

Chapter 02: Time Management: Making Time Work for You
Test Bank

MULTIPLE CHOICE

1. The best explanation for Nurse A's organization and ability to complete tasks on time and Nurse B's disorganization and inability to complete tasks on time is
 - a. Nurse A uses time management effectively.
 - b. Nurse A is more intelligent.
 - c. Nurse B has more free time.
 - d. Nurse B has a greater sense of responsibility.

ANS: A

Organization/disorganization relates more to time management—the efficient, effective use of time—than to intelligence, free time, or sense of responsibility.

DIF: Cognitive Level: Analysis REF: p. 13 OBJ: 1
TOP: Time management KEY: Nursing Process Step: N/A
MSC: NCLEX: Safe, Effective Care Environment

2. A nurse develops work habits that will allow each nursing task to be done as quickly as possible. The principle being used is
 - a. effectiveness.
 - b. efficiency.
 - c. procrastination.
 - d. scheduling.

ANS: B

Efficiency refers to getting things done as quickly as possible. Effectiveness involves setting priorities among the tasks that need to be done and doing them the best way possible. Scheduling refers to putting time aside to complete a task. Procrastination is to delay working on or completing a task.

DIF: Cognitive Level: Comprehension REF: p. 13 OBJ: 1
TOP: Efficiency KEY: Nursing Process Step: Planning MSC: NCLEX: N/A

3. A strategy to promote achievement of long-term goals is
 - a. striving to complete the entire goal at one time.
 - b. eliminating any undesirable elements of the goal.
 - c. jumping right in at any point that is appealing.
 - d. creating a series of related short-term goals.

ANS: D

This strategy is called *minitasking*. It involves accomplishing the long-term goal one step at a time. Striving to complete the entire goal at one time often leads to procrastination because the task seems too large. Eliminating any undesirable elements of the goal requires clarification of the goal and elimination of unnecessary/undesirable elements during formulation. It is more effective to work toward goal attainment in an orderly, sequential fashion than to jump in at any random point.

DIF: Cognitive Level: Comprehension REF: p. 19 OBJ: 1

TOP: Long-term goal attainment
MSC: NCLEX: N/A

KEY: Nursing Process Step: N/A

4. A nurse keeps a log of daily activities and the amount of time each takes. As an activity related to time management, this would be classified as
- planning.
 - evaluation.
 - data collection.
 - implementation.

ANS: C

Data collection for time management purposes involves documenting daily activities. It must precede planning, implementation, and evaluation.

DIF: Cognitive Level: Application

REF: p. 14

OBJ: 2c

TOP: Time management

KEY: Nursing Process Step: Assessment (Data Collection)

MSC: NCLEX: N/A

5. The retired spouse of a busy female nursing student will not share household duties. An explanation that should be considered to better understand this situation is that the unwilling spouse
- does not love the student.
 - is jealous of the student.
 - has been raised with sex stereotyping.
 - thinks paying tuition is enough support.

ANS: C

A spouse who grew up in a household in which tasks were assigned by sex may be reluctant to assume new tasks that jeopardize the familiar role. Challenge to one's role is more likely the explanation than lack of love, jealousy, or the belief that financial support is all that's expected.

DIF: Cognitive Level: Comprehension

REF: p. 16

OBJ: 2a

TOP: Lack of spousal help

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

6. A nursing student complains about not having enough time to get everything done. Identify the small daily block of time documented by the student that can add up to a large time loss by the end of a school week.
- Breaks of more than 10 minutes of inactivity between classes
 - Looking up medical and nursing terms
 - Talking with relatives and children
 - Using break time to review for the next class

ANS: A

Looking up terms, talking with family, and using break time to review are constructive uses of time. Only taking breaks of more than 10 minutes between classes would result in a large loss of time.

DIF: Cognitive Level: Analysis

REF: p. 17

OBJ: 2g

TOP: Time management

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

7. A student generally postpones high-priority activities and does low-priority activities instead. The most likely outcome of this behavior is that the student
- will assume power over life.
 - brings anxiety under control.
 - derives a sense of true accomplishment.
 - feels increased tension and fear of failure.

