

# **TEACHING THE ADULT LEARNER: TEACHING IN NURSING Self-Study Module**

30.0 Contact Hours

**California Board of Registered Nursing CEP#15122**

**Compiled by Terry Rudd, RN, MSN**

Key Medical Resources, Inc.

P.O. Box 2033 Rancho Cucamonga, CA 91729

Training Center: 9774 Crescent Center Drive, Suite 505,

Rancho Cucamonga, CA 91730

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**Objectives:** At the completion of reading the book (module) and answering the questions, the learner will be able to:

1. Complete the module at a 75% competency.
2. Describe the interaction of faculty and students in the learning process.
3. Identify aspects of curriculum development.
4. Discuss curriculum design and framework.
5. Identify learning experience as it relates to curriculum.
6. Identify theoretic foundations for learning.
7. Discuss strategies to manage students.
8. List classroom strategies and assessment techniques.
9. Evaluate the importance of multicultural education in learning.
10. Discuss aspects of teaching in the clinical setting.
11. Discuss resources for learning.
12. Identify different learning environments.
13. Determine evaluation strategies for learning.
14. Discuss accreditation as it relates to the teaching/learning process.

The questions were developed and written from the textbook, **Teaching in Nursing: A Guide for Faculty**. Author: **Billings, Diane M. and Halstead, Judith A.**, ISBN-13: **9781455705511**, ISBN: **1455705519**. Edition: 4. Pub Date: 2011. Publisher: Elsevier - Health Sciences Division.

**Disclaimer:** These questions were developed from the above text. This is a self-study module from the book. Key Medical Resources, Inc. makes no claims to approval of this module from outside agencies or other states. The module is designed for 30.0 contact hours from the CEP number listed above. The certificate will indicate self-study module.

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### 30.0 CONTACT HOURS CEP #15122 75% is Passing Score

Please note that C.N.A.s cannot receive continuing education hours for this home study.

1. Please print or type all information.
2. Arrange payment of \$75 to Key Medical Resources, Inc. Call for credit card payment.
3. Complete answers and return SIGNED answer sheet with evaluation form via to FAX: 909 980-0643 or Email: KMR@keymedinfo.com. Please put "Self Study" on subject line.

Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Score \_\_\_\_\_

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**Certificate will be emailed to you.**

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

License # & Type: (i.e. RN 555555) \_\_\_\_\_ Place of Employment: \_\_\_\_\_

Please place your answers on this form.

1. _____	21. _____	41. _____	61. _____	81. _____
2. _____	22. _____	42. _____	62. _____	82. _____
3. _____	23. _____	43. _____	63. _____	83. _____
4. _____	24. _____	44. _____	64. _____	84. _____
5. _____	25. _____	45. _____	65. _____	85. _____
6. _____	26. _____	46. _____	66. _____	86. _____
7. _____	27. _____	47. _____	67. _____	87. _____
8. _____	28. _____	48. _____	68. _____	88. _____
9. _____	29. _____	49. _____	69. _____	89. _____
10. _____	30. _____	50. _____	70. _____	90. _____
11. _____	31. _____	51. _____	71. _____	91. _____
12. _____	32. _____	52. _____	72. _____	92. _____
13. _____	33. _____	53. _____	73. _____	93. _____
14. _____	34. _____	54. _____	74. _____	94. _____
15. _____	35. _____	55. _____	75. _____	95. _____
16. _____	36. _____	56. _____	76. _____	96. _____
17. _____	37. _____	57. _____	77. _____	97. _____
18. _____	38. _____	58. _____	78. _____	98. _____
19. _____	39. _____	59. _____	79. _____	99. _____
20. _____	40. _____	60. _____	80. _____	100. _____

My Signature indicates that I have completed this module on my own. \_\_\_\_\_  
(Signature)

#### EVALUATION FORM

	Excellent	Poor
1. The content of this program was:	1 2 3 4 5 6 7 8 9 10	
2. The program was easy to understand:	1 2 3 4 5 6 7 8 9 10	
3. The objectives were clear:	1 2 3 4 5 6 7 8 9 10	
4. This program applies to my work:	1 2 3 4 5 6 7 8 9 10	
5. I learned something from this course:	1 2 3 4 5 6 7 8 9 10	
6. Would you recommend this program to others?	Yes	No
7. The cost of this program was:	High	OK Low

**Other Comments:**

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**Please choose the single best answer and place on the answer sheet provided.**

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1. Political environments and health care reform dramatically effect teh role of nursing faculty in which of the following?
  - a. Changes in healthcare
  - b. Regular assessment of educational outcomes
  - c. The balance between teaching, research and service.
  - d. All of the above
2. The core responsibility of faculty is:
  - a. Intellectual property
  - b. Teaching and learning that takes place in a institution
  - c. Keeping content the same year after year
  - d. Longevity in the job role.
3. True or False a is true, b is false. Faculty roles need to change to meet the needs of learners i the information age.

