

Chapter 02

Question 1

Type: SEQ

The nurse is reviewing the history of research in nursing care for a school project. In which chronological order should the nurse place the events that occurred in nursing research?

Start with the earliest (1) to the most recent (4):

Standard Text: Click and drag the options below to move them up or down.

Choice 1. The National Center for Nursing Research was created.

Choice 2. The National Institute for Nursing Research was created.

Choice 3. The journal *Nursing Research* was established.

Choice 4. End-of-life/palliative care research was conducted.

Correct Answer: 2, 3, 1,4

Rationale 1: The journal *Nursing Research* was established in 1952. The National Center for Nursing Research was created in 1985 at the National Institutes of Health (NIH). In 1993, it was promoted to the National Institute for Nursing Research (NINR). End-of-life/palliative care was identified at NINR as an area of research for 2000–2004.

Rationale 2: The journal *Nursing Research* was established in 1952. The National Center for Nursing Research was created in 1985 at the National Institutes of Health (NIH). In 1993, it was promoted to the National Institute for Nursing Research (NINR). End-of-life/palliative care was identified at NINR as an area of research for 2000–2004.

Rationale 3: The journal *Nursing Research* was established in 1952. The National Center for Nursing Research was created in 1985 at the National Institutes of Health (NIH). In 1993, it was promoted to the National Institute for Nursing Research (NINR). End-of-life/palliative care was identified at NINR as an area of research for 2000–2004.

Rationale 4: The journal *Nursing Research* was established in 1952. The National Center for Nursing Research was created in 1985 at the National Institutes of Health (NIH). In 1993, it was promoted to the National Institute for Nursing Research (NINR). End-of-life/palliative care was identified at NINR as an area of research for 2000–2004.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 2. Apply the steps of change used in implementing evidence-based practice.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 2

Type: MCSA

A nursing student is assigned to develop a research question using a quantitative approach. Which question should the student write that demonstrates this approach?

1. How do siblings react to a new baby of a second marriage after divorce of their parents?
2. What dressing selections work best for a wound dehiscence?
3. What support do terminal cancer clients find least beneficial in hospice care?
4. Does expression of client spirituality affect recovery time?

Correct Answer: 2

Rationale 1: Qualitative research most often explores the subjective experiences of human beings.

Rationale 2: Quantitative research is often viewed as “hard” science. It progresses through systematic, logical steps to collect information under controlled conditions. The information is analyzed using statistical procedures.

Rationale 3: Qualitative research most often explores the subjective experiences of human beings.

Rationale 4: Qualitative research most often explores the subjective experiences of human beings.

Cognitive Level: Analyzing

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Evaluation

Learning Outcome: 4. Differentiate the quantitative approach from the qualitative approach in nursing research.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 3

Type: MCSA

A client has agreed to participate in a research study. Which action would constitute risk of harm to this client?

1. Withholding information about the study
2. Suggesting that participation would greatly benefit the client's financial situation
3. Giving the client false information about his or her participation
4. Providing the client's name as a participant in the study

Correct Answer: 4

Rationale 1: Risk of harm to a research subject is exposure to the possibility of injury, which could involve physical or psychological injury such as loss of confidentiality or loss of privacy. Withholding information or giving false information would be a violation of full disclosure. Participants should feel free from coercion or undue influence to participate in a study or this would be a violation against the right of self-determination.

Rationale 2: Risk of harm to a research subject is exposure to the possibility of injury, which could involve physical or psychological injury such as loss of confidentiality or loss of privacy. Withholding information or giving false information would be a violation of full disclosure. Participants should feel free from coercion or undue influence to participate in a study or this would be a violation against the right of self-determination.

Rationale 3: Risk of harm to a research subject is exposure to the possibility of injury, which could involve physical or psychological injury such as loss of confidentiality or loss of privacy. Withholding information or giving false information would be a violation of full disclosure. Participants should feel free from coercion or undue influence to participate in a study or this would be a violation against the right of self-determination.

Rationale 4: Risk of harm to a research subject is exposure to the possibility of injury, which could involve physical or psychological injury such as loss of confidentiality or loss of privacy. Withholding information or giving false information would be a violation of full disclosure. Participants should feel free from coercion or undue influence to participate in a study or this would be a violation against the right of self-determination.