ANS: D

Procrastinating high-priority activities leads to increased tension and concern over possible failure. Assuming power over life, controlling anxiety, and deriving a sense of true accomplishment are unlikely outcomes of this behavior.

DIF: Cognitive Level: Evaluation

REF: p. 19

OBJ: 2b

TOP: Failure to follow daily plan

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

8. The outcome that is the best evidence that a nursing student's time management plan is working is that the student
- reports feeling happy at home.
 - is popular with peers.
 - achieves passing grades on tests and evaluations.
 - demonstrates positive relationships with instructors.

ANS: C

Success in course and clinical work is an indicator that the student's time management is adequate. The other outcomes mentioned do not necessarily relate to time management.

DIF: Cognitive Level: Evaluation

REF: p. 13

OBJ: 2g

TOP: Time management

KEY: Nursing Process Step: Evaluation

MSC: NCLEX: N/A

9. Identify a reasonable long-term goal for a beginning nursing student.
- "I will pass the Body Structure and Function course by the completion of the program."
 - "I will qualify to take the NCLEX-PN by program completion."
 - "I will score a B+ on the first unit test in nursing school."
 - "I will perform at the satisfactory level on the first semester clinical evaluation."

ANS: B

This goal statement is broader and more inclusive than the other statements and thus is considered a long-term goal. The other statements are short-term goals.

DIF: Cognitive Level: Application

REF: pp. 13-14

OBJ: 2

TOP: Goals

KEY: Nursing Process Step: N/A

MSC: NCLEX: N/A

10. A nursing student has a conflict with taking a scheduled course in the nursing program and picking up children from day care. Which adjustment is possible and would result in the best resolution?
- Request the nursing program offer the course at a different time.
 - Withdraw from the nursing program until the children are older.
 - Arrange to have a friend or relative pick up the children.

- d. Remove the children from day care.

ANS: C

Arranging to have a friend or relative pick up the children allows the student to remain in the course and the children to be picked up in a timely fashion, creating a win-win situation. Requesting the nursing program offer the course at a different time is unlikely to affect the problem. Withdrawing from the nursing program until the children are older is unsatisfactory. Removing the children from day care creates additional problems.

DIF: Cognitive Level: Analysis REF: pp. 15-16, Box 2-1
OBJ: 2 TOP: Delegation KEY: Nursing Process Step: N/A
MSC: NCLEX: N/A

11. The nurse who uses a step-by-step approach to planning and scheduling daily and weekly tasks is using
- a. right brain thinking.
 - b. left brain thinking.
 - c. midbrain thinking.
 - d. creative thinking.

ANS: B

The left brain thinker uses linear, step-by-step thinking that complements traditional time management strategies. Right brain thinkers are nonlinear and look at the picture as a whole. The midbrain does not contribute to time management. Creative thinking is less of a step-by-step approach and is often associated with the right brain.

DIF: Cognitive Level: Comprehension REF: p. 14 OBJ: 3
TOP: Time management strategies' relationship to personal learning style
KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

12. Using a schedule allows a nursing student to
- a. develop inflexibility.
 - b. increase anxiety related to deadlines.
 - c. allocate adequate study time.
 - d. find time to do everything.

ANS: C

The only reasonable outcome of using a schedule is to allocate study time. Schedules do not promote the development of flexibility. Schedule use would likely decrease anxiety related to deadlines. Schedule use would not guarantee that time would be found to do everything.

DIF: Cognitive Level: Analysis REF: p. 17 OBJ: 2d
TOP: Schedules KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

13. A nursing student has used time management strategies for one semester. The goal was to achieve a B average, but the actual grade was a C+. The student considers how to modify use of time. This process is called
- a. planning.
 - b. implementation.
 - c. evaluation.
 - d. delegation.

ANS: C

Evaluation involves determining how well the plan is working and determining what modifications are needed. Planning involves finding the time to complete work. Implementation is the part of time management in which plans become actions. Delegation involves assigning activities to others.

DIF: Cognitive Level: Comprehension REF: p. 20 OBJ: 2g
TOP: Evaluation KEY: Nursing Process Step: Evaluation MSC: NCLEX: N/A

14. When a nurse evaluates the effectiveness of a time management plan, it is best to ask
- “Do I enjoy using this plan?”
 - “Am I meeting short-term goals?”
 - “Would my plan work for others?”
 - “Has my plan cured my procrastination?”

