

Chapter 3: Understanding the Changing Roles in Nursing

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ____ 1. The nurse is teaching a group about paradigm thinking and defines it as what?
 - 1. One's mathematical knowledge and ability to solve math problems
 - 2. The ability to see 20 feet away without wearing glasses
 - 3. An individual's perception or frame of reference about the world
 - 4. A nurse's ability to solve patient-care problems

- ____ 2. Most nursing paradigms are based on what?
 - 1. The nurse's ability to perform procedures with skill
 - 2. Dr. Jean Watson's transpersonal caring theory
 - 3. Maslow's theory of hierarchy of needs
 - 4. Learning by studying nursing theories and clinical experiences

- ____ 3. The increasing use of licensed practical nurses (LPNs) in management positions, especially in long-term care facilities, is an example of what?
 - 1. Assertive management
 - 2. A shifting paradigm
 - 3. Critical thinking
 - 4. Smarter LPN graduates

- ____ 4. Why is critical thinking necessary for the nurse to identify and understand paradigms that exist in nursing practice?
 - 1. Critical thinking allows the nurse to make superficial decisions.
 - 2. Critical thinking allows the nurse to thoroughly examine situations and issues.
 - 3. Critical thinking provides the nurse with quick answers.
 - 4. Critical thinking allows the nurse to accept information without needing to check its validity.

- ____ 5. The nurse values respect for the individual, more than anything else, as defining high-quality patient care. What does this describe about the nurse?
 - 1. Critical thinking
 - 2. Caritas
 - 3. Paradigm
 - 4. Hierarchy of needs

- ____ 6. The nurse reads a peer-reviewed nursing journal article that recommends changing the procedure for caring for a patient with an indwelling urinary catheter. The nurse displays critical thinking with what action?
 - 1. Changing how the nurse provides care for a patient with an indwelling catheter according to the article
 - 2. Taking the journal article to the nurse manager and suggesting the procedure be rewritten
 - 3. Searching for other peer-reviewed articles that support this author's recommendation

4. Ignoring the article and following the procedure as written at the facility where the nurse works

____ 7. The nurse applies Maslow's hierarchy of needs to what aspect of care?

1. Judging the patient's behavior
2. Improving the skillfulness of care
3. Understanding the patient's behavior
4. Improving communication skills

____ 8. The nurse is caring for a patient who has just received a cancer diagnosis. The patient is crying. The nurse recognizes this patient is operating on what level of Maslow's hierarchy of needs?

1. Self-esteem
2. Love and belonging
3. Safety
4. Self-actualization

____ 9. The caring LPN manager avoids what approach when dealing with staff?

1. Delegating
2. Understanding
3. Judging
4. Evaluating

____ 10. The student nurse experiences a paradigm shift as a result of increasing knowledge and finds the result of the shift is what?

1. Life changing
2. Temporary
3. Short-lived
4. Overwhelming

____ 11. The nurse is caring for an adolescent who will be hospitalized for several weeks while in traction. The patient frequently has a room full of friends and they can be heard laughing. The nurse recognizes this patient is meeting which of Maslow's hierarchy of needs?

1. Self-esteem
2. Love and belonging
3. Safety
4. Self-actualization

____ 12. The nurse is providing pre-operative teaching to the anxious patient, who doesn't seem to be learning. What need must the nurse help this patient meet before continuing to teach?

1. Self-esteem
2. Love and belonging
3. Safety
4. Self-actualization

____ 13. The nurse manager learns that one of the staff nurses on the unit has a substance addiction and is arriving at work under the influence of the substance. Using Watson's theory, how should the nurse manager deal with this staff member?

1. Send the nurse home with instructions not to return until clear of the substance.
2. Call the police and have the nurse arrested for working while impaired.

3. Confront the nurse privately, order drug testing, and suggest a substance-abuse program.
4. Notify the board of nursing and fire the nurse immediately.

_____ 14. The nurse receives a shift report from the nurse going off shift and asks about a patient's state of mind and emotional needs, which demonstrates what aspect of Dr. Watson's theory?

1. Intentionality
2. Curiosity
3. Caritas
4. Holism

_____ 15. While working in a long-term care facility, the nurse notices that older residents take pleasure in telling stories about their earlier lives and reliving special events. The nurse recognizes this helps residents meet what level of Maslow's Hierarchy of needs?

1. Self-esteem
2. Love and belonging
3. Safety
4. Self-actualization

_____ 16. The nurse makes the decision to return to school to obtain a bachelor of science degree in nursing. What theme of critical thinking is the nurse displaying?

1. Critical thinking is a productive and positive activity.
2. Critical thinking is a process, not an outcome.
3. Manifestations of critical thinking vary, depending on the context in which they occur.
4. Critical thinking is triggered by both positive and negative events.

_____ 17. The nursing assistant asks the nurse to explain the meaning of advocacy. The nurse explains the fundamental principle of patient advocacy is what?