**Match the teaching competency to the description:**

- |                          |  |
|--------------------------|--|
| 4. Curriculum            | a. advocate for students   |
| 5. Professional Practice | b. committees, department operations                                       |
| 6. Relationships         | c. knowledge of the content area, setting objectives and activities        |
| 7. Scholarship           | d. research and consultation   |
| 8. Service/Governance    | e. knowledge of content, clinical practice, influencing change in nursing. |
9. According to the National League for Nursing Educator Competencies, Which competency is considered Competency 1:
    - a. Assessment and evaluation
    - b. Participate in curriculum design
    - c. Facilitate learning
    - d. Facilitate learner development and socialization
  10. True or False a is true, b is false. According to the National League of Nursing, there is a wide diversity of the age of students entering nursing programs.
  11. With the adult learner, generational differences are represented in the classroom. Which best describes the millennials or Generation Y?
    - a. Those born in the 1940's
    - b. Those born in the 1950's
    - c. Those born in the 1960's
    - d. Those born in the late 1970's to 1990's
  12. True or False a is true, b is false. Men in nursing are underrepresented and may have more difficulty completing programs.

13. True or False a is true, b is false. Ethnic representation in nursing matches that of the general population.
14. Achievement may be optimized when the student's learning style is matched with a similar teaching style. Which strategy(s) would be helpful to reaching this goal?
  - a. teaching students to recognize their own learning style.
  - b. utilizing learning style inventories.
  - c. nursing faculty should implement a variety of teaching strategies.
  - d. all of the above

**Based on the Critical Thinking Dispositions, match the disposition subscale to the description:**

- |                     |   |
|---------------------|---|
| 15. Truth Seeking   | a. desire for learning and intellectual curiosity                     |
| 16. Open-mindedness | b. awareness of potential problems and ability to solve dilemmas      |
| 17. Analyticity     | c. approaches problems with the possibility of more than one solution |
| 18. Inquisitiveness | d. tolerance of opinions different from his or hers                   |
| 19. Maturity        | e. eagerness to seek knowledge and ask questions                      |
20. Students identified this variable as the one that most often affects learning:
    - a. proximity of school to home.
    - b. student-faculty interactions
    - c. financial resources
    - d. age of the student

**Match the student right to the description**

- |                             |  |
|-----------------------------|--|
| 21. due process             | a. assurances that procedures are fair                           |
| 22. fair treatment          | b. information about progress in the program is not shared       |
| 23. confidentiality/Privacy | c. consistency in requirements and evaluations for all students. |
24. Teaching in the health setting provides unique challenges as faculty are responsible for evaluation academic as well as clinical performance. Which competency(s) reflect performance in a clinical setting?
    - a. psychomotor skills
    - b. appropriate communication with patients
    - c. behaving in a professional manner
    - d. all of the above
  25. True or False a is true, b is false. Students in a clinical setting providing clinical care are held to the same standard as the person who has the license in which they are studying. i.e. RN, LVN, LPN.
  26. Unsatisfactory performance of a student in a clinical setting should be discussed with the student:
    - a. at the time the student may no longer attend clinical.
    - b. as early as possible in a collaborative effort.
    - c. when 2 or more faculty agree on the outcome.
    - d. none of the above apply
  27. True or False a is true, b is false. Students who are successfully integrated academically and socially into the academic environment will more likely be retained in the system.
  28. True or False a is true, b is false. The American with Disabilities Act does not have jurisdiction in the arena of health education programs.

29. True or False a is true, b is false. Students disclosure of disabilities is mandatory.
30. Which is the best approach if a faculty member suspects a student may have a previously undiagnosed learning disability?
- have the student assessed by the faculty member before continuing in the program.
  - require the student have medical clearance before returning to the program.
  - refer the student to an expert in learning disabilities for an assessment.
  - do not intervene. if the student is passing, continue as before.
31. Nursing curriculum is based on:
- current practice
  - accreditation standards
  - regulation requirements
  - faculty interest
  - all of the above