Cognitive Level: Analyzing

Client Need: Psychosocial Integrity

Client Need Sub:

QSEN Competencies: III.C. 2. Value the need for ethical conduct of research and quality improvement

AACN Essentials Competencies: III. 3. Advocate for the protection of human subjects in the conduct of research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Assessment

Learning Outcome: 7. Describe the nurse's role in protecting the rights of human participants in research.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

Question 4

Type: MCSA

A nursing instructor is researching the implementation of assigning study guides for homework points and the effect this has on the students' test grades. The instructor reports group data for published research. Which research right did the instructor implement?

1. Right of full disclosure
2. Right of privacy
3. Right of self-determination
4. Risk of harm

Correct Answer: 2

Rationale 1: The right of full disclosure is the act of making clear the client's role in a research situation.

Rationale 2: Within the right to privacy, confidentiality is to be maintained, which means that any information a participant relates will not be made public, and investigators must inform research participants about the measures to provide for these rights. Such measures may include the use of code numbers or reporting only group or aggregate data in published research.

Rationale 3: The right of self-determination means that participants should feel free from undue influence.

Rationale 4: Risk of harm is exposure to the possibility of injury going beyond everyday situations.

Cognitive Level: Analyzing

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.C. 2. Value the need for ethical conduct of research and quality improvement

AACN Essentials Competencies: III. 3. Advocate for the protection of human subjects in the conduct of research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Evaluation

Learning Outcome: 7. Describe the nurse's role in protecting the rights of human participants in research.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

Question 5

Type: MCSA

The nurse researcher is considering whether the findings of a project may present uncertain results in the clinical area. Upon which criteria is the researcher reflecting?

1. Significance
2. Researchability
3. Confidentiality
4. Variables

Correct Answer: 2

Rationale 1: Significance deals with whether the research problem has the potential to contribute to nursing science by enhancing nursing care.

Rationale 2: Researchability means that the problem can be subjected to scientific investigation. If a significant problem produces ambiguity or uncertainty in clinical situations, it may not be appropriate to research.

Rationale 3: Confidentiality is one of the research participant's rights.

Rationale 4: Quantitative research problems address relationships between independent and dependent variables.

Cognitive Level: Analyzing

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Evaluation

Learning Outcome: 2. Apply the steps of change used in implementing evidence-based practice.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 6

Type: MCSA

A nurse researcher is considering the use of various nonpharmacological distraction techniques that have shown success for behavior control in troubled adolescents. Which criteria is this researcher considering to use?

1. Significance

2. Researchability

3. Feasibility

4. Interest

Correct Answer: 1

Rationale 1: The research problem has significance if it has the potential to contribute to nursing science by enhancing client care, testing or generating a theory, or resolving a day-to-day clinical problem. If the adolescents are showing improved behavior, then these techniques have significance in enhancing client care.

Rationale 2: Researchability means that the problem can be subjected to scientific investigation, without ambiguity or uncertainty.

Rationale 3: Feasibility pertains to the time and material as well as human resources needed to investigate a problem or question.

Rationale 4: Interest can be a factor for successful completion, depending on the attitude of the researcher.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 7

Type: MCSA

The nurse educator develops the research question “Do students who study in groups score better on the NCLEX® exam when compared to students who study independently?”

Which phrase should the educator identify as the dependent variable?

1. Number of students in a study group

2. NCLEX® scores of both groups

3. Students' college GPAs

4. Time between graduation and sitting for the NCLEX®

Correct Answer: 2

Rationale 1: This option is an example of an independent variable, or something that can cause or have an influence on the dependent variable.

Rationale 2: The dependent variable is the behavior, characteristic, or outcome that the researcher wishes to explain or predict. The independent variable is the presumed cause of or influence on the dependent variable. In this situation, the prediction is the success on NCLEX®.

Rationale 3: This option is an example of an independent variable, or something that can cause or have an influence on the dependent variable.

Rationale 4: The option is an example of an independent variable, or something that can cause or have an influence on the dependent variable.

Cognitive Level: Analyzing

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Assessment

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 8

Type: MCSA

The nurse has defined a research problem. What action should the nurse take next?

