CNE Quiz: Accelerated Second-Degree Bachelor of Science in Nursing Graduates’ Transition to Professional Practice

1. When comparing accelerated second-degree BSN (ASBSN) programs to traditional BSN programs, the ASBSN programs have:
   A. Flexible scheduling and fewer clinical hours.
   B. Faster paced more intense experience.
   C. Similar academic standards and more students.
   D. Lower first-time NCLEX-RN pass rate and difficulty gaining employment.

2. According to the literature, a contributing factor to the experience of stress for new graduate nurses as they transition to practice is:
   A. Role ambiguity.
   B. Compensation.
   C. Chronicity.
   D. Lack of mentors.

3. The core pattern of behavior described by recent ASBSN graduates and supported by Calhoun’s (2010) grounded theory is:
   A. Reality.
   B. Goaling.
   C. Overcoming.
   D. Transition.

4. The quality research method to conduct the study was:
   A. Ethnography.
   B. Phenomenology.
   C. Narrative analysis.
   D. Interpretive description.

5. All members of the research team reviewed the data, a strategy primarily designed to:
   A. Increase the accuracy of the transcripts.
   B. Enhance credibility of the study findings.
   C. Eliminate limitations of the study.
   D. Evenly distribute research tasks among team members.

6. The interviewees identified an important aspect of successful transition to clinical practice as:
   A. Longer orientation periods.
   B. Consistent preceptors.
   C. Experience on various shifts.
   D. Aligning time and activities with individual needs.
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7. The ASBSN graduates stated the design of the ASBSN program mirrored the reality of clinical practice as:
   A. Leisurely paced.
   B. Reduced hours.
   C. Raised intensity.
   D. Higher quality.

8. In preparing for job interviews, the ASBSN graduates focused on:
   A. Preparing a list of expected interview questions.
   B. Documenting similarities of nursing with their first academic degree.
   C. Bringing a portfolio to the interview of accomplished clinical procedures.
   D. Sending a résumé to the chief nursing officer.

9. To foster growth in ASBSN graduates, staff development professionals may consider a focus on the graduates’:
   A. Skill sets.
   B. Potential.
   C. Past experience.
   D. Academic excellence.

10. A larger, less homogeneous sample would have enhanced the:
    A. Appropriateness of the research design.
    B. Usefulness of the data collection strategy.
    C. Accuracy of the data analysis.
    D. Generalizability.

11. Brewer et al. (2015) suggested that nursing graduates with degrees in other fields tend to:
    A. Remain in their first held position longer.
    B. Leave their first position after 6 months.
    C. Return to the work of their first field of study.
    D. Become bored with clinical practice within 1 year.

12. The authors suggest the challenges of transitioning to practice experienced by ASBSN graduates may have been decreased by their:
    A. Greater options for choice of practice specialty.
    B. Higher personal expectations to succeed.
    C. Lower expectations in advancing their clinical assessment skills.
    D. Lesser drive to remain in nursing since they have another degree.

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1. B       7. C
2. A       8. A
4. D       10. D
5. B       11. A