarship of implementation

Boyer's Model of Scholarship purports the existence of four types of scholarship which form the basis of scholarly work while contributing to effective teaching and learning. These four discrete yet cohesive scholarship types include the following:

- *scholarship of discovery*
 - *scholarship of integration*
 - *scholarship of application*
 - *scholarship of teaching*
-

39.

Richard L. Pullen Jr., a professor of nursing at Texas Tech University Health Sciences Center School of Nursing, identified five leadership styles: servant, transformational, democratic, authoritarian, and laissez-faire. Through his research, he found that implementing change is best accomplished through the use of specific types of leadership approaches, including all of the following **except**:

Laissez-faire

Servant

Transformational

Democratic

Correct answer: Laissez-faire

Implementing change is often challenging, even in nursing, where it is understood and even expected that health care practices are constantly being updated and changed with the advent of more recent knowledge or innovation. Academic nursing is no exception to this fear or uncertainty regarding change, as change in an academic nursing program may result in irrevocable loss. Pullen (2016) found that when the change process must occur, it is best brought about through the use of the servant, transformational, and democratic leadership styles, as these styles often motivate people through inspiration.

40.

Which of the dimensions of scholarship put forth by Boyer is described as "demonstrating palpable excitement" in an organization of higher learning?

Discovery

Integration

Application

Teaching

Correct answer: Discovery

Boyer's model of scholarship is an academic model which prescribes the increasing development of the established definition of scholarship and research into four types of scholarship: discovery, integration, application, and teaching. Discovery, most closely associated with research, was described by Boyer as "demonstrating palpable excitement in the life of the institution." In this spirit, the National League for Nursing (NLN) has implemented and prioritized a vision for altering research in nursing education.

41.

Which of the following examples **most** closely represents a revolutionary, or transformative, change?

An academic nurse leader learns about a new classroom response system, or clicker, which provides students with greater opportunity for engagement; without involving other faculty or administration in the process, she obtains the clicker system and implements it fully into the classroom within weeks of learning about it, doing away with classroom discussions entirely

An academic nurse leader learns about a new classroom response system, or clicker, which provides students with greater opportunity for engagement; she provides the other faculty members with information and articles about the system and discusses with the administration the technology and a proposed timeline for implementation of the system

An academic nurse leader learns about a new classroom response system, or clicker, which provides students with greater opportunity for engagement, and she proposes an idea to allow students to use their cell phones or tablet devices to engage in the classroom

An academic nurse leader learns about the use of a cell phone or tablet device as an audience response system, providing students with greater opportunity to engage in the classroom, and implements this in her classroom to replace the simple paper audience response system they had been using, with a plan to gradually transition to use of a more current method of clicker systems

Correct answer: An academic nurse leader learns about a new classroom response system, or clicker, which provides students with greater opportunity for engagement; without involving other faculty or administration in the process, she obtains the clicker system and implements it fully into the classroom within weeks of learning about it, doing away with classroom discussions entirely

The revolutionary, or transformative, change process is that change which up-ends an organization in a rapid fashion, often through the use of innovative technologies, changing its structure, processes, and/or culture. Identifying a new technology, briefly spending time learning about the technology, and then rapidly implementing its use in the classroom without involving other faculty or administration is an extreme example of transformative change.

Learning about a new technology and then bringing other faculty on board with its use by introducing the idea to them through articles and information, as well as setting a proposed timeline and plan for implementation through discussions with administration, is an example of evolutionary change.

Learning about a new technology and how it improves student engagement in the classroom and then implementing use of a less radical technology that will still enhance classroom learning is an example of developmental change.

Learning about a current technology and how it can improve student engagement in the classroom and then implementing it with a plan to transition to a more cutting-edge technology is an example of transitional change.

42.

The 2010 Carnegie Foundation study emphasized the need for nursing educators to transform nursing education. In order to transform nursing education, the nurse educator needs to possess all of the following **except**:

Expertise in nursing technology

A deep knowledge of nursing

Knowledge of effective teaching

Knowledge in conducting research in nursing education

Correct answer: Expertise in nursing technology

With the rapid expansion of knowledge and technology usage in nursing practice comes the continuing need for expansion and change in nursing higher education. The call is for nurse educators to develop academic nursing programs based on competency and which are interdisciplinary in nature, to provide the nurse learner with improved knowledge, quality, care management, and the reconceptualized role of the nurse in today's health care environment.

The Carnegie Foundation study (2010) continued to emphasize this need for improvement and reform in nursing higher education, and stated that nursing education requires

- nurse educators with a deep knowledge of nursing,*
- a knowledge of effective teaching, and*
- knowledge in conducting research in nursing education.*

Expertise in nursing technology is not necessary for every nurse educator involved in expanding upon or contributing to nursing education.

43.

Which of the following scenarios **most** closely represents a key quality of a leader?

An academic nurse educator admits to the associate dean of the nursing program that she made an error by requiring students to write brief presentations detailing their clinical experience outside of assigned clinical time

An academic nurse educator maintains a rational and controlled environment in the classroom, ensuring that students are focused on respecting and adhering to the systems and structures set in place within the nursing program

An academic nurse educator who holds a committee chair position ensures that the ideas and suggestions of the committee members are heard and respected, while not allowing these ideas and suggestions to interfere with the ultimate task of the committee

An academic nurse educator demonstrates innate leadership qualities, confidently stepping up and taking control of a situation, being bold and forthright in her vocalizations about how to best manage the situation, and is ultimately appointed to a leadership role by the administration of the nursing program

Correct answer: An academic nurse educator admits to the associate dean of the nursing program that she made an error by requiring students to write brief presentations detailing their clinical experience outside of assigned clinical time

Leadership qualities, critical to effective leaders, on the surface do not always appear to be those qualities that immediately come to mind when one is asked to describe the key qualities of a leader. Until recently, the qualities of leadership were believed to be innate and unable to be learned or developed. Within nursing, management often gets confused or interchanged with leadership.

One key quality of an effective leader is that of being able to admit one's own fault or mistakes. A true leader takes responsibility for her mistakes, not placing blame or fault on others when the fault is her own, and works to build trust in those who work alongside her.

Maintaining a rational and controlled environment and ensuring focus on systems and structures, as well as listening and respecting ideas and suggestions while at the same time ensuring that nothing is done with them, are qualities of a manager.

Being bold and taking charge of a situation while being overtly verbal are qualities of a pseudo-leader.

44.