1. Formulate a hypothesis.

2. Define variables.

3. Review the literature.

4. Select a design.

Correct Answer: 3

Rationale 1: Before progressing with the research design, the researcher determines what is known and not known about the problem. A thorough review of the literature provides the foundation on which to build new knowledge. Next, a hypothesis is formulated, variables are defined, and the research design is selected.

Rationale 2: Before progressing with the research design, the researcher determines what is known and not known about the problem. A thorough review of the literature provides the foundation on which to build new knowledge. Next, a hypothesis is formulated, variables are defined, and the research design is selected.

Rationale 3: Before progressing with the research design, the researcher determines what is known and not known about the problem. A thorough review of the literature provides the foundation on which to build new knowledge. Next, a hypothesis is formulated, variables are defined, and the research design is selected.

Rationale 4: Before progressing with the research design, the researcher determines what is known and not known about the problem. A thorough review of the literature provides the foundation on which to build new knowledge. Next, a hypothesis is formulated, variables are defined, and the research design is selected.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 9

Type: MCSA

The nurse researcher is testing the effects of a new dressing preparation on certain participants, while continuing to use older but more familiar products on others. Which type of research design is the nurse using?

1. Quasi-experimental
2. Experimental
3. Nonexperimental
4. Pilot study

Correct Answer: 2

Rationale 1: Quasi-experimental design is when the investigator manipulates the independent variable but without either randomization or control.

Rationale 2: Experimental design is one in which the investigator manipulates the independent variable by administering an experimental treatment to some participants while withholding it from others. This would be the situation if some of the participants were exposed to new products while others were not.

Rationale 3: In a nonexperimental design, the investigator does no manipulation of the independent variable.

Rationale 4: A pilot study is a test study before the actual one begins and is not a type of research design.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 4. Differentiate the quantitative approach from the qualitative approach in nursing research.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 10

Type: MCSA

A researcher is conducting a study with single-parent families within a school system. What sample is the researcher using?

1. The school system
2. Children
3. Parents
4. Single-parent families

Correct Answer: 4

Rationale 1: The school system would be more representative of the population, which includes all possible members of the group who meet the criteria for the study.

Rationale 2: The children would be more representative of the population, which includes all possible members of the group who meet the criteria for the study.

Rationale 3: The parents would be more representative of the population, which includes all possible members of the group who meet the criteria for the study.

Rationale 4: The sample is the segment of the population from which the data will actually be collected—in this case, single-parent families.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Assessment

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 11

Type: MCSA

The nurse researcher is using an instrument that provides similar results each time it's implemented. Which term should the researcher use to describe the quality of this instrument?

1. Validity
2. Reliability
3. Consistency
4. Variability

Correct Answer: 2

Rationale 1: Validity is the degree to which an instrument measures what it is supposed to measure.

Rationale 2: Reliability is the degree of consistency with which an instrument measures a concept or variable. If it is reliable, repeated measurement of the same variable should yield similar or nearly similar results.

Rationale 3: Consistency is a component of reliability.

Rationale 4: Variability does not describe instrument measurement, but variances in data.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Evaluation

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 12

Type: MCSA

The student nurse is examining the dispersion of data in a research study. Which measurements should this student expect to review?

1. Mean, median, and mode
2. Range, variance, and standard deviation
3. Mean, range, and standard deviation
4. Measures of central tendency

Correct Answer: 2

Rationale 1: Measures of variability indicate the degree of dispersion or spread of the data. They include the range, variance, and standard deviation. Measures of central tendency describe the center of distribution of the data, denoting where most of the subjects lie. They include the mean, median, and mode.

Rationale 2: Measures of variability indicate the degree of dispersion or spread of the data. They include the range, variance, and standard deviation. Measures of central tendency describe the center of distribution of the data, denoting where most of the subjects lie. They include the mean, median, and mode.

Rationale 3: Measures of variability indicate the degree of dispersion or spread of the data. They include the range, variance, and standard deviation. Measures of central tendency describe the center of distribution of the data, denoting where most of the subjects lie. They include the mean, median, and mode.

