The Preparation–Practice Gap: An Integrative Literature Review

1. The preparation–practice gap is best defined as the:
A. Period of time between completing nursing school and beginning a first job.
B. Deficit of practice-related skills, even among high-achieving nursing students.
C. Discrepancy between the number of nurses prepared and nurses needed for practice.
D. Difference in clinical skills of a baccalaureate-prepared nurse and a registered nurse with "practical" training.

2. Results of the preparation–practice gap include:
A. Improved morale due to the learning environment.
B. Increased patient safety due to the nurses’ awareness of their limitations.
C. High turnover, due to stress.
D. Lower cost, due to hiring fewer nurses.

3. Relative to the more senior or experienced nurses, novice nurses have:
A. Better psychomotor skills.
B. Stronger electronic communication skills.
C. Improved physical assessment abilities.
D. Greater predisposition to errors.

4. When novices nurses assess their recent experiences, they report:
A. Prolonged time to become acclimated to the clinical environment.
B. Lack of awareness of particular clinical deficits.
C. Inadequate preparation for the NCLEX®.
D. Insufficient clinical hours in their nursing program.

5. Randomized control trials assessing the competence of novice nurses are:
A. Supportive of residency programs.
B. Based largely on quantitative outcomes.
C. Typically biased by the author’s institutional affiliation.
D. Rarely encountered in CINAHL®, PubMed®, and EMBASE™.

6. Studies recommending resolution of preparation–practice gaps typically:
A. Are made stronger by features of the author’s institutions.
B. Utilize sample sizes that are too diverse for clear analysis.
C. Are qualitative and descriptive in nature.
D. Include the use of a mixed-methods approach.
7. The literature suggests that successful preceptor programs should avoid:
   A. Using online education and support.
   B. Teaching nurses in complex situations.
   C. Consistent use of forms and tools.
   D. Relying on preceptor goodwill.

8. Nonmonetary incentives to encourage practicing nurses to teach novices include:
   A. An opportunity to discuss their role with hospital leadership.
   B. Support for attendance at local conferences.
   C. Novice nurses can complete the preceptor's clinical work.
   D. Appointment as adjunct faculty at local nursing schools.

9. Excellence in nursing school education may be inferred using data from:
   A. Employer satisfaction rates.
   B. NCLEX scores.
   C. Simulation laboratory results.
   D. Job retention rates.

10. Recognized advantages of residency programs include:
    A. Markedly reduced rates of staff turnover.
    B. Providing novice nurses with a housing allowance.
    C. Limited cost, because the faculty are hospital employees.
    D. Avoiding the need for support by the hospital administration.

11. Duchschner (2008) and Benner (1984) reported the process of moving from novice to expert nurse is manifested by:
    A. Composed feelings and pressure.
    B. Unintended fight-or-flight response.
    C. Intense reactions and stress.
    D. Zealous passion and drive.