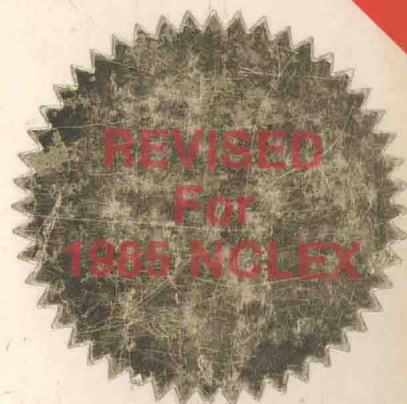


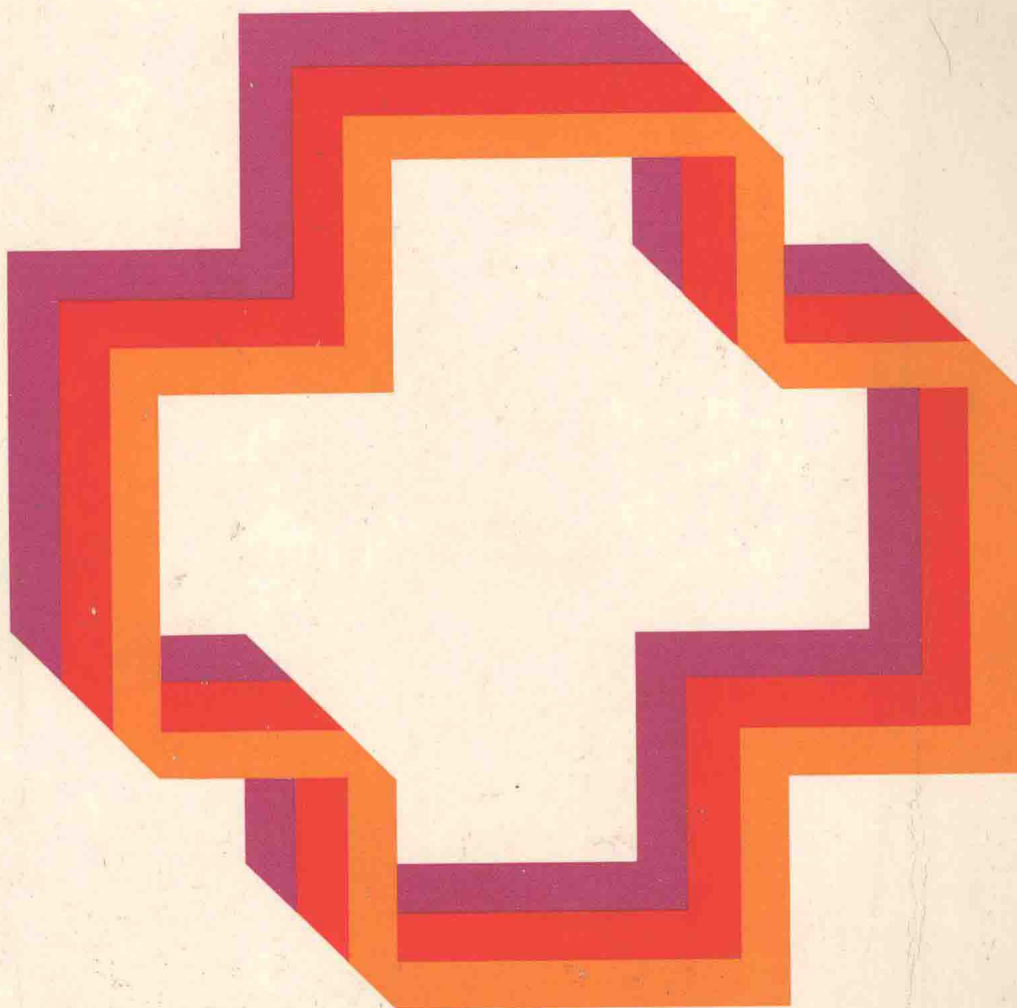
Sandra Smith's Review of Nursing for RN Licensure

Third Edition

Featuring
The Nursing Process
and
Comprehensive Tests



For NCLEX-RN



Sandra Smith's Review of Nursing for RN Licensure

Third Edition

Sandra Fucci Smith, R.N., M.S.



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International Standard Book Number: 0-917010-07-8

Copies of this book may be obtained from:

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PREFACE

For several years you have been studying nursing theory and gaining clinical experience. Now you face an important challenge—scoring sufficiently high on the National Council Licensure Examination to qualify for R.N. licensure.

My experience in teaching student nurses and in formulating and conducting special nursing reviews for Licensure Exams has made me aware of the problems that the graduate nurse encounters while preparing for these tests. Most students do not know how to review the vast amount of material to which they have been exposed during their nursing education. The objective of this book is to help you prepare for the Licensure Examinations in the most efficient manner.