**Match the type of curricula to the description:**

- |                  |  |
|------------------|--|
| 32. official     | a. what is actually taught and conveyed to the student                   |
| 33. operational  | b. actually taught but not evaluated as behavior descriptors are lacking |
| 34. illegitimate | c. content and behaviors that are not taught; ignored                    |
| 35. hidden       | d. stated framework with philosophy and mission                          |
| 36. null         | e. values and beliefs taught through verbal and nonverbal communication  |
37. Undergraduate program designs according to Benner represents a shift:
- from decontextualized knowledge to teaching for a sense of salience and action.
  - from a sharp separation of clinical and classroom teaching to integration of classroom and clinical teaching.
  - from an emphasis on critical thinking to clinical reasoning.
  - from an emphasis on socialization to emphasis on formation.
  - All of the above.
38. Which statement is true about LPN/LVN programs?
- are decreasing as baccalaureate education is the minimum for nursing.
  - individuals who are first licensed at this level rarely continue their education.
  - provide academic progression that recognizes previous learning as career mobility increases.
  - are only recognized in certain states.
39. True or False a is true, b is false. The purpose of mobility bridge programs is to streamline the articulation of curricula between degree programs.
40. The plans made for guiding learning, usually represented in retrievable documents describes the definition of:
- evaluation
  - assessment
  - outcomes
  - curriculum
41. A curriculum framework that has one model shared throughout by the learner and teacher is known as:
- Eclectic
  - Single-Theory

c. Nontraditional

42. The health-wellness continuum is an example of a:
- a. simple conceptual framework
  - b. complex conceptual framework
43. The movement toward program and curriculum outcomes orientation has become a thread in current curriculum development. After outcomes are identified the next step is:
- a. evaluate the effect of the outcomes.
  - b. measure each outcome as to likelihood of completion.
  - c. identify competencies that students need to possess to attain the stated outcomes.
  - d. develop new outcomes to meet the changing needs of the healthcare environment.

**Match the action verb to the domain of learning:**

44. Creates                      a. Cognitive
45. Defines                     b. Psychomotor
46. Differentiates            c. Affective
47. Assembles
48. Describes
49. Course objectives, outcomes and competencies are derived from:
- a. End of program or terminal outcomes.
  - b. What the students would like to learn.
  - c. Day to day competencies.
  - d. Clinical competencies.
50. The syllabus:
- a. communicates information about the course.
  - b. serves as a student guide.
  - c. includes essential information about the course.
  - d. all of the above
51. A full syllabus includes all of the following except:
- a. Course information
  - b. Faculty
  - c. Information about other courses
  - d. Course description
  - e. Required textbook
  - f. Course competencies

Learning may be described as an active or passive process. Given the descriptions, identify which are passive or active learning activities. **Match the learning process to the description.**

- 52. small group activities                      a. Passive
  - 53. lecture    b. Active
  - 54. presentations
  - 55. videos/audiovisual
  - 56. controlled notes
  - 57. discussion
58. Which description within the cognitive domain represents the lowest or simplest level of learning?
- a. analysis
  - b. synthesis
  - c. knowledge
  - d. evaluation
59. The domain of learning that encompasses attitudes, beliefs, values, feelings and emotions is termed the:
- a. Cognitive domain
  - b. Affective domain
  - c. Psychomotor domain
60. The most useful domain for nursing as it requires movement, coordination and manipulation is the:
- a. Cognitive domain
  - b. Affective domain
  - c. Psychomotor domain
61. Which is most representative of a faculty constraint in implementing learning activities?
- a. distractions
  - b. stress and anxiety
  - c. inadequate funds
  - d. lack of knowledge of course content
62. Which best describes formative evaluation:
- a. It is evaluation at the end of the course.
  - b. It occurs at the end of the learning day.
  - c. it is conducted while the teaching-learning process is unfolding.
  - d. it is done after program completion.
63. Which best describes summative evaluation:
- a. It is evaluation at the end of the course and program.
  - b. It occurs at the end of the learning day.
  - c. it is conducted while the teaching-learning process is unfolding.
  - d. it is a comparative process from course to course.
64. True or False    a is true, b is false. Service Learning is not merely volunteering. it involves social responsibility and civic engagement.

65. In differentiating service learning to traditional learning, which best describes traditional learning?
- a. community based
  - b. passive
  - c. reflective
  - d. instructor as facilitator
66. The teaching-learning process is similar to the nursing process. Which of these components are included in the teaching-learning process?
- a. assessment
  - b. planning
  - c. implementation
  - d. evaluation
  - e. all of the above

**Match the premise of the learning theory to the description.**

- |                            |  |
|----------------------------|--|
| 67. Behavioral             | a. Humans have unique profiles                                 |
| 68. Cognitive              | b. Learning is shaped and rewarded to attain desired effects.  |
| 69. multiple intelligences | c. conditions of learning influence acquisition and retention. |
70. Development theories that provide a practical model for the student and present ways in which the organization and structure of instruction can be designed to accommodate the student's readiness to learn are termed:
- a. cognitive development theories.
  - b. behavioral learning theories.
  - c. multiple intelligence theory.
71. \_\_\_\_\_ learning is concerned with bringing the "real" world into the academic setting.
- a. brain-based
  - b. authentic
  - c. deep
72. Student misconduct in the classroom can be distracting to all who participate. Which of the following would be in the category of administrative violations?
- a. late to class
  - b. cheating
  - c. pagers, cell phones
  - d. uncooperative
73. The best method for faculty to express expectations for the learning environment and behavior is:
- a. verbal instructions the first day of class.
  - b. making note of behaviors as they occur.
  - c. expected behaviors posted in the room.
  - d. the course syllabus.
74. True or False a is true, b is false. To enhance critical thinking, faculty must become facilitators of learning rather than teachers of content.



