

## Chapter 03: Classroom Study Habits That Work

### Test Bank

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#### MULTIPLE CHOICE

1. A first semester student is struggling in class and did not do well on her last exam. She has determined the problem to be her lack of skill in note-taking. What can the student do in order to take more effective notes during lecture?
  - a. Focus on writing key words and phrases.
  - b. Photocopy someone else's notes.
  - c. Write verbatim all that is said.
  - d. Practice memorization in class instead of taking notes.

ANS: A

The student should focus on writing key words and phrases in order to be more effective at note-taking. Photocopying someone else's notes, writing verbatim, and memorizing lecture will not help the student with effective note-taking.

DIF: Cognitive Level: Application

REF: Page 36

OBJ: Describe the components of effective listening.

TOP: Note-Taking

2. A student nurse feels that his reading skills are not adequate. Which action would he take in order to have effective reading skills?
  - a. Focus on improving reading speed.
  - b. Read slowly and thoroughly.
  - c. Ask his friends and family read to him.
  - d. Passively engage in reading.

ANS: A

Evidence relates reading speed to comprehension; the faster you read, the more you understand what you are reading.

DIF: Cognitive Level: Application

REF: Pages 37-38

OBJ: Describe how to improve reading skills.

TOP: Reading Skills

3. A struggling student admits that she is reading the same paragraph over and over when she tries to read the text. The instructor recognizes this as inhibitory to her comprehension of the material. Which suggestion could the instructor make to the student to help correct the situation?
  - a. "Just keep trying. Maybe you need to read it over a few times to get it."
  - b. "Maybe you are waiting too late at night to study. Try studying earlier in the day."
  - c. "Try putting your finger under the words one at a time."
  - d. "If the words are a stumbling block, study them alone first, and then as you read, you will be less likely to stumble over them and regress."

ANS: D

Regression, or rereading what was just read, may be caused by stumbling over unfamiliar terms that cause reading to slow and decrease.

DIF: Cognitive Level: Application

REF: Pages 37-38

OBJ: Describe how to improve reading skills.

TOP: Reading Skills

4. The five-step method of thoroughly studying is composed of which steps in order?
- Scan, skim, survey, read, recite, review.
  - Scan, skim, read, recite, review, reread.
  - Survey, question, read, recite, review.
  - Survey, question, read, review, reread.

ANS: C

SQRRR is a tried and true method: survey, question, read, recite, and review.

DIF: Cognitive Level: Knowledge

REF: Page 40

OBJ: Prepare to study effectively using the SQRRR method.

TOP: Study Methods

5. A nursing student is preparing for her first day of lecture. She knows that in order to succeed, she should:
- skip the first day of class and read the material at home.
  - sit in the front of the room, away from distractions.
  - take notes from the book during lecture time.
  - sit in the back of the class, next to her best friend.

ANS: B

Students should sit in the front of the classroom for optimal learning, away from distractions.

DIF: Cognitive Level: Application

REF: Pages 34-35

OBJ: Prepare for success in the classroom.

TOP: Classroom Study Habits

6. A patient comes to the emergency department with complaints of crushing chest pain that radiates down his left arm. While reviewing his health history with the RN, the patient states that he has been getting over a cold. He also has seasonal allergies and is allergic to peanuts. The nurse interprets the major detail for the patient's ER visit as the patient:
- has a peanut allergy.
  - is experiencing crushing chest pain.
  - is getting over a cold.
  - has seasonal allergies.

ANS: B

The major detail in this scenario is the patient's crushing chest pain, which brought him into the ER. All other are minor details.

DIF: Cognitive Level: Analysis

REF: Page 38

OBJ: Distinguish between major and minor details.

TOP: Major/Minor Details

7. The RN is performing an assessment on a patient being admitted for back pain. The nurse interprets which of the patient's statements as a minor detail?
- The patient has not been able to void in 12 hours.
  - The patient ate 90% of his meal.
  - The patient reports being unable to walk.
  - The patient was involved in a car accident 2 days ago.

ANS: B

Minor details support the major details and peripherally support the main idea. In this scenario, the patient eating 90% of his meal is a minor detail. The other choices are major details.

DIF: Cognitive Level: Analysis

REF: Page 38

OBJ: Distinguish between major and minor details.

TOP: Major/Minor Details

8. A student has been out of school for a number of years. She is concerned that she may not be able to study effectively. What action can the student take that will increase her ability to focus on her studies?
- Study for 1 hour a night.
  - Study in a loud coffee shop.
  - Stay up all night before tests to make sure she is proficient.
  - Study with the TV off.