1. Independence
2. Caring
3. Competence
4. Protection

_____ 18. The nurse listens as the physician asks the patient to participate in a research study and realizes the physician is not adequately explaining the risks of the study. As they leave the patient's room, the nurse encourages the physician to go back and explain the risks more thoroughly. What role is this nurse playing in patient care?

1. Teacher
2. Caregiver
3. Advocate
4. Communicator

_____ 19. The nurse is caring for a patient with HIV who is known to have infected others due to unsafe sexual practices. What is the nurse's priority action to advocate for this client and others with whom he may have a relationship?

1. Teach the patient of the increased risk to his own health from sexually transmitted diseases.

2. Inform the patient that he can be sued or arrested for endangering the health of others.
 3. Explore the patient's knowledge of safer sexual practices and help him find methods that work for him.
 4. Report his behavior to the public health department for follow-up as needed.
- _____ 20. The charge nurse is preparing assignments when one of the staff nurses requests not to be assigned a specific patient, using a derogatory name to refer to the patient's ethnicity. What is the charge nurse's best response?
1. Encourage the nurse to embrace diversity and reject prejudice.
 2. Report the nurse to human resources for demonstrating prejudicial behavior.
 3. Assign the patient to a different nurse and make a note not to ever assign this patient to this nurse.
 4. Schedule a staff meeting to talk to the entire staff about avoiding prejudice.
- _____ 21. The nurse is caring for a diabetic patient whose religious beliefs require fasting from sun up to sun down on holy days. How can the nurse best advocate for this patient?
1. Teach the patient the importance of eating throughout the day to avoid hypoglycemia.
 2. Choose the nursing diagnosis of noncompliance if the patient becomes hypoglycemic due to fasting.
 3. Invite the spiritual leader of his faith to talk with him about exceptions to the need to fast.
 4. Meet the patient's caloric needs before sunrise and after sunset and monitor blood sugar closely.
- _____ 22. The nurse arrives to work impaired and under the influence of alcohol. What patient right has this nurse infringed on?
1. Research-related rights
 2. Right to refuse treatment or medication
 3. Right to be fully informed about procedures
 4. The right to safe care

Multiple Response

Identify one or more choices that best complete the statement or answer the question.

- _____ 23. Which patient rights is the nurse likely to be called to advocate for? (Select all that apply.)
1. Research-related rights
 2. Right to refuse treatment or medication
 3. Right to be fully informed about procedures
 4. The right to safe care
 5. The right to the treating physician of choice
- _____ 24. The nurse identifies critical thinking through which themes? (Select all that apply.)
1. Critical thinking is a productive and positive activity.
 2. Critical thinking is a process, not an outcome.
 3. Manifestations of critical thinking vary depending on the context in which they

occur.

4. Critical thinking is triggered by both positive and negative events.
5. Critical thinking requires supreme intellect to be effective.

____ 25. The successful nurse manager applies Anderson's rules for successfully working with people, which include what two statements? (Select all that apply.)

1. It is better to understand people than to judge them.
2. There is a reason for every behavior.
3. Follow the Golden Rule when working with people.
4. The nurse manager must have control of all situations.
5. Set expectations high and people will rise to meet them.

Chapter 3: Understanding the Changing Roles in Nursing

Answer Section

MULTIPLE CHOICE

1. ANS: 3

Paradigm refers to a model, theory, assumption, or a frame of reference. Generally, it means the way a person “sees” the world; this does not refer to a person’s visual sight, but a person’s mental perception.

PTS: 1

REF: Chapter: 3 OBJ: Objective: 1

KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Understanding

2. ANS: 4

Most nursing paradigms, or ways of seeing nursing practice, are based on learning through theories or clinical experiences. Culture is another paradigm that impacts nursing.

PTS: 1

REF: Chapter: 3 OBJ: Objective: 1

KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

3. ANS: 2

The use of LPNs in more management positions is a paradigm shift. A shifting paradigm is a break with older ways of thinking. This shift changes the world of those who experience it, and it is the source of attitudes and behaviors.

PTS: 1

REF: Chapter: 3 OBJ: Objective: 2

KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

4. ANS: 2

The LPN must have the tools to identify paradigm strategies. One tool is critical thinking, which allows the nurse to identify existing paradigms and to devise strategies needed to shift paradigms. Critical thinking also allows the nurse to be open to alternative ways of thinking and to be wary of “quick-fix” solutions.

PTS: 1

REF: Chapter: 3 OBJ: Objective: 3

KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

5. ANS: 3

Respect is the nurse’s perspective of how care should be delivered, so this describes the nurse’s paradigm.