The best way to prepare for this test is to thoroughly review the material most likely to be covered on the exam and to take practice tests having similar questions. With this objective in mind, *Sandra Smith's Review of Nursing* is organized into seven chapters. To keep pace with nursing education and the exams, we have presented each chapter's content in terms of the Nursing Process. The outline format is designed to help you review quickly, as well as to emphasize significant content. The selection and presentation of content in this review text are directed toward minimizing your review time and maximizing your test results.

The comprehensive tests serve a dual purpose—to acquaint you with the type and format of questions to expect on the examination and to give you an opportunity to test and improve your knowledge of concepts and expertise in realistic nurse-client situations. The answers and rationale sections are intended to discourage rote memorization and to reinforce learning by describing the underlying principles which tell you why the answers are right or wrong.

Acknowledgments

I wish to extend my thanks to all of the contributing authors and to the many other people who helped with the development and production of this book. Because of the invaluable assistance of the editors, graphic designers, typesetters, book manufacturer, and distributors, this review book is available to help nursing students prepare for the current R.N. Licensure Examination.

Sandra L. Smith

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INTRODUCTION

The third edition of *Sandra Smith's Review of Nursing* provides you with a thorough review of nursing content on which candidates will be tested for RN Licensure. This edition has been totally redesigned to be compatible with the new comprehensive National Council Licensure Examination-RN introduced in July 1982. Special emphasis has been placed on presenting the content within the framework of the Nursing Process: Assessment, Planning and Analysis, Implementation, and Evaluation. New clinical situations and multiple choice questions in a comprehensive format simulate the new Licensure Examination.

The content and format of the book are planned to help you review efficiently and effectively. Nursing curriculum varies from school to school, and students may find that they are more knowledgeable in one content area than another. *Sandra Smith's Review of Nursing* will enable you to quickly recognize your areas of expertise and concentrate on less familiar content. The review questions at the end of the text will also assist you to test your mastery of basic nursing principles and their application to clinical situations.

The RN Licensure Exam tests the candidate's knowledge of nursing rather than physiology, chemistry, medicine, etc. Test questions focus on nursing knowledge, nursing techniques, and nursing interventions in varied clinical situations. *Sandra Smith's Review of Nursing* includes the subjects of anatomy and physiology as a general review for students unsure of basic principles. This book concentrates on pathophysiology, clinical manifestations and treatment of diseases and, most important, nursing management. The content was selected especially for student nurses to utilize in reviewing for both nursing tests at school and the Licensure Exam.

The introduction to this book presents general background information on RN Licensure, previews the contents of *Sandra Smith's Review of Nursing*, and provides helpful techniques for

studying and achieving positive test results. The introduction also provides guidelines for the most effective methods of using this review book.

RN Licensure Procedures

The main purposes of the RN Licensure Examination are to establish minimal levels of professional competency for nurses and to protect the public. Throughout the United States and in the District of Columbia, Guam, and the Virgin Islands, candidates are required to pass a licensing examination as one of the prerequisites to licensure as a Registered Nurse. Today's emphasis on consumer protection affects the entire medical field and its related professions, including nursing and the Allied Health Professions. This system of licensure protects the general public and, at the same time, confirms for the registered nurse that he or she can embark on a career with professional confidence.

Each state is responsible for issuing the license to practice as a Registered Nurse in the state. Presently, all of the state Boards of Registered Nursing contract with an independent organization—the National Council of State Boards of Nursing (NCSBN)—for the licensure examination and its processing and scoring. The NCSBN, in turn, selects the questions for each examination from a reservoir, or pool, of questions submitted by various professional nurses who represent all of the major clinical specialties and geographical regions of the United States. The examination is in effect a national test administered and ultimately controlled by each individual state.

The NCLEX-RN is the means by which each state can measure and evaluate applicants' qualifications to practice nursing safely and effectively. Both United States and foreign-trained nurses must achieve passing scores before becoming licensed RNs. The candidate will receive a single score (unlike the prior system of five tests with a score for each). The NCSBN has established a criterion-referenced scoring system which is based upon a review of each question by a panel of judges. The recommended passing score is 1600, and the passage rate for first-time candidates is expected to be approximately 85 percent.

The NCLEX-RN is given over a two-day period each February and July throughout the United States. A candidate for the examination should contact the licensure authority in the state in which the candidate plans to practice nursing. Each state selects its own minimal passing score and decides whether to accept test results from another state. Since most jurisdictions require that the candidate's application be filed at least one month prior to examination, applicants should plan sufficiently ahead to assure that key dates are not missed.

