

Zerwekh: Nursing Today, 7th Edition

Chapter 03: Mentorship and Preceptorship

Test Bank

MULTIPLE CHOICE

1. Which of the following is a good example of a mentoring relationship?
 - a. A coach and a player
 - b. A teacher and a learner
 - c. An intern and a resident
 - d. An advisor and a partner

ANS: D

In nursing, mentor is synonymous with trusted advisor, and mentoring is a partnership between two people.

DIF: Cognitive Level: Comprehension REF: p. 50
OBJ: Describe the difference between mentoring, coaching, and precepting.
TOP: Mentoring relationship MSC: NCLEX®: Not applicable

2. Mentoring can best be described as:
 - a. Solving an individual's problems
 - b. Focusing on the needs of someone else
 - c. Helping someone reach his or her long-term goals
 - d. Pairing of an experienced person with a novice

ANS: B

Mentoring requires a primary focus on the needs of the mentee and an effort to fulfill the most critical of these needs. Meeting these needs first makes achievement of goals more realistic.

DIF: Cognitive Level: Application REF: p. 51
OBJ: Identify characteristics of effective mentors, mentees, and preceptors.
TOP: Description of mentoring MSC: NCLEX®: Not applicable

3. Mentoring is considered to be a:
 - a. Partnership
 - b. One-way street
 - c. Static relationship
 - d. Method of gaining more experience

ANS: A

Mentoring is a partnership and a two-way street with both parties freely contributing to the relationship as equals working together, based on mutual respect.

DIF: Cognitive Level: Comprehension REF: p. 51
OBJ: Identify characteristics of effective mentors, mentees, and preceptors.
TOP: Description of mentoring MSC: NCLEX®: Not applicable

4. You are a graduate nurse in search of a mentor. To find a good “match,” what should you look for?
- Choose an experienced nurse who is successful.
 - Look for things you and the potential mentor have in common.
 - Be very specific with the questions you ask of the possible mentor.
 - Be careful not to disclose too much personal information.

ANS: B

When considering establishing a mentoring relationship, look for commonalities in nursing education, areas of expertise/practice, or interests. Feeling comfortable and building trust are crucial for a successful mentoring relationship.

DIF: Cognitive Level: Application REF: p. 53
OBJ: Identify characteristics of effective mentors, mentees, and preceptors.
TOP: Effective mentoring relationship MSC: NCLEX®: Not applicable

5. Which of the following are characteristics of successful mentors?
- They ensure that their mentees do not fail.
 - They push the mentees to a higher level.
 - They always ask a lot of questions of their mentees.
 - They encourage mentees to question their skills so that they can be improved.

ANS: B

Mentors need to communicate high expectations to mentees and push them to meet or exceed these expectations.

DIF: Cognitive Level: Comprehension REF: p. 53
OBJ: Identify characteristics of effective mentors, mentees, and preceptors.
TOP: Successful mentorship MSC: NCLEX®: Not applicable

6. The mentee needs to understand his or her role early in the relationship. What is a characteristic or example of the mentee’s role?
- Not interrupting the mentor
 - Absorbing what the mentor explains in detail
 - Establishing personal short-term and long-term goals
 - Finding out what the mentor has to offer in terms of experience

ANS: C

Establishing your goals early will help you get exactly what you need from the mentoring relationship.

DIF: Cognitive Level: Application REF: p. 56
OBJ: Identify characteristics of effective mentors, mentees, and preceptors.
TOP: Role of mentee

MSC: NCLEX®: Safe, effective care environment—management of care

7. What is a characteristic of a situational mentoring relationship?
- It occurs only one time.
 - It is established by the organization.
 - Both mentee and mentor mutually accept it.
 - It is structured to ensure situational success.

ANS: A

Characteristically, a situational mentoring relationship is a one-time event. Organizations usually establish formal relationships. Acceptance by the mentee and mentor is characteristic of an informal relationship. A structured relationship is formal.

DIF: Cognitive Level: Comprehension REF: p. 57

OBJ: Discuss the types of mentoring relationships.

TOP: Situational mentoring relationship MSC: NCLEX®: Not applicable

8. The “honeymoon” is a specific phase of reality shock. What should the mentor do during this phase?
- Share personal transition experiences with the mentee.
 - Reinforce the need for the mentee to problem solve.
 - Encourage the mentee to try new things.
 - Act as the intermediary for the mentee with all staff members.

ANS: D

During the “honeymoon” phase, the mentor should be supportive (by listening and understanding), act as an intermediary with other staff members, and be a role model.

DIF: Cognitive Level: Application REF: p. 57

OBJ: Discuss the types of mentoring relationships.

TOP: Mentoring during reality shock phase

MSC: NCLEX®: Safe, effective care environment—management of care

9. A new graduate is looking for a mentor. Which staff nurse would be the best choice?
- Louise, a skilled clinician, who appears hurried, curt, and occasionally sarcastic
 - Jill, a new graduate, who worked 2 years as an LPN and seems confident
 - Juan, who has 3 years of experience, good skills, and a sense of humor
 - Kim, who has 6 years of experience and is highly intellectual, but is aloof and self-centered

ANS: C

The mentor not only serves as a role model or counselor for the new graduate but also actively advises, guides, and promotes the graduate’s career. It is important to select someone who will work with you and has nursing experience as an RN. Frequently nurses with 3 to 5 years of experience remember their own role transition and can relate to what the new graduate is experiencing.

DIF: Cognitive Level: Evaluation REF: pp. 52, 53

OBJ: Describe four possible resolutions for reality shock.

TOP: Selecting a mentor

MSC: NCLEX®: Not applicable

MULTIPLE RESPONSE

1. Review the following characteristics. Which best describe the role of the mentor?

Select all that apply.

- a. Requires a primary focus on the needs of the new nurse
- b. Assists the new nurse with difficult nursing procedures
- c. Serves as a primary resource on the nursing unit for the new nurse
- d. Is assigned to the new nurse for the orientation period
- e. Is interested in the new nurse's personal growth and nursing goals
- f. Is available to the new nurse after hours to discuss problems and needs

ANS: A, E, F

The preceptor acts in a formal role and functions during a defined period of time. The primary focus of the preceptor is to serve as a role model during the specified period. A mentor is more interested in a nurturing role with the new nurse and frequently shares personal time. The other options are characteristic of a preceptor.

DIF: Cognitive Level: Application

REF: pp. 54, 57

OBJ: Describe the difference between mentoring, coaching, and precepting.

TOP: Characteristics of a mentor

MSC: NCLEX®: Not applicable

2. Which of the following could be a component of e-mentoring? Select all that apply.

- a. Distance mentoring
- b. Mentoring by instant messaging
- c. Contact between mentee and mentor via electronic mail
- d. A mentoring program for first-year nursing students
- e. Using a videoconferencing system such as Skype to meet virtually
- f. Planning a meeting at a coffee shop to discuss progress of the preceptorship

ANS: A, B, C, E

According to Knight, e-mentoring reflects mentoring that takes place over a distance (learner and faculty are not in face-to-face communication), usually by electronic communication facilitation. More recently, the use of e-mentoring can be via e-mail, smartphone, Skype, and webinars. Meeting in person (coffee shop) and the mentoring program do not describe the virtual component of e-mentoring.

DIF: Cognitive Level: Comprehension

REF: p. 58

OBJ: Discuss the types of mentoring relationships.

TOP: E-mentoring

MSC: NCLEX®: Not applicable