

## Chapter 1: Returning to School

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### MULTIPLE CHOICE

1. The first phase of the Returning to School Syndrome is the:
- a. conflict phase.
  - b. honeymoon phase.
  - c. resolution phase.
  - d. satisfaction phase.

ANS: b                      PTS: 1

2. The second phase of the Returning to School Syndrome is the:
- a. conflict phase.
  - b. honeymoon phase.
  - c. resolution phase.
  - d. satisfaction phase.

ANS: a                      PTS: 1

3. The last phase of the Returning to School Syndrome is the:
- a. conflict phase.
  - b. honeymoon phase.
  - c. resolution phase.
  - d. satisfaction phase.

ANS: c                      PTS: 1

4. The conflict phase of the Returning to School Syndrome can be divided into two parts: disintegration and:
- a. disassociation.
  - b. frustration.
  - c. regeneration.
  - d. reintegration.

ANS: d                      PTS: 1

5. During the honeymoon phase, the returning student has an increased awareness of purpose and:
- a. anxiety.
  - b. confidence to achieve.
  - c. emotional turmoil.
  - d. insecurity.

ANS: b                      PTS: 1

6. When a returning student first encounters a class with in-depth nursing theory or clinical experience, she is likely to experience:
- a. anxiety.
  - b. intrigue.
  - c. excitement.
  - d. boredom.

ANS: a                      PTS: 1

7. As new and different nursing concepts are presented, the returning student may experience differences between her previous knowledge base and the newly acquired knowledge. This is known as a:
- a. conflict.
  - b. integration.
  - c. doubt.
  - d. reintegration.

ANS: a                      PTS: 1

8. In completing the resolution phase, the returning student comes to realize that her previous knowledge base does not need to be destroyed but is the \_\_\_\_\_ for her expanded education.
- a. foundation
  - b. opportunity
  - c. program
  - d. starting point

ANS: a                      PTS: 1

9. A new way to solve a problem is a:
- a. choice.
  - b. concept.
  - c. coping skill.
  - d. sense of humor.

ANS: c                      PTS: 1

10. A student prefers class lectures presented in an orderly fashion. She has her notes in a notebook and has a small bag containing a highlighter, ink pen, and sticky notes. She calmly enters the classroom and prepares for the class session to begin. What learning style behaviors is this student exhibiting?
- a. Concrete sequential
  - b. Concrete random
  - c. Abstract sequential
  - d. Abstract random

ANS: a                      PTS: 1

11. A student does not like the way the content in class is presented. The faculty member does not present the content in an orderly manner but randomly asks questions and discusses topics that were listed on the white board. After class, the student goes to the computer lab, researches the topics presented in class, and reads several articles on the topics. This student is:
- a. multi-tasking in her study time.
  - b. feeling overwhelmed and frustrated.
  - c. wasting emotional energy in aggressive behavior.
  - d. studying in her preferred learning style.

ANS: d      PTS: 1

12. How one learns and prefers certain teaching methods and types of classes is indicative of that person's:
- a. behavior pattern.
  - b. coping skill.
  - c. information processing.
  - d. learning style.

ANS: d      PTS: 1

13. A document that provides the student with a long-term view of the semester and is an effective time-management strategy to record all of the semester's assignments and due dates on is a:
- a. daily calendar.
  - b. monthly calendar.
  - c. to do list.
  - d. weekly calendar.

ANS: b      PTS: 1

14. One of the best ways to effectively manage time is to \_\_\_\_\_ tasks and responsibilities on a combined daily time plan and to do list.
- a. alphabetize
  - b. brainstorm
  - c. prioritize
  - d. record

ANS: c      PTS: 1

15. As a general rule, how many hours does a student spend studying for every hour spent in the classroom?
- a. 1 to 2
  - b. 2 to 3
  - c. 3 to 4
  - d. 4 to 5

ANS: b      PTS: 1

## MULTIPLE RESPONSE

Select all answers that apply.