ANS: D

The student should learn ways to study effectively in order to succeed in school. Studying for only 1 hour per night, studying in a loud coffee shop, and staying up all night to study are not ways to study effectively.

DIF: Cognitive Level: Application

REF: Page 37

OBJ: Describe positive classroom study habits.

TOP: Improving Study Habits

9. A student is reviewing new material for an upcoming test. She has decided to highlight so that she can come back later to easily review the material. How can she use highlighting to be successful?
- She should highlight the first time she reads the material.
  - She should highlight no more than 20% of the material.
  - She should use only one method of highlighting.
  - She should highlight the entire chapter.

ANS: B

The student should read the material at least once before she begins highlighting. Highlighting during the first read through, using only one method of highlighting, and highlighting the entire chapter would not assist the student in being successful.

DIF: Cognitive Level: Application

REF: Page 38

OBJ: Describe how to improve reading skills.

TOP: Highlighting

10. A student is trying to develop better study habits. She knows that for every hour of class, it is advised that she study for \_\_\_\_\_ hours.
- 3 to 4
  - 2 to 3
  - 4 to 5
  - 5 to 6

ANS: B

For every hour of class the student should spend 2 to 3 hours studying in order to be successful.

DIF: Cognitive Level: Knowledge

REF: Page 41

OBJ: Prepare to study effectively using the SQRRR method.

TOP: Study Habits

11. Multiple incorrect options on a test are known as:
- stems.
  - structured responses.
  - distractors.
  - negative indicators.

ANS: C

Multiple incorrect options on a test are known as distractors.

DIF: Cognitive Level: Knowledge

REF: Page 43

OBJ: Incorporate strategies to improve test taking.

TOP: Test-Taking Skills

## MULTIPLE RESPONSE

1. A nursing student knows that effective listening requires attention and preparation. What actions can she take to ensure that she is proficient? (Select all that apply.)
- Read over the assigned material before class begins.
  - Read over the material as soon as class is over.
  - No special attention or preparation is required.
  - Read the material during class.
  - Study independently during discussion time.

ANS: A, B

To listen effectively, prepare for what you will hear before class. In class maintain concentration and actively engage in the discussion, and then after class review notes and add clarifying comments.

DIF: Cognitive Level: Application

REF: Page 35

OBJ: Describe the components of effective listening.

TOP: Listening

2. You are a first semester nursing student and have just received your first reading assignment for class tomorrow. You know that in order to succeed you will need to practice effective listening. Which actions would prepare you for class tomorrow? (Select all that apply.)
- Read over the assigned material tonight.
  - Scan over the material before class, looking at the main points and subpoints.
  - Read the text during class instead of listening to lecture.
  - Review your notes immediately after class.
  - Do not review anything before class.

ANS: A, B, D

In order to be prepared for class you should: Read over assigned material the night before; scan over the material before class, looking at both main points and subpoints; and review notes immediately after class. Practicing effective listening includes giving the instructor your undivided attention. Often instructors emphasize points that they do not want students to miss. These points often end up on exams.

DIF: Cognitive Level: Application

REF: Page 35

OBJ: Learn effective listening skills.

TOP: Effective Listening

3. A student is studying for an upcoming test. She has read the assigned text once and is now ready to highlight. Which actions by the student indicate that she understands how to highlight? (Select all that apply.)
- Uses circles to highlight key words or phrases
  - Draws an asterisk next to an important paragraph or sentence
  - Underlines sentences of importance
  - Draws squares around words for emphasis
  - Marks a section with a star for future reference

ANS: A, B, C, E

Circles, asterisks, underlines, and stars are all acceptable ways of highlighting that would indicate differences in the material.

DIF: Cognitive Level: Application      REF: Page 38  
OBJ: Identify ways of highlighting.      TOP: Highlighting

4. A student has just listened to a lecture on better strategies for studying. Which of the student's actions indicate understanding? (Select all that apply.)
- Wait until the evening to study.
  - Begin with the most difficult subjects.
  - Create a conducive study environment.
  - Record the lectures and listen to them in your car.
  - Begin to study the day before an exam.

ANS: B, C, D

Beginning study sessions with the most difficult subjects, creating a conducive study environment, and listening to lectures in your car are all ways to create better strategies for studying.

DIF: Cognitive Level: Application      REF: Page 41  
OBJ: Incorporate strategies to improve test taking.      TOP: Study Strategies