Wes Martz's Organizational Effectiveness Checklist (OEC) (2008) describes a framework for evaluation comprised of 6 steps and 29 checkpoints. Which of the following scenarios describes a checkpoint contained in step one of the framework, "establishing the boundaries of the evaluation"?

The nursing faculty responsible for evaluation of the nursing curriculum request clarification on why an evaluation of the curriculum is being requested

The nursing faculty responsible for evaluating the nursing curriculum determine the importance rating for each criterion

The nursing faculty responsible for evaluating the nursing curriculum collect and analyze data

The nursing faculty responsible for evaluating the nursing curriculum distribute regular communication about the evaluation process

Correct answer: The nursing faculty responsible for evaluation of the nursing curriculum request clarification on why an evaluation of the curriculum is being requested

Martz (2008) described a framework for evaluation comprised of 6 steps and 29 checkpoints. His checklist is frequentative, explicit, and weakly successive, and able to be effectively used to evaluate organizations and methods of many kinds.

The 6 steps in the framework include the following:

- *establishing the boundaries of the evaluation*
- *conducting a performance needs assessment*
- *defining the criteria to be used for evaluation*
- *planning and implementing the evaluation*
- *synthesizing performance data with values*
- *communicating and reporting evaluation activities*

Included under step one of the process, establishing the boundaries of the evaluation, are 7 checkpoints:

- *identify the client to be evaluated*
- *clarify the organizational domain to be evaluated*
- *clarify why the evaluation is being requested*
- *clarify the time frame in which the evaluation is to be completed*

- *clarify the resources available for the evaluation*
- *identify the beneficiaries and organizational participants of the evaluation*
- *conduct an evaluability assessment*

Determining the importance rating for each criterion is included in step three of the framework.

Collecting and analyzing data is included in step four of the framework.

Distributing regular communication about the evaluation process is included in step six of the framework.

45.

All of the following sources provide funding for projects or research involving educational reform **except**:

Sigma Theta Tau International

Robert Wood Johnson Foundation

Macy Foundation

Health Resources and Services Administration

Correct answer: Sigma Theta Tau International

Funding for academic nursing research may be sought from various sources, including professional nursing education organizations, specialty organizations, and even the college or university itself, which may have small amounts of funds available for classroom research. For the nurse educator embarking on a project or research involving educational reform, funding may be sought from the following:

- *the Robert Wood Johnson Foundation*
- *the Macy Foundation*
- *the Health Resources and Services Administration*
- *the Department of Education*

Sigma Theta Tau International may provide funding for nursing education research.

46.

According to the Theory of Reasoned Action, an individual's actions to effect change are determined by:

His intention to change

His attitude toward change

The influence of his social environment toward the proposed change

Self-efficacy

Correct answer: His intention to change

The Theory of Reasoned Action is explicitly concerned with behavior in regard to performing an action (effecting change). Specifically, the Theory of Reasoned Action states that a person's actions are determined by his intention to perform the action (change). The individual's intention is driven by two major factors, his attitude or beliefs toward the behavior (change) and the influence of his social environment, i.e., what others feels or believe he should do.

Self-efficacy is a tenet of Social Learning Theory.

47.

An academic nurse faculty member believes strongly that the undergraduate nursing program needs to discard its current systems-based curriculum for a concept-based curriculum. In order to bring about this desired change, the faculty member could do all of the following **except**:

Lead the faculty to agreement of the need for curriculum change through use of a rewards system

Use peer pressure from other nursing faculty to persuade the dean of the program of the need for the curriculum change

Take advantage of a shift in leadership which has resulted in the recruitment of a new assistant dean to the program

Provide the dean with data showing that NCLEX first-time pass rates are higher for programs that use a concept-based curriculum

Correct answer: Lead the faculty to agreement of the need for curriculum change through use of a rewards system

Change may be brought about by multiple means, including a crisis or shift in leadership. The effective change agent will bring about change by relying on the use of several influential strategies, rather than focusing solely on one method of effecting change. Research has found that individuals who utilize multiple sources of influence are 10 times more successful at bringing about consequential and long-lasting change.

Sources for effecting change include motivation and ability, and within these are included the following:

- *linking to mission and values*
- *harnessing peer pressure*
- *aligning rewards*
- *ensuring accountability*
- *overinvesting in skill building*
- *creating social support*
- *changing the environment*

While offering rewards to the faculty if they agree to support the need for a curriculum change may be effective, it is not always effective, and is not correct use of aligning rewards to bring about or support change.

48.

Eleven leadership competencies have been identified in a nursing leadership structure (Weber, Ward, and Walsh, 2015). All of the following key competencies are critical to ideal succession planning in nursing leadership, except:

Mentorship relationships

Emotional intelligence

Leading through vision and values

Business acumen

Correct answer: Mentorship relationships

Weber, Ward, and Walsh (2015) have identified 11 leadership competencies which are key to ideal succession planning in nursing leadership. The key competencies include:

- *influence*
 - *emotional intelligence*
 - *driving for results*
 - *being a facilitator of change*
 - *high-impact communication*
 - *business acumen*
 - *aligning performance for success*
 - *successful team building*
 - *using vision and values to lead*
 - *building trust*
 - *problem solving and making decisions*
-

49.

A senior academic nursing faculty member has taken it upon herself to meet with other faculty members who have consistently expressed reluctance to transition from using the content-based curriculum the program has had in place for the last 25 years to the use of a newly developed competency-based curriculum. She listens to their concerns about implementing the new curriculum, shares her progress on the redesign of the classes she teaches, and has encouraged her colleagues to view the changes as positive.

The faculty member in this scenario is most likely acting in which of the following roles associated with nurse leadership?

Change agent

Mentor

Innovator

Transformational leader

Correct answer: Change agent

Taking on the role of a change agent is another facet of nursing leadership critical to the success of a nursing organization as it progresses through natural and needed change. An academic nurse educator (ANE) who is functioning as a change agent should:

- *lead by example*
 - *adapt personal/professional plans and adapt to external pressures faced by the organization as necessary*
 - *consider people's concerns during times of change*
 - *effectively involve others in the implementation of change*
 - *be able to adjust their management style to change*
 - *assist in managing others' resistance to change*
-

50.

Which of the following **best** describes the evidence base of nursing education?

Unreplicated across settings

Containing many quantitative studies

Rigorous

Lacking rigor but having large sample sizes

Correct answer: Unreplicated across settings

Use of evidence is standard in nursing practice, and the idea of using evidence to improve and support teaching in nursing is understood and encouraged in nursing education, but, in reality, there is a dearth of quality nursing education evidence and the little that exists is poorly utilized by faculty. Faculty tend to rely predominantly on their own experience, teaching traditions, or expert opinions rather than on sound, evidence-based teaching practices.