Organization and Presentation of Review Material

The prospect of taking a comprehensive examination whose questions will draw from the candidate's entire spectrum of nursing knowledge may appear formidable. Furthermore, actual clinical situations require that the nurse apply his or her knowledge base to problem solving, decision making, and delivery of quality client care. To meet the objectives of providing the student with an efficient and effective review aid, the subject matter of *Sandra Smith's Review of Nursing* is organized in categories with which most students are quite familiar:

- Chapter 1. Nursing Through the Life Cycle
- 2. Nutrition and Pharmacology
- 3. Medical-Surgical Nursing
- 4. Maternity Nursing
- 5. Pediatric Nursing
- 6. Psychiatric Nursing
- 7. Legal Aspects of Nursing

Each chapter, or subject area, contains material on both nursing theory and its practical application. The nursing theory includes pathophysiology, clinical manifestations of diseases, diagnosis and treatment of medical conditions, and nursing management. As appropriate, this material is organized within the key steps of the Nursing Process: Assessment, Planning and Analysis, Implementation, and Evaluation. The candidate for licensure can expect approximately equal emphasis to be placed upon each of these categories of nursing behavior.

In addition to emphasizing categories of nursing behavior, State Boards also focus upon systems of client health requirements, or locus

of control, and levels of cognitive ability. The client health care system most emphasized is the situation in which the nurse and client share in making decisions relating to meeting the client's health care needs. Lesser emphasis is placed on health care situations in which the client is either totally unable to make decisions or completely independent.

The cognitive levels tested, as outlined in Bloom's *Taxonomy of Educational Objectives*, are knowledge, comprehension, application, and analysis. The candidate should expect that State Boards will emphasize analysis and application; therefore, you will not be required to memorize and retrieve vast quantities of facts and figures. The examination will test the student's ability to analyze the information provided in the clinical case study and to apply the appropriate principles of nursing management to delivering safe and effective nursing care.

The multiple-choice questions following Chapter 7 are similar in format, subject matter, length, and degree of difficulty to those contained in the State Board Examinations. The answers to the multiple-choice questions are accompanied by rationale or an identification of the underlying principle. These sections provide the reviewer with an added learning experience; if the student understands the basic principles of nursing content, he or she can transfer them to the clinical situations contained in the NCLEX-RN. Furthermore, the sample tests will provide a basis for understanding the process of selecting the "best" answer to a question.

Finally, the annotated bibliography at the end of the book will serve as an excellent reference if further validation or information is needed to reinforce the student's present level of knowledge. The publications included in this bibliography were selected by the contributing authors both for their clarity of presentation and their coverage of material relevant to licensure examinations.

Guidelines for Using This Review Book

The following procedure is recommended for effective utilization of this review text:

- A. Review each of the major outlines and evaluate your knowledge and understanding of the main concepts and their clinical applications.
- B. Study carefully the various glossaries, tables, and appendices. These sections contain information essential for mastery of the nursing subject areas.
- C. Take the practice tests at the end of the review text, and using the answers provided, correct each question and read the rationale for the correct answer. This procedure will enable you to understand the underlying principle for each answer. These principles will apply to questions on the Licensure Examination that are similar to but worded in a different way from the practice questions in this text.

Guidelines for Reviewing and Testing

Since most students have only a few weeks between final examinations at nursing school and the Licensure Examination, it becomes most important that the review process be conducted in an efficient manner. The following recommendations illustrate ways that you can achieve maximum results for the amount of time invested.

- A. Use regularly scheduled periods for study and review.
 - 1. Arrange to study when mentally alert; if you study during periods of mental and physical fatigue, your efficiency is reduced.
 - 2. When studying, use short breaks at relatively frequent intervals. Breaks used as rewards for hard work serve as incentives for continued concentrated effort.
- B. Analyze your own strengths and weaknesses.
 - 1. Consider your past performance on classroom tests and written clinical applications of factual material. Learn from past errors on tests by studying corrected material.
 - 2. Check your past performance on NLN Achievement Tests to identify areas in which you are not sufficiently knowledgeable

and which will require more preparation.

- 3. Systematically eliminate your weaknesses. Allow sufficient time for repeated review of those areas that continue to pose problems.
- C. Become familiar with the examination format.
 - 1. Study the format used for State Board Examinations so you know the different ways in which questions are asked. For example, you must know how to deal with clinical situations and multiple-choice questions.
 - 2. Practice taking tests by answering the questions in *Sandra Smith's Review of Nursing*. Set time limits for covering a certain number of questions to establish the habit of working within a time frame. Allow 60 to 75 seconds per question when timing yourself on a practice test.
- D. Systematically study the material contained in each chapter of this text.
 - 1. First, gain a general impression of the chapter, or content unit, to be reviewed. Skim over the entire section. Observe how the material is organized and identify the main ideas.
 - 2. Systematically read through the material and, as appropriate, relate the content to the nursing process. Visualize the situations from a nurse-client decision making basis.
 - 3. Carefully read and study the tables and appendices where much factual background data is summarized. Using these quick reference sources will reduce time-consuming searches of textbooks or personal notes.
 - 4. Mark important material and note subjects that you do not know thoroughly.
- E. Follow up on your priority areas.
 - 1. Set priorities on the material that is to be learned or reviewed. Identify the most crucial sections and underline the essential thoughts.
 - 2. Review what you have read. Ask yourself to think of examples that illustrate the main points you have studied. Recall examples from your own clinical experience