75. Which of the following descriptions will enhance student roles in critical thinking?
- active student participation.
  - faculty-dominated classroom.
  - students are prepared, not fully relying on faculty.
  - a sense of connection between faculty and students.
  - all of the above
  - a, c, d
76. A learning environment that invites all students to become interested in the content and to participate in the learning process is termed:
- determining the learning outcomes
  - creating an anticipatory set
  - selecting a teaching strategy
  - implementing the plan
77. Which teaching strategy best describes an algorithm?
- teacher presents content to students with a handout.
  - step-by-step procedures for solving a complex procedure is broken in to tasks.
  - demonstrating the truth or falsehood of a concept
  - in-depth analysis of are real-life situation.
  - show how to do something
78. Which best describes a collection of evidence, usually in written form of both products and process of learning?
- mind-mapping, concept mapping patterns.
  - imagery
  - leaning contacts
  - a portfolio
79. Classroom assessment techniques (CATs) are small scale assessments conducted in the classroom. Which best describes learner centered CAT?
- students actively learn and become responsible for their own learning.
  - teachers decide how to incorporate learning.
  - there are classes within different disciplines.
  - this provides improvements for teachers and learners.
80. Which of the following did faculty relate to multicultural education?
- students who are diverse need to see themselves in the curriculum.
  - diversity is intellectually stimulating.
  - faculty want to meet the learning needs of all students.
  - all of the above are true
81. Brief and commonplace verbal, behavioral, or environmental indignities that are derogatory are termed:
- subconscious biases
  - microaggressions
  - equity in teaching
  - none of the above

82. The first step to cultural competence is:
- learning about other cultures.
  - talking with others about their culture.
  - cultural awareness; awareness of self.
  - reflection
83. Practice learning or practicum's may occur:
- any place students may interact with patients.
  - in a simulation lab.
  - in practice learning centers
  - all of the above.
84. True or False a is true, b is false. In a study, when students were given varying clinical schedules, no change in test scores were seen.
85. Which domain of teaching-learning relates to feeling?
- cognitive
  - psychomotor
  - affective
86. Which characteristics describe effective clinical teachers?
- knowledge of the practice area
  - foster independence and accountability
  - accept differences among students
  - enjoy nursing and teaching
  - all of the above
87. All of the following are effective strategies for clinical assignments EXCEPT:
- Have an assignment sheet with a list of students for the day.
  - Avoid family permission for having a student care for their family member.
  - Get input from the staff and charge nurses for student assignments.
  - Be sure that students know their charge nurse.
88. Conferences may occur:
- pre clinical
  - mid clinical
  - post clinical
  - through electronic media
  - all of the above
89. True or False a is true, b is false. Clinical simulations are not effective techniques for student learning.
90. Which of the following are potential purposes of clinical simulation?
- experiential learning
  - used for assessment
  - used for evaluation
  - all of the above

91. Which is considered a disadvantage of using multimedia?
- represent reality
  - engage many senses
  - can be used independently with students
  - room may need to be darkened
92. True or False a is true, b is false. In utilizing online learning it is important for faculty to establish a sense of community.
93. Grades serve which of the following purposes?
- grades notify students of their achievement.
  - inform the public of student performance.
  - represent the achievement of the student as assessed by the faculty member or grader.
  - all of the above.
94. True or False a is true, b is false. the purpose or reason for conducting and evaluation should be clear to all involved.
95. A rating scale used to inform students about grading expectations is called a:
- Rubric
  - Likert scale
  - pass/fail system
  - subjective analysis of the instructor's expectation
96. Which of the following are examples of evaluation strategies?
- portfolio
  - role play
  - reflection
  - patient simulation
  - all of the above
97. When designing a test the first question that must be addressed is?
- can the test eliminate the weaker students?
  - what is the purpose the test will serve?
  - will the test reflect clinical only learning?
  - none of the above
98. True or False a is true, b is false. Clinical evaluation is assessment based on an established standard of care.
99. True or False a is true, b is false. Evaluation of faculty performance promotes quality improvement.
100. True or False a is true, b is false. Accreditation is a point in time evaluation that is involuntary.

## **This is the end of the module**

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**Thank you**

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