The evidence base that does exist in nursing education is lacking in rigor, has not been replicated across practice settings, involves small sample sizes, and is lacking defined concepts that have been operationalized across studies. Qualitative and descriptive studies exist, but further research such as randomized controlled studies are necessary to compare educational interventions.

51.

A nurse leader in an academic nursing role, who was appointed by the administration of the nursing school, has demonstrated extreme effectiveness in executing the vision of the nursing program, while balancing and maintaining the status quo. He has been attentive to efficiency and cost-effectiveness when considering activities for the nursing program, focusing on the systems and structures in place within the program, always keeping an eye on the bottom line. Those who work under him (or for him) in the nursing program often mention that he "always does things right." This nurse leader is demonstrating:

The skills and characteristics of a manager

The skills and characteristics of an effective leader

The characteristics of a negative leader

The skills and characteristics of a "born leader"

Correct answer: The skills and characteristics of a manager

The terms manager and leader are often used interchangeably, especially within nursing, with the onus for the nurse leader actually being management responsibilities. This error has led many in nursing to believe that the only individuals who can lead in a nursing structure are those who are already in management.

Leaders differ from managers in several key ways: leaders typically are selected or allowed by their group of followers; their power base arises from their knowledge and their ability to motivate others; they possess a vision which arises from their own personal vision or passions in life and which may not be the same as that of the organization; they are risk takers, possessing creativity and innovation and, ironically, seeming to create relative disorder; they focus on people, engaging in activities related to their vision; and they always do the right thing, with their eyes on the long-range horizon.

Negative leaders typically usurp a leadership role due to their loud, vocal nature and ability to assemble followers around themselves. They typically do not accomplish much and are in actuality pseudo-leaders.

The concept of a "born leader" is now considered outdated.

52.

All of the following are characteristics of the effective nursing education leader **except**:

Possesses a narrow focus specific to the field of nursing

Is able to learn from colleagues in other fields

Works diligently to create a preferred future for nursing

Is unlimited in their thinking

Correct answer: Possesses a narrow focus specific to the field of nursing

Effective nursing education leaders participate actively in interdisciplinary efforts, they easily adapt to change brought about by outside factors, they create a culture for change, and they advocate for nursing and education within the nursing arena, all in an attempt improve upon and promote the field of academic nursing. These effective leaders

- *possess a broad perspective, not limited or narrow in focus*
 - *are not limited in their thinking*
 - *are aware of the external forces which can impact nursing education*
 - *are eager to learn from their colleagues in other fields*
 - *work to create a preferred future in nursing, in academic nursing, their community, and the field in general*
-

53.

A nurse faculty member is approached by the dean of the nursing school who asks her to take on a leadership role. She is uncertain and apprehensive about agreeing to this, as she does not feel she possesses innate leadership ability. Nurse leaders must learn effective leadership skills, which can be augmented by all of the following **except**:

Possessing the ability to handle a situation by managing and controlling the circumstances

Paying attention

Having followers

Questioning what can be done to make a difference

Correct answer: Possessing the ability to handle a situation by managing and controlling the circumstances

Most nurse leaders are not born possessing innate leadership abilities. They develop and learn effective leadership skills over time, ultimately developing a vision which they communicate to others, and then they plan to make the vision a reality, serving as a symbol and a source of inspiration for their team of followers.

Leadership skills can be augmented by paying attention, having followers, moving in the right direction, and continually acting and questioning what can be done to make a difference.

Possessing the ability to handle a situation by managing and controlling the circumstances is a characteristic of a manager, not a leader, and does not augment the development of a leader.

54.

An experienced nurse faculty member whose primary responsibilities are teaching and research is a candidate for:

Tenure track

Clinical faculty track

Research scientist track

Clinical assistant professor

Correct answer: Tenure track

There are multiple academic rankings within nursing education. These rankings have been developed to define the responsibilities of faculty members in relation to their teaching, scholarship, and service. Rankings include tenure, clinical faculty, and research scientist.

The tenure track was developed for nurse faculty whose primary responsibilities are teaching and research.

The clinical faculty track was developed for nurse faculty whose primary responsibilities are within clinical practice, or in the clinical supervision of students.

The research scientist track was developed for nurse faculty whose primary responsibilities are engaging in research to produce new knowledge and dissemination of research findings.

Clinical assistant professor is a designation that would be assigned to a nurse faculty member in the academic rank of clinical faculty.

55.

In reference to Donabedian's (2005) conceptual model of evaluation, an effective leader will realize that outcome is the focus. Limited productivity will result from what type of management of the processes discussed in this model?

Micromanagement

Laissez-faire management

Autocratic management

Directive management

Correct answer: Micromanagement

Donabedian's conceptual model of health care evaluation purports three dimensions through which an organization can be evaluated: structure, processes, and outcomes. The effective leader recognizes that the outcomes are the ultimate focus, with the processes necessary to complete the outcomes. Donabedian further noted that micromanagement of the processes will result in limited productivity. Micromanagement further results in low employee morale, high staff turnover, and patient dissatisfaction.

56.

A university-based nursing school is working to add an accelerated registered nursing program to their program offerings. The academic faculty task force involved has met regularly to design the accelerated program and have identified a previously unforeseen need for the requisition of additional simulation technology. The group notifies the nurse leader of this newly identified need and the prospective plan they have developed, and an individual within the group takes on a leadership role in implementing the plan. This second individual is functioning as:

An effective follower

An effective leader

A pseudo-leader

A conformist follower

Correct answer: An effective follower

An effective leader needs followers in order to lead, and ideally he or she is followed by effective followers. The effective follower possesses characteristics similar to, or the same as, those of the effective leader: a passionate, motivated, active participant, a change agent, forward-looking and forward-thinking, willing to question and challenge the status quo, a risk-taker and a critical thinker. The effective follower often takes on a leadership role when necessary to keep the group or project moving forward, while at the same time building positive relationships within the group and maintaining a positive relationship and open line of communication with the leader.

A pseudo-leader is characterized by being a highly inspirational but self-serving individual, who does not encourage (or even discourages) independent thought among his followers, and generally is not interested in the development or well-being of his followers.

A conformist follower is an active follower who is primarily concerned with avoiding conflict and who does not engage in critical thinking, but instead simply complies with everything the leader puts forth.

57.