Rationale 4: Measures of variability indicate the degree of dispersion or spread of the data. They include the range, variance, and standard deviation. Measures of central tendency describe the center of distribution of the data, denoting where most of the subjects lie. They include the mean, median, and mode.

Cognitive Level: Analyzing

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Evaluation

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 13

Type: MCSA

After the data have been analyzed, the nurse realizes that the probability has a value of less than .05. What should this finding indicate to the nurse?

1. Statistically significant
2. Statistically insignificant
3. Chance occurrences
4. Generalized

Correct Answer: 1

Rationale 1: If findings in a research study are statistically significant—which means they did not occur by chance—the probability value is less than .05, the acceptable level of significance.

Rationale 2: Values greater than .05 are considered to be statistically insignificant and there is a greater probability that the results were due to chance occurrences.

Rationale 3: Values greater than .05 are considered to be statistically insignificant and there is a greater probability that the results were due to chance occurrences.

Rationale 4: It is not known what the generalized findings would be.

Cognitive Level: Analyzing

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Evaluation

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 14

Type: MCSA

The nursing student completes a literature review on evidence-based practice (EBP). Which action indicates that the student understands EBP?

1. Presenting a paper about EBP
2. Repositioning a client at risk for skin breakdown every 2 hours
3. Explaining EBP to fellow students
4. Trying to find other problems to implement EBP

Correct Answer: 2

Rationale 1: Presenting papers or explaining what EBP is to someone else does not demonstrate the ability to put into practice that which is learned.

Rationale 2: In evidence-based practice, the nurse integrates research findings with clinical experience, the client's preferences, and available resources in planning and implementing care. Evidence-based practice would support frequent repositioning to prevent skin breakdown in an at-risk client, demonstrating that this student is able to incorporate research into practice.

Rationale 3: Explaining what EBP is to someone else does not demonstrate the ability to put into practice that which is learned.

Rationale 4: Attempting to find other problems to implement EBP does not demonstrate the ability to put into practice that which is learned.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge: Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 6. Describe research-related roles and responsibilities for nurses

Question 16

Type: MCSA

The nurse is evaluating the results of a study prior to implementing its findings into practice. Which action should the nurse take when scientifically validating the research results?

1. Scrutinizing how the study was conceptualized, designed, and conducted in order to make a judgment about the overall quality of its findings
2. Assessing how the study's findings compare to findings from other studies about the problem
3. Determining how the study's findings will transfer from the research conditions to the clinical practice conditions in which they will be used
4. Identifying practical or feasibility considerations that need to be addressed when applying the findings in practice

Correct Answer: 1

Rationale 1: Scientific validation is a thorough critique of a study for its conceptual and methodological integrity. This means scrutinizing how the study was conceptualized, designed, and conducted in order to make a judgment about the overall quality of its findings.

Rationale 2: Comparative analysis involves assessing study findings for their implementation potential. Three factors are considered: (1) how the study's findings compare to findings from other studies about the problem, (2) how the study's findings will transfer from the research conditions to the clinical practice conditions in which they will be used, and (3) practical or feasibility considerations that need to be addressed when applying the findings in practice.

Rationale 3: Comparative analysis involves assessing study findings for their implementation potential. Three factors are considered: (1) how the study's findings compare to findings from other studies about the problem, (2) how the study's findings will transfer from the research conditions to the clinical practice conditions in which they will be used, and (3) practical or feasibility considerations that need to be addressed when applying the findings in practice.

Rationale 4: Comparative analysis involves assessing study findings for their implementation potential. Three factors are considered: (1) how the study's findings compare to findings from other studies about the problem, (2) how the study's findings will transfer from the research conditions to the clinical practice conditions in which they will be used, and (3) practical or feasibility considerations that need to be addressed when applying the findings in practice.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Assessment

Learning Outcome: 6. Describe research-related roles and responsibilities for nurses.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

Page Number: 31

Question 17

Type: MCSA

A nurse practitioner feels it is important to participate in nursing research. Which activity is most appropriate for this nurse's level of education and position?

1. Helping to identify clinical problems in direct client care
2. Using research findings to develop policies and procedures
3. Critically analyzing and interpreting research for application to practice
4. Participating in data collection

Correct Answer: 3

Rationale 1: All nurses, including new graduates, could help to identify clinical problems in direct client care.