1. Coping skills that can help the returning student in dealing with Returning to School Syndrome are:
- |                                  |   |
|----------------------------------|---|
| a. acting hostile toward others. | d. striving for A's in all classes.       |
| b. playing a game.               | e. sharing feelings with a friend.        |
| c. reading comic strips.         | f. failing to see the value of education. |

ANS: b, c, d      PTS: 1

2. A student desires to succeed in her new educational pursuit of returning to school for her RN degree. Some effective study tips she uses are:
- |  |   |
|--|---|
| a. setting aside time slots during each day for study.       | d. relying on class notes rather than reading the textbook.                 |
| b. answering the phone several times during study time.      | e. reviewing notes shortly after the class period to jot down missed items. |
| c. procrastinating writing a paper until the week it is due. | f. focusing on the grade rather than comprehension of content.              |

ANS: a, e      PTS: 1

3. A student is struggling with meeting school, work, and family responsibilities. Some steps she could take to ease her load are:
- |  |  |
|--|--|
| a. take regular walks with family members to spend time with them. | d. work only on the weekend to free the week for study time.                   |
| b. verbally share with family the pressure she feels with school.  | e. thank family members when they help with the laundry.                       |
| c. realize everyone is busy and continue doing things as usual.    | f. set aside time each week for personal, physical, and spiritual refreshment. |

ANS: a, b, d, e, f      PTS: 1

## MATCHING

Match each learning style to the set of characteristics that describe people who have that learning style.

- |                             |                             |
|-----------------------------|-----------------------------|
| a. Abstract random (AR)     | c. Concrete random (CR)     |
| b. Abstract sequential (AS) | d. Concrete sequential (CS) |

1. Sensitive and flexible; prefer to receive information in an unstructured manner and then reflect on it
2. Love to gather facts, find answers, and debate issues; prefer lectures and individual study
3. Creative, independent, and curious; prefer to learn by trial and error
4. Practical, organized, and structured; prefer to work step-by-step, following specific instructions

1. ANS: a                      PTS: 1

2. ANS: b                      PTS: 1

3. ANS: c                      PTS: 1

4. ANS: d                      PTS: 1

## COMPLETION

1. One of the best ways to effectively manage responsibilities and time is to complete a \_\_\_\_\_ combined with a \_\_\_\_\_.

ANS:  
daily time plan, to do list

PTS: 1

## SHORT ANSWER

1. List three basic skills that nurses need to be successful in the work environment.

ANS:

Answers may include any three of the following:

1. Computer skills
2. Basic math
3. Basic algebra
4. Basic English grammar

PTS: 1

2. List four techniques for effective note taking.

ANS:

Answers may include any four of the following techniques:

1. Devise personal abbreviations for frequently used words.
2. Write phrases, not complete sentences.
3. Use a tape recorder in class.
4. Take notes on a laptop.
5. Review notes after class.
6. Outline reading material, and add to it in class.

PTS: 1

## ESSAY

1. Identify your phase in the Returning to School Syndrome and support your rationale with content from the textbook. (This question is worth 3 points.)

Possible Answers:

Honeymoon phase: fascinated with new aspects of academic life; has increased awareness of purpose and confidence

Conflict phase: experiences conflict with various personal roles, faculty members, and previous knowledge base versus newly acquired knowledge; experiences uncertainty and self-doubt; feels angry, overwhelmed, and fatigued; blames other people or things for lack of success

Disintegration—turns anxious feelings inward; becomes depressed and withdrawn

Reintegration—shows feelings of frustration by acting hostile toward others, especially the faculty; expresses feelings of frustration with the nursing program and the education process

Resolution:

Chronic conflict—constantly angry, fails to see the value of the education process; uses emotional energy in anger, hostility, and aggressive behavior

False acceptance—gives appearance of accepting and experiencing the educational process but does not value or embrace the positive aspects of the educational opportunity

Biculturalism—meshes various aspects of life; understands the demands of the academic experience; adjusts with new coping skills; attention is on maximizing educational opportunities