



Official Content Guide for
**TRANSITION TO THE
PROFESSIONAL NURSE ROLE
(ASSOCIATE LEVEL)**

Take advantage of
Online Conferences
and **Excelsior College
Practice Exams** for all
nursing theory exams.

See pages 7 and
29 for details.



PUBLISH DATE
October 2014

Check our website for the most current content
guides at www.excelsior.edu/contentguides.

Put It All Together with Excelsior College Resources and Services.

Two Easy Ways to Register

Register online (www.excelsior.edu/examregistration). Follow the simple instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Register by phone—Call toll free **888-72EXAMS (888-723-9267)**.

About UExcel and ECE Nursing

Effective June 27, 2013, Excelsior's two credit-by-exam programs — UExcel and Excelsior College Examinations (ECE) — have merged. The resulting program will be known as UExcel and will include all former ECEs except the nursing theory exams. All nursing theory exams for both the associate and baccalaureate nursing programs at Excelsior College will continue to be called ECEs. You will see ECE Nursing as the official designation in materials for these exams, only. If you are looking for other exams from either series (for example, the Microbiology or Ethics: Theory & Practice exams), you will find them listed under UExcel.

Excelsior College Library

Access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams. The library is available to enrolled students only. To access it, visit www.excelsior.edu/library (login is required).

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks, guided learning packages, and other resources to help you prepare for Excelsior College® exams and courses.

The bookstore is available online, at: www.excelsior.edu/bookstore

Bookstore staff are available, Eastern time:

Monday–Thursday: 7:00 AM – 9:00 PM

Friday: 7:00 AM – 6:00 PM

Saturday: 8:00 AM – 5:00 PM

Sunday: noon – 4:00 PM

PHONE 800-325-3252 (International 573-441-9179)

FAX 800-325-4147 (International 573-446-5254)

MyExcelsior Community

MyExcelsior Community enables Excelsior College students and alumni to interact with their peers online. As members, students can participate in real-time chat groups, join online study groups, buy and sell used textbooks, and share Internet resources. Enrolled students have automatic access from their MyExcelsior page.

Online Practice Exams

When you register for your test, why not purchase the corresponding practice exam as well?

Official practice exams give you a “sneak preview” of the credit-bearing exam. You take your practice exams using any computer with a supported Web browser. Each practice exam purchased includes two forms that you may take within a 90-day period. After each practice exam, you can check your performance on each question online and find out why your answer was right or wrong. Feedback is not intended to predict your performance on the actual exam; rather, it will help you improve your knowledge of the subject and identify areas of weakness that you should address before

(continued on page 29)

Studying Independently for this Excelsior College® Examination

General Description of the Examination

The knowledge and competencies in relation to the role of the Registered Professional Nurse are addressed in this content. Assignment, delegation and supervision responsibilities of the Registered Professional Nurse are emphasized. Recognition of the Registered Professional Nurse role in collaboration with the various interprofessional healthcare providers is presented. Forces affecting the role of the Registered Professional Nurse such as nursing history, nursing organizations, regulatory agencies, ethics, law, technology, health care delivery systems and scope of practice are explored.

Learning Outcomes

You will be expected to demonstrate the ability to:

1. Describe the competencies of the associate degree nursing graduate as they apply to the provision of safe patient care.
2. Identify the factors that influence the process in making a nursing judgment.
3. Identify the essential components for safe, effective assignment, delegation and supervision for the personnel who provide nursing care.
4. Apply ethical, legal, regulatory and professional standards of care to the role of the Registered Professional Nurse.
5. Describe the process of professional socialization from practical nurse/allied health personnel to that of Registered Professional Nurse.
6. Explain how the Registered Professional Nurse uses evidence-based practice and technology to provide patient centered care.

Uses for the Examination

This exam is one of 11 assessments—eight written (theory) exams, two online simulations, and one clinical performance exam—that comprise the nursing component of the Excelsior College associate degrees in nursing. Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This recommendation is endorsed by the American Council on Education. Other colleges

and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Examination Length and Scoring

The exam consists of approximately 130 multiple-choice questions, some of which are unscored, pretest questions. The pretest questions are embedded throughout the exam, and they are indistinguishable from the scored questions. It

is to your advantage to do your best on all of the questions. You will have three (3) hours to complete the exam. Your score will be reported as a letter grade.

Examination Administration

Pearson VUE Testing Centers serve as the administrator for all Excelsior College computer-delivered exams. The Disability Services office at Excelsior College is responsible for considering requests for reasonable accommodations (exceptions for individual students with documented disabilities). If you are requesting an accommodation due to a disability, download and complete a Request for Accommodation form that can be accessed by visiting the Excelsior College website at www.excelsior.edu/disability-services.

Computer-Delivered Testing

You will take the exam by computer, entering your answers using either the keyboard or the mouse. The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet.

We strongly encourage you to use the online tutorial before taking your exam at Pearson VUE Testing Centers. To access the tutorial, go to www.pearsonvue.com/uexcel and click on the Pearson VUE Tutorial link on the right hand side of the page.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer we suggest, before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, that you consider the points outlined on our website at www.excelsior.edu/testprep.