Rationale 2: Nurse managers would most likely use research findings to develop policies and procedures and may not necessarily have an advanced degree.

Rationale 3: The nurse practitioner, having a graduate-level education as well as prior nursing experience, would most likely be analyzing and interpreting research for application.

Rationale 4: All nurses, including new graduates, could participate in data collection.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 6. Describe research-related roles and responsibilities for nurses.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

Page Number: 28

Question 18

Type: MCMA

A nurse researcher is exploring and formulating research problems. Which criteria should the nurse researcher consider in this process?

Standard Text: Select all that apply.

1. Significance
2. Confidentiality
3. Researchability
4. Design
5. Feasibility
6. Interest to the researcher

Correct Answer: 1, 3, 5, 6

Rationale 1: When formulating a research problem, significance (the potential to contribute to nursing science by enhancing client care) should be considered, along with researchability (the problem can be subjected to scientific investigation) and feasibility (the availability of time as well as material and human resources, space, money, etc.).

Because researchers spend much time and energy while conducting a research project, it would also be important that they have genuine interest in the project. Confidentiality is one of the rights of the participant in research, and design focuses on how the research is done.

Rationale 2: Confidentiality is one of the rights of the participant in research.

Rationale 3: When formulating a research problem, researchability (the problem can be subjected to scientific investigation) should be considered.

Rationale 4: Design focuses on how the research is done.

Rationale 5: When formulating a research problem, feasibility (the availability of time as well as material and human resources, space, money, etc.) should be considered.

Rationale 6: Because researchers spend much time and energy while conducting a research project, it would also be important that they have genuine interest in the project.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Planning

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

Question 19

Type: SEQ

The nurse is planning to use evidence-based practice to help guide the care of a client. In which order should the nurse implement the steps of EBP?

Standard Text: Click and drag the options below to move them up or down.

Choice 1. Design practice change.

Choice 2. Assess the need for a change in practice.

Choice 3. Integrate and maintain change in practice.

Choice 4. Implement and evaluate the change.

Choice 5. Critically analyze the evidence.

Choice 6. Locate the best evidence.

Correct Answer: 2, 6, 5, 1, 4, 3

Rationale 1: The nurse should first assess the need for a change in practice. Then the best evidence should be located. The evidence should then be analyzed prior to designing a change in practice. The change should be implemented and then evaluated. Finally, the change in practice should be integrated and maintained.

Rationale 2: The nurse should first assess the need for a change in practice. Then the best evidence should be located. The evidence should then be analyzed prior to designing a change in practice. The change should be implemented and then evaluated. Finally, the change in practice should be integrated and maintained.

Rationale 3: The nurse should first assess the need for a change in practice. Then the best evidence should be located. The evidence should then be analyzed prior to designing a change in practice. The change should be implemented and then evaluated. Finally, the change in practice should be integrated and maintained.

Rationale 4: The nurse should first assess the need for a change in practice. Then the best evidence should be located. The evidence should then be analyzed prior to designing a change in practice. The change should be implemented and then evaluated. Finally, the change in practice should be integrated and maintained.

Rationale 5: The nurse should first assess the need for a change in practice. Then the best evidence should be located. The evidence should then be analyzed prior to designing a change in practice. The change should be implemented and then evaluated. Finally, the change in practice should be integrated and maintained.

Rationale 6: The nurse should first assess the need for a change in practice. Then the best evidence should be located. The evidence should then be analyzed prior to designing a change in practice. The change should be implemented and then evaluated. Finally, the change in practice should be integrated and maintained.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Planning

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 20

Type: MCMA

The nurse educator is reviewing concerns about the use of research for evidence-based practice. What particular concerns should the nurse highlight when discussing the use of research with the students?

Standard Text: Select all that apply.

1. When evidence-based practice is done appropriately, the process often becomes cost-prohibitive.
2. The research environment results in strictly constructed and controlled circumstances.
3. There is a "best" solution or practice for any specific research question.
4. Evidence-based practice is most applicable to physiological problems.
5. Research evidence can be flawed when applied to various cultures and ethnic groups.