ANS: B

The purpose of the plan is to facilitate meeting short- and long-term goals. The other options are not central to the purpose of the plan.

DIF: Cognitive Level: Analysis REF: p. 20 OBJ: 2g
TOP: Evaluation KEY: Nursing Process Step: Evaluation MSC: NCLEX: N/A

15. A nurse states, “I enjoy writing my ‘to do’ list daily.” From this statement one can conclude that this strategy appeals to the student’s
- creative mind.
 - ethical mind.
 - right cerebral hemisphere.
 - left cerebral hemisphere.

ANS: D

The left cerebral hemisphere thinks in a linear fashion and processes material in sequence. The right cerebral hemisphere is more concerned with looking at the whole rather than parts. A creative and/or ethical mind is not a determinant of the student’s preference.

DIF: Cognitive Level: Comprehension REF: p. 14 OBJ: 3
TOP: Planning KEY: Nursing Process Step: N/A MSC: NCLEX: N/A

16. A nursing student states, “I can’t stand using an index card for each day’s planning. I like a monthly calendar so I can see the big picture.” From this statement one can conclude that the student’s time management strategies are most likely influenced by
- a personal support system.
 - the right cerebral hemisphere.
 - corpus callosum crossover fibers.
 - the left cerebral hemisphere

ANS: B

The right cerebral hemisphere causes one to look at the larger picture rather than sequential, linear aspects of a topic. The student’s need to see a month at a time suggests right cerebral hemisphere dominance. The other options would have less influence on the student’s preference.

DIF: Cognitive Level: Analysis REF: p. 14 OBJ: 3

TOP: Right brain dominance effect on time management strategies

KEY: Nursing Process Step: Evaluation MSC: NCLEX: N/A

17. A nursing instructor advises a student nurse to set a long-term goal. An example of a long-term goal is
- graduating from nursing school within 2 years.
 - writing a paper on the ramifications of childhood obesity.
 - giving two oral reports during clinical preconference and postconference.
 - earning a grade of C or better on each of the current semester exams.

ANS: A

To accomplish a long-term goal (such as graduating from nursing school within 2 years), the long-term goal should be broken down into smaller, more manageable goals, known as *short-term goals*. The other options are examples of short-term goals.

DIF: Cognitive Level: Analysis

REF: p. 14

OBJ: 2

TOP: Goals

KEY: Nursing Process Step: Implementation

MSC: NCLEX: N/A

18. A nursing instructor advises a student nurse to complete time-consuming tasks through minitasking. The rules for minitasking include the minitask
- should be complex.
 - must be simple to perform.
 - should never be written.
 - should take at least 10 minutes.

ANS: B

A minitask must be simple to perform and take no more than 5 minutes. For best results, minitasks need to be written down and carried for quick reference.

DIF: Cognitive Level: Comprehension

REF: pp. 17-19

OBJ: 2

TOP: Minitasking

KEY: Nursing Process Step: Implementation

MSC: NCLEX: N/A

MULTIPLE RESPONSE

1. A nurse is presenting information on time management to the clinical team at a nursing home. Select information to present that describes positive aspects of time management. (Select all that apply.)
- Time management helps one use time more efficiently.
 - Time management prevents one from doing what he or she wants to do.
 - Time management helps one use time more effectively.
 - Time management makes individuals slaves to their schedules.
 - Time management promotes smarter, not harder, work.

ANS: A, C, E

Time management promotes efficient, effective time usage, resulting in an individual working smarter rather than harder. Time management does not prevent a person from doing what he or she wants to do, nor does it make individuals slaves to schedules. Good time management usually increases personal free time.

DIF: Cognitive Level: Application REF: p. 13 OBJ: 1
TOP: Time management KEY: Nursing Process Step: Implementation
MSC: NCLEX: Safe, Effective Care Environment

2. The nurse is engaged in establishing goals. Which statements would be classified as long-term goals? (Select all that apply.)
- a. Become proficient in medication administration.
 - b. Attain a grade of B in the Mathematics for Medication Administration examination.
 - c. Develop skill in efficient, effective collection of patient data.
 - d. Achieve successful initial completion of admission data collection forms.