Preparing with the Content Guides and Related Materials

The Content Outline

The content outline, which is similar to a syllabus, describes the various areas of the test. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review. For the seven clinically focused exams in Essentials in Nursing Care and Health Differences Across the Life Span, each content area description, in turn, has two sections:

Section A, Basic Concepts, includes scientific principles underlying the condition being studied, developmental or cultural aspects of care, and clinical manifestations encountered. You might think of this as the **Who, What, When, and Where**.

Section B, Nursing Process, details how each step of the nursing process is used, with examples that are specific to the content area being studied. You might think of this as the **How** of nursing care.

NOTE: The examples are used to help clarify the content topic. However, the content of the exam is not limited to the specific examples given.

The Nursing Process is Key

While the nursing process is explicitly studied at the beginning of the Essentials in Nursing Care: Health Safety outline, it is also used as a structure for the “Nursing Process” section in each content guide. The nursing process must be **applied**, not just memorized, and will form the basis of many test questions in the exam series. To encourage a more comprehensive understanding of the Nursing Process, the nursing faculty strongly advise you to review the unit on the Nursing Process in your Fundamentals textbook **and** to complete the online tutorial titled **Critical Thinking and the Nursing Process**. This tutorial is free of charge and is located on your **MyExcelsior page** under **My Online Courses, Exams & Learning Aids**. It takes one to five hours to complete and will be available throughout your course of study for the theory and performance nursing examinations.

Required Resources

A list of textbooks and other resources that you should be using for your independent study is included in each content guide. Each textbook provides in-depth exploration of the material in the content areas to be tested. Several of them have a companion study guide or workbook. If you need help reviewing the material in the textbooks and validating your knowledge, consider purchasing the companion materials.

The nursing faculty recommend that you also obtain a current medical or nursing dictionary/encyclopedia like *Stedman’s Medical dictionary for the health professions and nursing*. In addition, you should have access to textbooks in anatomy and physiology, microbiology, therapeutic communication, fluids and electrolytes, and laboratory and diagnostic procedures.

Reading Assignments

In the content outline, right after the paragraph that introduces each content area and describes its focus, you will find a list of Reading Assignments that identifies the chapters you need to read in each required textbook. To understand all of the material in this content guide, you may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ in subsequent editions of a given textbook.** If your edition is different, use the Table of Contents in the textbook to locate the appropriate chapters to read. It is also helpful to review basic anatomy, physiology, and microbiology principles as they apply to each content area.

Additional or Other Resources

These resources can supplement your understanding of the material presented in the textbooks. They include journal articles that are current and relevant to the content to be tested. Websites may also be listed. Keep in mind that all Additional Resources are optional. You are encouraged to read widely. Since most textbooks are dated as soon as they are

published, these additional resources should be of special interest to practicing nurses, as they provide “real world” examples of how the theory in textbooks can be applied to actual clinical situations.

The Excelsior College Library provides access to the full text of each article listed under Additional Resources. Simply log in to www.excelsior.edu/library and look for the appropriate exam resource page.

Journal Articles

As a professional nurse, you have a responsibility for lifelong learning. One way you can keep current is by reading journal articles. These articles tend to be written in a simple, straightforward manner, so you may find them useful in explaining or expanding upon difficult concepts. Many articles include case studies or post-tests to help you assess your learning. You may also find them helpful in providing an “inside view” into areas of nursing practice with which you are not familiar. Subscribing to one or two journals, or reading them regularly in a library, is a helpful way to gain exposure to current articles in the field. The Excelsior College Library subscribes to many journals in electronic format. You can read them online through the Library. Contact the librarians for help: 877-247-3097 or library@excelsior.edu.

Web Resources

Web resources vary greatly in quality and accuracy. Be especially cautious about “study groups” and “braindump” sites that claim insights into the exams or the curriculum. Excelsior College staff have identified useful websites and listed them in the content guides where appropriate. Keep in mind that many of your textbooks may have official websites that can be wonderful resources for additional study help.

Academic Honesty Nondisclosure Statement

All test takers must agree to the terms of the Excelsior College Academic Honesty Policy before taking an exam. The nondisclosure agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam. Once you accept the terms of the agreement, you can proceed with your exam. If you choose not to accept the terms of the agreement, your exam will be terminated and you will be required to leave the testing center. You will not be eligible for a refund. For more information, review the *Student Policy Handbook* at www.excelsior.edu/studentpolicyhandbook.