Correct Answer: 2, 3, 4, 5

Rationale 1: Research might be expensive in many incidences but not in all cases, and cost is not recognized as a negative factor at this time.

Rationale 2: Research is often done under very controlled circumstances, which is very different from the real world of health care delivery.

Rationale 3: Research evidence suggests that there is one best solution to a problem for all clients. This limited perspective stifles creativity.

Rationale 4: EBP appears to have greater relevance for physiological problems than for psychological, social, or spiritual ones.

Rationale 5: Implementing EBP may not take into consideration organizational culture and ethnic characteristics.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 3. Describe limitations in relying on research as the primary source of evidence for practice.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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[New Questions:]

Question 21

Type: MCMA

The nurse using evidence-based practice to guide care has identified a study in which the findings would be appropriate to address a client's health care need. What actions should the nurse take before implementing these findings?

Standard text: Select all that apply.

1. Ask the client if the findings can be used.
2. Immediately apply the findings to client care.
3. Examine how the findings fit with the client's health needs.
4. Determine if resources are available to implement the findings.
5. Identify organization policies to support or address the findings.

Answer: 1, 3, 4, 5

Rationale 1: Integrate the findings with clinical expertise and client/family preferences and values. Each nurse must determine how the evidence fits with the clinical condition of the client, available resources, institutional policies, and the client's wishes. Only then can an appropriate intervention be established.

Rationale 2: Evidence must not be automatically applied to the care of individual clients.

Rationale 3: Integrate the findings with clinical expertise and client/family preferences and values. Each nurse must determine how the evidence fits with the clinical condition of the client, available resources, institutional policies, and the client's wishes. Only then can an appropriate intervention be established.

Rationale 4: Integrate the findings with clinical expertise and client/family preferences and values. Each nurse must determine how the evidence fits with the clinical condition of the client, available resources, institutional policies, and the client's wishes. Only then can an appropriate intervention be established.

Rationale 5: Integrate the findings with clinical expertise and client/family preferences and values. Each nurse must determine how the evidence fits with the clinical condition of the client, available resources, institutional policies, and the client's wishes. Only then can an appropriate intervention be established.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 1. Explain the relationship between research and evidence-based nursing practice.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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Question 22

Type: MCMA

The nurse researcher is determining the best way to formulate a research problem. What should the nurse identify if implementing the PICO format?

Standard text: Select all that apply.

1. Intervention to use
2. Problem of interest
3. Comparison of treatments
4. Outcome of the treatments
5. Individuals to perform actions

Answer: 1, 2, 3, 4

Rationale 1: When using the PICO format, the nurse should identify the problem of interest, consider interventions to use, compare the interventions, and determine the outcome of the interventions. The individuals to perform the actions are not identified when using the PICO format.

Rationale 2: When using the PICO format, the nurse should identify the problem of interest, consider interventions to use, compare the interventions, and determine the outcome of the interventions. The individuals to perform the actions are not identified when using the PICO format.

Rationale 3: When using the PICO format, the nurse should identify the problem of interest, consider interventions to use, compare the interventions, and determine the outcome of the interventions. The individuals to perform the actions are not identified when using the PICO format.

Rationale 4: When using the PICO format, the nurse should identify the problem of interest, consider interventions to use, compare the interventions, and determine the outcome of the interventions. The individuals to perform the actions are not identified when using the PICO format.

Rationale 5: When using the PICO format, the nurse should identify the problem of interest, consider interventions to use, compare the interventions, and determine the outcome of the interventions. The individuals to perform the actions are not identified when using the PICO format.

Cognitive Level: Applying

Client Need: Safe and Effective Care Environment

Client Need Sub: Management of Care

QSEN Competencies: III.A. 1. Demonstrate knowledge of basic scientific methods and processes

AACN Essentials Competencies: III. 1. Explain the interrelationships among theory, practice and research

NLN Competencies: Knowledge and Science; Knowledge; Elements of the research process and methods of scientific inquiry

Nursing/Integrated Concepts: Nursing Process: Implementation

Learning Outcome: 5. Outline the steps of the research process.

MNL Learning Outcome: 1.1.1. Explain the history of nursing theory and role of nursing theory in the provision of nursing care.

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