The nursing administration of a graduate level nursing program announce to the faculty that they are making plans to restructure the chain of command in the nursing program, as well as design and implement a completely brand new curriculum in the nursing education program. The faculty respond with negativity to the planned changes, and over the next several weeks seem to provide roadblocks to prevent achievement of the goal.

The nursing administration recognize:

The faculty may be feeling threatened by the planned changes

The faculty are behaving as expected of passive followers

They have put too much emphasis on management and not ensured a balance with leadership

They have put too much emphasis on leadership and not ensured a balance with management

Correct answer: The faculty may be feeling threatened by the planned changes

Managing and leading individuals during times of change can be challenging, as change can be perceived as a threat. Change is essential in academic nursing if a nursing program is to remain pertinent and current; mitigating the fallout that may occur because of change requires skill and sensitivity on the part of the administration.

When individuals feel threatened by change or are fearful of loss due to change, they may react in ways that appear as if they are throwing up roadblocks or attempting to stall implementation of change. An effective leader will recognize the need to be attentive not just to the group affected by the change, but also to the individuals within the group, to ensure they remain on board with the planned change, work cooperatively to implement the change, and feel their needs are met during the time of change.

Passive followers do not think critically and leave all the decision making up to the leader, simply passively following the leader down the paths of change.

Putting too much emphasis on management results in a system that is highly efficient and with a positive bottom line, but lacking in ingenuity and innovation.

Putting too much emphasis on leadership results in a system that is highly innovative and highly supportive of the individuals working within the system, but that is in a

constant state of flux and lacking direction.

58.

In regard to effecting change, the faculty nurse educator needs to:

Be agreeable to both evolutionary and revolutionary change

Be a proponent of evolutionary change

Be an advocate for revolutionary change

Take steps to avoid change unless completely necessary

Correct answer: Be agreeable to both evolutionary and revolutionary change

The evolutionary change process, as proposed by Lewin, is most widely accepted and adhered to within academic nursing. Lewin proposed a slow process during which change is planned, gradually introduced, and then fully integrated over an extended period of time. This method of change may be more palatable to individuals and groups as change takes place gradually through a process of "unfreezing," then changing, and finally "refreezing."

Revolutionary change, which involves a disruptive, rapid, cutting-edge change process, can be more difficult for individuals and groups to get on board with and adjust to. The structure, processes, and culture of the organization are typically transformed during a revolutionary change process.

In academic nursing, the nursing education leader needs to be agreeable to and comfortable with implementing both evolutionary and revolutionary change.

59.

Boyer's four dimensions of scholarship—scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching—provide a foundation for understanding:

Perspectives on the essence of inquiry

Perspectives on development of the nurse scholar

Perspectives on scholarly teaching

Perspectives on evaluation of scholarship

Correct answer: Perspectives on the essence of inquiry

Practicing in the role of nurse scholar requires the nurse educator to embark upon a lifetime of learning, in which he identifies an area of specialty interest and engages in scholarly activities related to that interest. Boyer's four dimensions of scholarship model is useful for understanding perspectives on the essence of inquiry, as it describes the elements of scholarship in higher education.

60.

According to Donabedian's (2005) conceptual model of evaluation, an effective leader will understand the differences between *process* and *outcome*, and "process management" includes all of the following **except**:

Defining the criteria of merit versus the criteria of consideration

Recognizing "how things are done" versus only the outcome

Measuring work quantity or work quality

Replacing process criteria with outcome criteria can jeopardize service

Correct answer: Defining the criteria of merit versus the criteria of consideration

According to Donabedian's (2005) conceptual model of evaluation, an effective leader will understand the differences between process and outcome, and process management includes the following:

- *recognizing "how things are done" versus only the outcome*
- *measuring work quantity or work quality*
- *replacing process criteria with outcome criteria can jeopardize service*

Defining the criteria of merit is discussed in Martz's six steps to evaluating an organization's effectiveness.

61.

A nurse faculty member has been frustrated at the limited ability of her students to engage in the classroom setting due to time constraints and the large number of students in the class. She confers with her colleagues, who concur with her frustrations, and then engages in a literature search to identify possible solutions, confident she will identify a solution she can implement. Through her search she is made aware of the use of classroom response systems, or clickers, and how they can be effectively used to improve student engagement, and she proceeds to implement use of clickers in her classroom at the next class period.

Which of the following terms **most** closely represents the actions of the nurse educator in this scenario?

Self-efficacy

Precontemplation

Contemplation

Flexibility

Correct answer: Self-efficacy

Social Learning Theory defines self-efficacy as "having the confidence in one's ability to take action and persist in the action." In Social Learning Theory, self-efficacy is identified as being the most important attribute, and necessary for bringing about change.

Precontemplation is a stage in Prochaska and DiClemente's Change Theory and is defined as the stage in which an individual does not recognize or denies the need for change in their behavior.

Contemplation is also a stage in Prochaska and DiClemente's Change Theory and is defined as the stage where an individual is aware a problem exists and considers taking action, but has not yet made a commitment to an action.

Flexibility is a skill necessary for the nurse leader if she is to act as a change agent.

62.

In reference to teaching, the academic nurse educator will make a distinction between all of the following **except**:

Good scholars

Good teaching

Scholarly teaching

Being a scholar

Correct answer: Good scholars

The academic nurse educator, as well as educators in other fields, makes distinctions between the following:

- *good teaching*
 - *scholarly teaching*
 - *scholarship of teaching*
 - *The SoTL initiative of the Carnegie Foundation*
 - *being a scholar*
-

63.

An academic nursing education leader approaches the administration to discuss the need for a new curriculum which eliminates specialty silos and introduces a concept-based curriculum. She shares articles discussing the advantages of a concept-based curriculum and the harms caused by specialty silos, and ultimately convinces the administration to agree to bring concept-based curriculum experts to the nursing school to present to the administration. She further lays out a timeline over which the curriculum changes are proposed to take place.

What process is the nurse education leader proposing in this scenario?

Evolutionary change

Revolutionary change

Transitional change

Episodic change

Correct answer: Evolutionary change

Evolutionary change in academic nursing is typically brought about by implementation of Lewin's change theory, involving a period of "unfreezing," changing, and then "refreezing" once the change has been fully implemented within the system. In this scenario the "unfreezing" period is gradually brought about by the introduction to the need for change through discussions or articles/books detailing the proposed change, as well as discussions with experts, and a proposed timeline for the change.

Revolutionary change involves rapid, dramatic, transformative change which ultimately changes the structure, processes, and culture of the organization.

Transitional change involves a shift in the way a process is completed, and is designed to increase efficiency in the organization.