ANS: A, C

Becoming proficient in medication administration and developing skill in efficient, effective collection of patient data are examples of long-term goals. They are umbrella goals that have several component parts that must be accomplished to fulfill the overall goal. Attaining a grade of B and successful initial completion of admission forms are simpler in nature and have only one component.

DIF: Cognitive Level: Analysis REF: p. 14 OBJ: 1
TOP: Differentiating long-term from short-term goals
KEY: Nursing Process Step: Planning MSC: NCLEX: N/A

3. Which options are common outcomes of failure to plan adequately? (Select all that apply.)
- a. Working harder, not smarter
 - b. Overlooking priority items
 - c. Feeling guilt, frustration, and anxiety
 - d. Being a master of one's time

ANS: A, B, C

Working harder, not smarter; overlooking priorities; and feeling guilt, frustration, and anxiety are negative outcomes that can be changed with adequate planning. Having mastery over one's time is a result of planning adequately.

DIF: Cognitive Level: Analysis REF: p. 15 OBJ: 2g
TOP: Planning KEY: Nursing Process Step: Implementation
MSC: NCLEX: Safe, Effective Care Environment

4. A nursing student remarks that she would like to make better use of time during the school day. Which behaviors can be identified as ones that would contribute to this goal? (Select all that apply.)
- a. Smoking during the time between classes
 - b. Practicing skills in the learning resource center during free time
 - c. Eating a candy bar for energy during the afternoon break
 - d. Using break time to review for the next class
 - e. Discussing class topics with a peer

ANS: B, D, E

Each of these behaviors focuses on something related to the program of study and thus is a constructive use of learner time. Smoking reduces the flow of oxygen to the brain. Eating a candy bar results in rebound hypoglycemia. Both smoking and eating a candy bar reduce the efficiency of learning and thus are poor uses of time.

DIF: Cognitive Level: Analysis
TOP: Making the most of one's time
MSC: NCLEX: N/A

REF: p. 17 OBJ: 2g
KEY: Nursing Process Step: N/A

5. Identify the nursing students who use time management strategies advantageously. (Select all that apply.)
- a. Each morning, Student A determines which activities of the day take priority.
 - b. Student B sometimes asks family members to run errands or prepare meals.
 - c. Student C reviewed reasons for going to school with his spouse.
 - d. Student D reserves 3 hours daily for reading, organizing notes, and studying.
 - e. Student E substitutes recreational activity for study time on a regular basis.
 - f. Student F delays complex tasks until a large block of time is available.

ANS: A, B, C, D

Determining which activities take priority each morning operationalizes the principle of planning. Asking family members to run errands or prepare meals makes use of delegating. Reviewing reasons for going to school with a spouse helps gain support from and collaboration with a significant other. Reserving 3 hours daily for reading, organizing notes, and studying is an example of daily planning. Substituting recreational activity for study time describes failure to implement daily and weekly plans. Delaying complex tasks until a large block of time is available is an example of procrastination. Minitasking would be a better solution.

DIF: Cognitive Level: Analysis
TOP: Time management
MSC: NCLEX: N/A

REF: pp. 14-16 OBJ: 2
KEY: Nursing Process Step: Implementation

6. Nursing student A is unfamiliar with writing a "to do" list. A nurse experienced in time management would advise nursing student A to include which of the following items? (Select all that apply.)
- a. Successfully complete nursing program.
 - b. Read pages 307 to 342 in the nursing textbook.
 - c. Hand in a term paper.
 - d. Remind himself to drop off the dry cleaning.
 - e. Call to make a dentist appointment.
 - f. Pick up the clinical assignment for tomorrow.

ANS: B, C, D, E, F

Items such as homework and tasks such as reminders and phone calls can be done during the day at hand and should be put on the "to do" list. Completing the nursing program is not something that can be accomplished in a day, so it does not belong on a daily "to do" list.

DIF: Cognitive Level: Application
TOP: Daily planning
MSC: NCLEX: N/A

REF: p. 18 OBJ: 2e
KEY: Nursing Process Step: N/A