Registered Nurses’ Perspectives on the New Graduate Working in the Emergency Department or Critical Care Unit

1. Benner’s novice to expert framework states that the advanced beginner is one who:
   A. Has limited experience to guide performance.
   B. Can competently perform skills and make decisions.
   C. Has an ability to prioritize and manage time well.
   D. Performs with some degree of experience related to prior situations.

2. A new graduate’s ability to perform and make knowledgeable decisions in clinical situations depends on an ability to:
   A. Recognize relevant patterns.
   B. Occasionally experience rapid response situations.
   C. Shadow the nurse manager.
   D. Perform newly learned skills.

3. Which of the following is an example of helpful behavior when an experienced nurse makes a negative comment about a new graduate?
   A. Remain silent, but make eye contact with the new graduate.
   B. Ignore the speaker and walk away.
   C. Join in the conversation, asking questions to clarify the problems.
   D. State, “I am uncomfortable with this comment.”

4. Support for the new graduate for successful role transition should occur during a period of:
   A. 12 months of long-term support.
   B. A minimum of 2 months of orientation.
   C. 4 months of orientation.
   D. 2 months of orientation and 1 month with a preceptor.

5. A way to decrease frustration for the new graduate is to:
   A. Provide a variety of knowledgeable preceptors throughout orientation.
   B. Offer multiple experiences as often as possible.
   C. Schedule the same preceptor with the new graduate as often as possible.
   D. Have increasingly complex weekly tests for the new graduate.

6. A good way to improve clinical judgment and decision making with the new graduate is to:
   A. Offer the new graduate time to problem-solve alone.
   B. When working with the new graduate, ask questions related to clinical practice.
   C. Provide multiple resource books and computer access.
   D. Schedule time on off-shifts for self-regulated learning.

7. It is important to understand and avoid uncivil behavior. The following act is not considered uncivil behavior:
A. Gossiping about coworkers.
B. Not answering new graduates’ repeated questions.
C. Providing support during busy shifts.
D. Belittling someone in front of others.

8. An approach for teaching new graduates how to resolve uncivil behavior in a professional manner is to:
   A. Help them find ways to understand and learn to cope with the culture of the unit.
   B. Cognitively rehearse responses to bring the action to the aggressor’s attention.
   C. Ignore the behavior and consider it a character-building experience.
   D. Teach them to stand up for themselves.

9. Giving new graduates a sense of community and a desire to remain in a unit involves an environment that:
   A. Is free of incivility with an expectation of professional behavior.
   B. Requires experience and quick thinking.
   C. Is open, allowing them to learn on their own.
   D. Involves regularly critiquing one’s time management and skills.

10. To support the new graduate, communication should be open and supportive with:
    A. Meetings held in a quiet environment, such as the manager’s office.
    B. Multiple preceptors providing advice.
    C. Feedback of weaknesses and strengths.
    D. Predicaments, dilemmas, and off-shift questioning.