Episodic change is that which tends to be infrequent, discontinuous, and intentional, taking place during periods of divergence when the organization is moving away from its equilibrium.

64.

What is the most important characteristic needed in order for social change to occur, as purported by Social Learning Theory?

Self-efficacy

Environmental influence

Intention to perform an action which brings about change

Innovation

Correct answer: Self-efficacy

According to Social Learning Theory, self-efficacy is the most critical attribute necessary to bring about successful change. The theory goes on to state that in order for behavioral change to occur, it must be affected by both environmental and personal factors, taking into account both external and internal environmental factors.

Intention to perform an action is part of the Theory of Reasoned Action.

Innovation is necessary to disseminate and integrate ideas.

65.

Which of the following is **not** one of the three theoretical perspectives that explain how an individual can become a leader?

Dye-Garman Leadership Theory

Trait Theory

Great Events Theory

Transformational Leadership

Correct answer: Dye-Garman Leadership Theory

The three theoretical perspectives that explain how a leader comes into existence include the following:

- *Trait Theory--natural-born leaders possess innate leadership attributes that propel them into leadership*
- *Great Events Theory--an ordinary individual responds to a crisis event, which brings about the development of a leader*
- *Transformational Leadership--an individual chooses to be a leader by searching for opportunities to develop the skills necessary for leadership*

Dye and Garman developed a model for exceptional leadership.

66.

The nursing education leader can demonstrate mentorship through all of the following **except**:

Providing timely constructive criticism and positive feedback to faculty

Providing opportunities for faculty to co-lead change efforts

Inviting faculty to co-author papers

Providing opportunities for faculty to investigate new approaches to teaching in the classroom

Correct answer: Providing timely constructive criticism and positive feedback to faculty

The nursing education leader should be prepared and willing to serve as a mentor to colleagues in academic nursing. Mentorship can take place through providing opportunities for faculty to co-lead change efforts, inviting faculty to co-author papers, and providing opportunities for faculty to investigate new approaches to teaching in the classroom. The nurse leader can further provide mentorship through the development of new committee structures or student advisement systems, or through revision of curriculum.

Provision of timely constructive criticism and positive feedback is an expectation of an effective nurse leader.

67.

A study conducted in 2005 asked female leaders and nurse executives to identify the skills and attributes necessary for successful leadership in the 21st century. They identified several factors, including the ability to make decisions and to plan, direct, organize, and control a field or discipline. These identified characteristics **most** closely represent:

Management skills

Technical competence

Strategic vision or action orientation

Team building

Correct answer: Management skills

Management and leadership are terms often used interchangeably, especially within nursing. Nursing must distinguish between the roles of the manager and the leader if the individuals in either position are to be allowed to fulfill their respective roles effectively and efficiently. When female leaders and nurse executives were asked to identify the skills and attributes necessary for successful leadership in the 21st century, they identified several factors, including the following:

- *personal integrity*
- *strategic vision / action orientation*
- *team building / communication*
- *people skills*
- *technical competence*
- *personal survival skills/attributes*
- *management*

Although effective, efficient managers often share traits or characteristics with effective leaders of excellence, management skills typically are not necessary, nor attributed to, leaders, in the accurate sense of the word.

Technical competence is defined by the ability to be technically competent in a field, profession, or discipline.

Strategic vision or action orientation is defined as being able to create and articulate a vision while seeing possibilities and not obstacles, and exhibiting a determination to succeed.

Team building is defined as having skills to build a team, consensus, and coalitions.

68.

Which of the following scenarios **most** closely demonstrates the scholar's role in developing and disseminating evidence for best practices in nursing?

The nurse educator implements use of a clicker system in her classroom to improve effective student engagement during class time

The nurse educator performs a literature search to inform her knowledge of concept-based nursing curricula

The nurse educator serves on the curriculum revision board of the school of nursing

The nurse educator identifies that because of limited class time and large class sizes, it is difficult for students to engage effectively in the classroom

Correct answer: The nurse educator implements use of a clicker system in her classroom to improve effective student engagement during class time

The nursing scholar who works at a nursing school is responsible for developing and dispersing evidence for best practices in nursing education. The nurse scholar's role can be demonstrated by the following:

- *critiquing evidence for practices in nursing education*
- *using evidence for teaching and learning in one's own practice*
- *identifying issues for research*
- *conducting research*
- *disseminating findings*
- *serving on committees of professional organizations*
- *serving on editorial boards of journals that are related to teaching and learning*

The evidence supports the use of clicker systems in the classroom to improve student engagement during class time.

Performing a literature search to inform her own knowledge, though valuable, does not demonstrate the role of the scholar.

Serving on a curriculum revision board at the school of nursing does not demonstrate the role of the scholar.

Identifying a problem, such as lack of effective student engagement, without doing anything more about the issue, does not demonstrate the role of the scholar.

69.

A nurse educator has noticed that since she facilitated a social event for her nursing students, which the students' families and support people were invited to attend, several of her students who are English language learners (ELL) have shown greater engagement in the classroom and an improvement in their grades. The nurse educator discusses this observation with her colleagues and suggests that they collaborate in studying it further.

The nurse educator is demonstrating which of the following scholarly roles?

Identifying issues for research

Conducting research

Disseminating findings

Using evidence for teaching and learning in one's own practice

Correct answer: Identifying issues for research

The nursing scholar holds a responsibility to develop and disseminate evidence for best practices in nursing education. In her role as scholar, the nurse educator can demonstrate the development and dissemination of evidence for best practice by doing the following:

- *critiquing evidence for practices in nursing education*
 - *using evidence for teaching and learning in one's own practice*
 - *identifying issues for research*
 - *conducting research*
 - *disseminating findings*
 - *serving on committees of professional organizations*
 - *serving on editorial boards of journals that are related to teaching and learning*
-

70.

The academic nursing faculty at an undergraduate nursing program are introduced to a faculty member who has been hired to fill a leadership role. She introduces herself to the group of assembled faculty and discusses her vision to create an environment for the faculty that is intellectually stimulating, inspiring, and challenging, in an attempt to support the faculty's development and maximize their performance.

What style of leadership is the faculty member demonstrating?

Transformational

Relationship-oriented

Coaching

Affiliative

Correct answer: Transformational

Transformational leadership is characterized by a leader who is empathetic and interested in creating an environment that is intellectually stimulating, inspiring, and challenging, as she strives to support the development of her subordinates and maximize their performance. She is charismatic and self-confident and does not suffer from internal conflict.

Relationship-oriented leaders value open communication and encourage subordinates to participate in problem-solving and give input.