PTS: 1

REF: Chapter: 3 OBJ: Objective: 2

KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

6. ANS: 3

The critically thinking nurse seeks further support for the author’s conclusions to determine if further research is available.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 3
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

7. ANS: 3

Maslow's hierarchy of needs allows the nurse to understand the patient's behavior by recognizing the level of need from which the patient is operating.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 5
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Understanding

8. ANS: 3

Cancer diagnoses often result in fear of death, even when the patient is told the disease is curable, so this patient is operating at the level of safety as he or she copes with the fear of death.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 5
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Psychosocial Integrity | Cognitive Level: Applying

9. ANS: 3

Judging others is a negative approach and should be avoided at all times.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 6
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Understanding

10. ANS: 1

Whether the shift is positive or negative, life altering, or as simple as when to make your bed, a paradigm shift changes the world of the person experiencing it.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 1
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

11. ANS: 2

The adolescent is seeking a sense of belonging from peers, which is of particular importance during this age group.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 5
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Psychosocial Integrity | Cognitive Level: Analyzing

12. ANS: 3

The patient's safety feels threatened by the impending surgery, and the nurse needs to listen to this patient's concerns and provide support to lower anxiety before continuing with preoperative teaching.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 1
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Psychosocial Integrity | Cognitive Level: Analyzing

13. ANS: 3

Talking with the nurse privately, confirming drug use, and helping the nurse to recover all show true caring.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 6
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

14. ANS: 1

Intentionality is the concept that the nurse enters every patient encounter with the intention of acting with care. Learning more about the patient's emotional needs demonstrates intentionality in planning care.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 6
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analyzing

15. ANS: 4

Individuals look back over their lives and achieve self-actualization by recognizing their accomplishments and finding that they lived a full life.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 1
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Applying

16. ANS: 2

This theme is demonstrated by the belief that continuous learning contributes to the ongoing process of critical thinking.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 4
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Analyzing

17. ANS: 4

To advocate for is to protect. When the nurse advocates for the patient, the nurse protects the patient from infringement on his or her rights as a patient and as a human being.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 7
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Understanding

18. ANS: 3

The nurse is protecting the patient's rights by asking the physician to be more forthcoming, so the nurse is acting in the role of advocate.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 7
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Analyzing

19. ANS: 3

Exploring what the patient knows is the first priority, because the nurse cannot understand the patient's behavior without understanding why the patient acts as he does.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 8
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Health Promotion and Maintenance | Cognitive Level: Applying

20. ANS: 1

While the nurse's request may need to be granted to protect the patient from poor care, the nurse should be encouraged to embrace diversity and reject prejudice.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 8
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care
Environment | Cognitive Level: Applying

21. ANS: 4

Respecting a patient's religious needs demonstrates caring. Work with the patient and the physician to develop a diet that allows the patient to fast while adjusting when and what the patient eats and medications are taken.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 8
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Health Promotion and
Maintenance | Cognitive Level: Applying

22. ANS: 4

The impaired nurse cannot deliver safe patient care and is infringing on the patient's right to safe care.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 8
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care
Environment | Cognitive Level: Analyzing

MULTIPLE RESPONSE

23. ANS: 1, 2, 3, 4

No one can perform research, even of an innocent nature such as an interview, without the research process being scrutinized by a committee (the IRB) and the patient being fully informed of the research being done. The nurse is often the one who learns that the patient consented to participation due to fear of retribution if he or she declines, and the nurse must advocate for that patient. Whatever the ailment or disease, every patient has the right to refuse treatments, including medications, surgery, or other things as simple as a bath or the measurement of blood pressure. While it is the physician's responsibility to explain the procedure, it is the nurse's responsibility when asked to obtain the patient's signature to ensure that the patient fully understands what the physician told the patient. Every patient has the right to safe care. Although the patient's right to safe care seems a simple concept, it can become complicated by things such as an impaired nurse or short staffing.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 8
KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care
Environment | Cognitive Level: Understanding

24. ANS: 1, 2, 3, 4

Critical thinkers are actively engaged in life, value creativity, and are innovative people. In addition, they are self-confident about themselves personally and their ability to contribute to a group process. No one is ever "done" if he or she is a critical thinker. Critical thinking suggests a continual assessment of the "certainties" of life. Critical thinking can be demonstrated quietly through writing or talking. It also can be more dramatic when it is a political change, a march for a particular cause, or a strike. A common theme to many discussions of critical thinking is an activity resulting from a traumatic experience that prompts re-examining the situation that caused the trauma. Just as true is the occurrence of a joyful, pleasing, or fulfilling event—a hallmark life experience that alters one's view of how the world has previously functioned.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 4

KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Safe, Effective Care Environment | Cognitive Level: Understanding

25. ANS: 1, 2

Nurse managers should avoid judging, criticizing, or rejecting behavior but instead should seek to understand people according to Anderson's rules for successfully working with people. It is the nurse manager's responsibility to identify the reason for people's behavior and work with it rather than judge it according to Anderson's rules for successfully working with people.

PTS: 1 REF: Chapter: 3 OBJ: Objective: 5

KEY: Content Area: Nursing Role | Integrated Processes: Caring | Client Need: Psychosocial Integrity | Cognitive Level: Understanding