A leader who uses a coaching style of leadership possesses an interest in the professional development of her subordinates and strives to create team spirit within the workplace.

An affiliative style of leadership strives to create a friendly workplace, minimizing conflict among her highly motivated subordinates.

71.

A nurse leader functioning in an academic administrative role is using Martz's (2008) Organizational Effectiveness Checklist (OEC) as she evaluates the outcomes of inclusion of a new simulation laboratory into the nursing program curriculum. She *plans and implements the evaluation*, completing step four of the OEC, by completing each of the following checkpoints **except**:

Creating a performance profile for each criterion

Identifying sources of data for the evaluation

Collecting and analyzing the data

Identifying the methods to be used for data collection

Correct answer: Creating a performance profile for each criterion

Martz (2008) described a framework for evaluation comprised of 6 steps and 29 checkpoints. His checklist is frequentative, explicit, and weakly successive, and able to be effectively used to evaluate organizations and methods of many kinds.

The 6 steps in the framework include the following:

- *establishing the boundaries of the evaluation*
- *conducting a performance needs assessment*
- *defining the criteria to be used for evaluation*
- *planning and implementing the evaluation*
- *synthesizing performance data with values*
- *communicating and reporting evaluation activities*

Step four, planning and implementing the evaluation, is comprised of three checkpoints:

- *identifying the data sources*
- *identifying the methods for collecting data*
- *collecting and analyzing the data*

Creating a performance profile for each criterion is included in step five of the framework.

72.

Which of the following scenarios **most** closely represents the "scholarship of integration" as defined by Boyer's Model of Scholarship?

Through a review of the nursing research regarding use of trained simulated patients for teaching pelvic exams to nurse practitioner students, the academic faculty identifies the teaching/learning advantages associated with use of trained simulated patients and begins development of a simulation model program within the nurse practitioner program

A nurse educator who has many English language learner (ELL) students in her classroom conducts a study to determine if regularly including the ELL students' support people in activities of the nursing program improves the grade point average of the ELL students

After identifying that integrating students' use of their personal cellular devices or tablets in the classroom served to improve their engagement, the nurse educator shared his findings with the faculty of the school of nursing and then wrote an article detailing his findings and experience, which he has submitted for publication

A nurse educator attends a conference at which he learns that the learning experiences of ELL students can be enhanced by assigning a native-English-speaking student to be a "buddy" to the ELL student; he then returns to the nursing school and implements this in his classroom

Correct answer: Through a review of the nursing research regarding use of trained simulated patients for teaching pelvic exams to nurse practitioner students, the academic faculty identifies the teaching/learning advantages associated with use of trained simulated patients and begins development of a simulation model program within the nurse practitioner program

Boyer's Model of Scholarship has identified four distinct and yet integrated types of scholarship:

- *scholarship of discovery*
- *scholarship of integration*
- *scholarship of application*
- *scholarship of teaching*

The scholarship of integration is defined as the interpretation and synthesis of knowledge which may cross disciplinary boundaries.

Conducting a study to determine if ELL student GPA is improved by including their support people in school-sanctioned activities and events is an example of the scholarship of discovery.

Identifying a classroom technology improvement technique, sharing it with the faculty, and then writing an article for publication is an example of the scholarship of teaching.

Attending a conference at which the nurse educator learns of a teaching strategy to improve performance outcomes of ELL students and then implementing the strategy in the classroom is an example of evidence-based practice.

73.

Sustained change requires transformation on all of the following levels **except**:

Leadership

Individual

Team

Organizational

Correct answer: Leadership

Change is best understood through the viewpoint of change theory. Within change theory, opportunities and strategies are identified, with the change agent needing to possess skill in applying the change theory, including knowledge of which interventions will affect, encourage, and manage the change process.

In order for change to be sustained once it has been effected, transformation must occur on three levels: individual, team or unit, and organizational.

74.

A nurse faculty member is also a family nurse practitioner (FNP) specializing in working with patients afflicted with osteoarthritis in her clinical practice. She is a key player on an interdisciplinary team investigating a new theory that the origin of osteoarthritis is within the bone itself rather than being a problem of degeneration of the cartilage.

The nurse faculty member is demonstrating engagement with which of the four types of scholarship described by Boyer?

Application

Discovery

Teaching

Integration

Correct answer: Application

The scholarship of application can be defined as the process of "putting knowledge to use in addressing consequential problems." Being actively engaged in the scholarship of application requires the nurse educator to take action using her specific knowledge and years of experience in addressing the identified problem. For the nurse faculty member who holds licensing and certification as an FNP, engaging in research or study on the origin of osteoarthritis to help add knowledge to her field and improve patient outcomes is a wonderful example of the scholarship of application.

Facilitate Learner Development and Socialization

Facilitate Learner Development and Socialization

75.

A group of nursing faculty members are attending a conference on the role of the faculty adviser. As part of a learning activity, they are required to work with the other members at their table and produce a list of skills and characteristics necessary for a faculty adviser. The team that possessed the most accurate knowledge of the role of the faculty adviser would compile a list of all of the following skills and characteristics **except**:

The ability to share sensitive student information with other faculty in such a way as to not violate confidentiality

Excellent rapport-building skills

An individual who truly respects and values the contributions of his students

A skilled interviewer

Correct answer: The ability to share sensitive student information with other faculty in such a way as to not violate confidentiality

While all nurse educators will be required to advise their students to a certain degree, not all possess the necessary skills or characteristics needed for academic advising.

The faculty adviser should be a "supportive critic" for his students, providing ongoing support while at the same respectfully and compassionately providing constructive criticism. The faculty adviser needs to possess strong rapport-building skills and be able to listen and problem-solve with his students. He must also have strong interviewing skills. Of utmost importance, a faculty adviser should truly respect his students and value them as people, and value the contributions they bring as student nurses. He should be open to receiving their opinions, and demonstrate a genuine concern for their academic and professional growth and well-being.

Finally, the faculty adviser must treat all non-directory student information with complete confidentiality, as is mandated by the Family Education Rights and Privacy

Act, not sharing it with other faculty unless the student is deemed to be at risk of harming himself or others.

76.

Several members of the nursing faculty at an undergraduate nursing program have met to discuss a student who has demonstrated consistently poor grades on exams, despite demonstrating intelligence and strong critical thinking skills in the classroom during in-class discussions, and an equally strong ability to apply critical thinking skills in the clinical setting. During their discussion, the nurse educators are made aware that the student's parents immigrated to the United States from Somalia several years before he was born. The nurse educators realize:

Being born in an English-speaking country, while at the same time being raised in a home where the primary language is not English, may contribute to test-taking difficulties

Students who speak English as a second language show improvement in test-taking ability when encouraged to form study groups with other students who also speak English as a second language

The student may be the victim of racism or bullying from his student peers

The student can improve his exam scores by engaging in role-playing activities, as this has been found to increase test-taking abilities for students who speak English as a second or subsequent language

Correct answer: Being born in an English-speaking country, while at the same time being raised in a home where the primary language is not English, may contribute to test-taking difficulties

Students whose first language was one other than English may struggle to perform well in US nursing programs. Even students who were born in an English-speaking country but were raised in a home where the language spoken was something other than English, though they may be fluent in English they may actually think and process ideas in the language spoken primarily at home, resulting in subtle communication difficulties or problems with test-taking.

Students who speak English as a subsequent language showed improvement in their language skills when they were put into study groups comprised of both native English speakers and other students who spoke English as a second (or subsequent) language.

Role-playing activities enable students to practice their language skills in a safe environment, paving the way for improved communication with patients and staff and relieving anxiety for the student.

While bullying or racist behaviors directed toward a student can negatively effect learning, in this scenario, the student performed very well in front of his peers in both the classroom and the clinical learning environment, so racism or bullying is highly unlikely.

77.

A student enrolled in an accelerated nursing program has a bachelor's in business management and was previously employed as the business manager at a long-term nursing facility. In order to best meet the unique learning needs of this student, the nurse educator should:

Employ teaching strategies that provide the student with opportunity to assimilate the new nursing knowledge with his previous employment experience

Identify the challenges this student will have in learning due to using diametrically opposed learning processes picked up during his previous education in business

Discuss with the student that he may be at risk for failing the nursing program due to challenges he will face in nursing learning as a result of business processes learned during his previous education

Recommend that the student meet with his faculty adviser on a monthly basis to ensure he is effectively assimilating the new nursing knowledge with his previous employment history

Correct answer: Employ teaching strategies that provide the student with opportunity to assimilate the new nursing knowledge with his previous employment experience

Students enrolled in an accelerated nursing program often arrive to the program with a previous education in an unrelated subject and vocational experience in that field. Nurse educators in accelerated nursing programs should employ teaching strategies that provide the students with opportunity to assimilate their new nursing knowledge with previous experiences.

Students with previous education are not at any greater risk of failing the program, nor should they be expected to struggle with learning as a result of having assimilated learning methods specific to another branch of higher education. Frequent meetings with nursing advisers are also not necessary to ensure the student is assimilating the new nursing knowledge he is now studying.

78.

A nurse educator has constructed a questionnaire to elicit feedback about each of his student's preferred learning styles. Using the VARK method of categorization, sensory modalities with which students may take in new information include all of the following **except**:

Relational-social

Visual

Kinesthetic

Auditory

Correct answer: Relational-social

The VARK method of categorizing learning styles looks at the student's preferred sensory modality for taking in new information. Sensory preferences rely on different neural systems and include (V)isual, (A)uditory, (R)eadng/writing, and (K)inesthetic learning methods.

79.

Incivility in the health care environment has been associated with all of the following **except**:

Retaliatory violence

Psychological distress

Poor health

Decreased productivity

Correct answer: Retaliatory violence

Incivility in professional nursing continues to be a problem, with the full ramifications only recently being realized. Psychological distress, health problems, decreased productivity, and decreased job satisfaction all result from incivility and disrespect in the health care environment. More concerning, incivility in health care has been found to result in negative patient outcomes, including injury and death.

Retaliatory violence has not been associated with incivility in the health care environment.

80.

Fourth-year students in a baccalaureate nursing program have been engaging in an in-classroom debate after the nurse educator presented them with a case study scenario involving a Muslim nursing student who chose to wear a hijab (head scarf/veil) at a hospital clinical site. The students have been debating the ethical issues of this scenario, including hospital employee/student dress code policy, infection control, and respect for one's religious or personal beliefs. What domain of Bloom's Taxonomy is displayed in this scenario?

Affective domain

Psychomotor domain

Cognitive domain

Social domain

Correct answer: Affective domain

The affective domain of Bloom's Taxonomy is associated with the development of attitudes, beliefs, values, and emotions. It is especially important for the development of ethical behaviors and professional formation. The affective domain, like the cognitive and psychomotor domains, is also associated with increasing levels of achievement and learning attainment. This ranges from the simple acknowledgment of a belief to the full embodiment of the individual's beliefs as demonstrated by the way they live.

To address the affective domain within the academic nursing environment, the nurse educator needs to use learning activities that stimulate an emotional response from students, causing them to reconsider their values and beliefs.

This scenario is not an example of either the cognitive or psychomotor domains.

Social is not a domain associated with Bloom's Taxonomy.

81.

Students enrolled in an undergraduate nursing program have been complaining about the exams administered by a specific nurse educator. Each exam is more challenging than the one before, frustrating the students. While the first exam only required the students to remember facts about the concept (caring intervention) including details of gastrostomy tube care, the most recent exam required the students be able to critically analyze gastrostomy tube migration and the associated complication of acute pancreatitis, and apply critical thinking skills in the management of this potentially life-threatening complication. The nurse educator is **most** likely developing her exams based on which educational learning model?

Bloom's Taxonomy

Kolb's Experiential Learning Theory

Dewey's Progressive Education Theory

Dunn and Dunn Learning Styles Model

Correct answer: Bloom's Taxonomy

Within the cognitive domain of Bloom's Taxonomy, students advance in their learning by beginning with the most basic level of learning—remembering—and gradually go through progressively more complex levels of learning, referred to by Bloom as "hierarchies." In this scenario, where students were required to begin their learning by remembering facts about the concept, caring intervention as it referred to gastrostomy tube care, and gradually progressed to exam material where they were required to critically analyze a complex scenario within the concept caring intervention and apply their critical thinking skills in the management of the patient, the students progressed through the first four of six progressively more complex levels of thinking.

In Kolb's Experiential Learning Theory (ELT), there are six propositions:

- *learning as a process versus a set of outcomes*
- *students learn as they examine and redefine their values and beliefs in light of new knowledge*
- *disagreement drives the learning process*
- *learning is a process of adaptation*
- *learning involves assimilating new ideas with existing concepts*
- *students learn by constructing content*

Dewey's Progressive Education Theory states that learning only comes by doing.

The Dunn and Dunn Learning Styles Model places emphasis on the organization of the learning environment and the educator's use of a variety of instructional activities and procedures to facilitate learning.

82.

A student nurse has been accepted to travel on a medical missions trip to a village in a developing nation. She is assigned to shadow a registered nurse (RN) who is in charge of managing the post-operative area of the mission. As they round on the post-surgical patients, they find that a patient who had a gynecological surgical procedure the day before is bleeding heavily, and they are unable to quickly locate any packing material to staunch her bleeding. The RN quickly procures several tampons from another staff member and uses these to stop the patient's bleeding. According to Bloom's Taxonomy, the student nurse has just witnessed:

Higher level functioning in the psychomotor domain

Rapid progression through the hierarchies "analyzing, evaluating, creating" of the cognitive domain

Higher level functioning in the cognitive domain

The actions the student nurse witnessed are not associated with Bloom's Taxonomy

Correct answer: Higher level functioning in the psychomotor domain

The psychomotor domain of Bloom's Taxonomy is associated with the development of motor skills. Lower levels of functioning within the psychomotor domain include observation and imitating, while higher levels of functioning include being able to adapt a skill based on the specific type of equipment available, or in this case, unavailable, and the patient's unique needs. The student nurse could also be considered to be functioning within the psychomotor domain, albeit at the lower level of observation of a skill.

The cognitive domain of Bloom's Taxonomy is not associated with technical skills.

83.

Which of the following students is *most likely* to experience discomfort or fear due to gender diversity in the clinical environment?

A male student who is assigned to a laboring woman and is required to provide perineal care

A female student who is assigned to a male patient who has undergone a transurethral resection of the prostate (TURP) and is required to irrigate his Foley catheter

A female student who is assigned to a male patient who is undergoing gender reassignment therapy

A male student who is assigned to a female patient who is scheduled for a colonoscopy and is completing a bowel prep

Correct answer: A male student who is assigned to a laboring woman and is required to provide perineal care

Overwhelmingly, male nursing students report feeling or experiencing discomfort or fear of false accusations when they are assigned to female patients and are required to provide intimate care to the patient. Having to provide care during labor, especially the provision of perineal care or other care involving the sex organs (breasts, perineum, vulva, vagina) can result in (at the very least) a unique clinical experience for male students, and can potentially result in an experience which causes anxiety and fear. The academic nurse educator (ANE) needs to be aware of uncomfortable situations which may arise due to gender diversity and ensure the male students are afforded an equal opportunity to a safe learning environment.

84.

A nurse educator who has instructed thousands of nursing students over her 25 years in nursing education has observed that individual students can take in content or learn in all of the following ways **except**:

In a passive manner

Very concretely

Very abstractly

In a reflective manner

Correct answer: In a passive manner

Individual learning style significantly impacts how a learner may take in and process information presented to him. The educational theorist David Kolb has postulated that learners exhibit preferences for how they process information on two dissecting continuums:

- *very concretely*
- *very abstractly*
- *in a highly active manner*
- *in a more reflective manner*

Combining these preferences results in four potential learning styles.

85.

The affective domain of Bloom's Taxonomy is associated with all of the following **except**:

Hierarchical levels

The development of ethical comportment

The development of professional formation

Increasing levels of achievement

Correct answer: Hierarchical levels

The affective domain of Bloom's Taxonomy is associated with attitudes, beliefs, values, and emotion, and is considered critical to the development of ethical comportment and professional formation. Students are challenged to reflect on their own beliefs and values through the learning process and reconsider their validity in relationship to the beliefs and values of others. This process often leads to intrapersonal conflict and critical introspection. As with the cognitive and psychomotor domains in Bloom's Taxonomy, the affective domain is also associated with increasing levels of achievement.

Bloom did not establish hierarchical levels in his affective domain.

86.

As part of Kolb's theory of learning styles, he states that students:

Have dynamic learning styles

Have fixed learning styles

Do not exhibit preferences for specific learning styles

Form learning styles as a result of exposure to the learning styles of others

Correct answer: Have dynamic learning styles

Kolb has theorized that a student's learning style is dynamic, ever-changing, never static. Although students may display patterns and preferences for a particular learning style, nurse educators should ensure their teaching methods include activities that cater to all the learning styles, to ensure a student's learning is not hampered as his learning style changes over time.

87.

A nurse educator has recently been transferred from teaching in the traditional baccalaureate nursing program to the accelerated nursing program. During faculty orientation, the nurse educator learns that students enrolled in accelerated nursing programs desire different teaching approaches in order to be successful. The nurse educator should plan to implement all of the following teaching strategies found to best meet the needs of accelerated students **except**:

Teaching strategies based on constructivist learning theory

Learning through reflection on doing

Self-directed learning

Teaching strategies based on social-cognitive learning theory

Correct answer: Teaching strategies based on constructivist learning theory

Nurse educators employed in accelerated nursing programs should be aware of the evidence which suggests that accelerated students desire different teaching approaches to be successful as compared to students enrolled in traditional nursing education programs. The nurse educator should employ teaching strategies that include the following:

- *learning through reflection on doing (experiential learning)*
- *self-directed learning*
- *strategies based on social-cognitive learning theory*

Teaching strategies that employ constructivist learning methods has not been identified as being preferred or helpful for ensuring the success of accelerated nursing students.

88.

A nursing student who is a visual learner is putting together a presentation on the nursing concept of behaviors. As a visual learner, she would **most** likely include which of the following in her presentation about perinatal substance abuse?

A diagram illustrating the effects of perinatal substance abuse on developmental outcomes

A Jeopardy-style game in which students answer questions about the effects of perinatal substance abuse on developmental outcomes

Guiding the students through a visualization of the effects of perinatal substance abuse on developmental outcomes

A PowerPoint presentation discussing the effects of perinatal substance abuse on developmental outcomes

Correct answer: A diagram illustrating the effects of perinatal substance abuse on developmental outcomes

In the concept of visual learning as a component of the preferred sensory learning modalities included in the VARK method of learning styles, visual learners prefer to take in information by sight or observation. Visual learners prefer the use of demonstrations, diagrams, and pictures to optimize their learning. The visual learning style does not include the preference for learning through the use of photographs, movies, videos, or PowerPoint presentations (PowerPoint is included in the read/write category).

Jeopardy-style games would be most preferred by auditory learners, who learn best by listening to live or recorded lectures and discussions. Auditory activities such as Jeopardy-style games followed by an explanation or debriefing session allows auditory learners to make connections with what they learned.

Kinesthetic learners would benefit most from being guided through a visualization of the effects of perinatal substance abuse on developmental outcomes.