Student behavior will be monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

Suggestions for Success on the Nursing Theory Examinations

- 1) **Allow yourself enough time to study.** Each nursing theory exam successfully completed earns you three (3) semester hours of credit. To earn these credits for an on-campus course, you would be expected to spend **at least 135 hours** attending classes and doing out-of-class assignments. Plan on spending a comparable amount of time preparing for each nursing exam. The suggested minimum hours of study for each content area have been calculated for you and listed in a box beside the content area title. Set aside a specific time for studying, and ask others to respect your need for no interruptions.
- 2) **Make sure you have the most current content guide available.** Each content guide has a “validity date” on the cover page. When you start thinking about scheduling your test appointment, check for the latest content guide for your exam on the College’s website (www.excelsior.edu/publications, login is required), and make sure nothing significant has changed.
- 3) **Organize your study according to the content outline** in the content guide, rather than working your way systematically through any one textbook. The Reading Assignments will help you to locate the material for each content area.
- 4) **Read broadly**, using the textbooks and reference articles suggested in the content guide. **Reading only one textbook is insufficient preparation for the exams.** For example, if you are studying cardiovascular problems, you will need to use a pediatrics textbook as well as a medical-surgical text, since the nursing exams deal with health problems from birth through older age. *Use the pharmacology textbook sections* related to each content area, as well. It is also important to *read about any nursing skills* that relate to the topic you are studying. For example, reading about assessment of apical pulse and blood pressure can help you understand the principles of the cardiovascular system.
- 5) **Aim for understanding rather than memorization.** With the exception of content areas such as nursing history, most exam questions are designed to test your understanding of the content, not your ability to recall facts. Above all, **understand the steps of the nursing process and how these steps are integrated into patient care.** Most of the test questions focus on the application of these steps, not just on basic disease signs and symptoms.
- 6) **Study all relevant age ranges.** The associate degree in nursing exams focus primarily on care provided to individuals (patients) and their families or significant others. Patients may be of any age, from newborn to very old. Be sure, therefore, that you study pediatric and/or gerontological considerations where applicable.
- 7) **Use active learning techniques.** It helps to take notes, rephrasing what you have read into your own words, or quiz yourself as you study. Some students create flashcards showing important concepts. Others read aloud, recording as they go, so that they can listen to the material as they commute, exercise, etc.
- 8) **Use the practice exams appropriately** (see inside covers of this guide for more information). Take the first form of the practice exam early in your study period and use the results to identify areas for further study, create a study plan, follow it, then take the second form and see how much you have improved. If you have done well on the practice exams and are feeling confident, go ahead and schedule your appointment to test. If your score on the second form indicates that you still have some studying to do, check your registration information to confirm how much eligibility you have remaining, and make another study plan to complete your learning before your eligibility expires.
- 9) **Use review books and workbooks appropriately.** Most review books and study prep modules that are designed to summarize important points do not provide the depth that is required to learn new content. They are helpful to use as a review after you have studied. Similarly, state board review books that include question-and-answer areas can help you to assess your test-taking ability but they should not be used as your primary method of study.
- 10) Practice with **alternative item formats.** The sample questions in this content guide provide some examples of these item types that may appear on your nursing theory exam or your licensure exam. You will find more examples in state board review books and at www.ncsbn.org. Probably the most difficult of these types is the multiple-response (select all that apply) question. To receive credit, you must choose all of the correct answers and none of the incorrect ones. When you encounter

one of these questions on your exam, focus on what is being asked. You may find it helpful to use the noteboard provided at the test center to write down what you can remember about the question topic. Then eliminate any options that are clearly incorrect, and carefully re-read all the remaining options to be sure they are correct. Take advantage of the opportunity to mark this question type for review at the end of the exam.

- 11) **Don't overschedule yourself.** Remember that taking an exam can be tiring and stressful. Don't overextend yourself by registering for too many exams at once. Students who try to take more than one exam at a time or don't allow enough time between exam appointments often fail at least one of the exams they attempt.
- 12) **Review computer-based testing procedures.** If you're concerned about taking your exam by computer, look over the Pearson tutorial to get an idea what it covers. This should decrease your anxiety. Remember, if you will be taking the NCLEX exam, you'll be glad you have some experience with computer-delivered tests.
- 13) **Catch up on study skills if you need to.** If it has been a long time since you took a test or you have had trouble in the past with multiple-choice exams, take some steps to prepare yourself for the experience. Although thorough preparation (and the confidence that comes from it) can help tremendously, improving your study and test-taking strategies and controlling stress can also increase the likelihood of success. The Excelsior College Bookstore carries several workbooks in these areas, in the Nursing Study Aids section.
- 14) **Make sure you are rested and comfortably dressed the day of the examination.** Anything you can do to increase your ability to concentrate during the exam will help.
- 15) **If you don't pass, don't despair.** Instead, try to determine why you had difficulty with the exam and take steps to correct the problem. Ask yourself, "Did I know the content well enough?" "Did I study long enough?" "Are there particular content areas that I omitted or didn't really understand?" "Did my test-taking skills or stress level interfere with my ability to document my knowledge?" and above all, "What can I do differently next time to help myself succeed?" Use the Detailed Score Report

you received at the testing center to identify your weaker content areas for more detailed review. If you are an enrolled student in the Excelsior College nursing programs, contact the College to set up an appointment to speak with a nurse faculty member about your difficulties. You can also join MyExcelsior Community to gain additional information and support, or you can register for the Online Conferences mentioned elsewhere in this guide.

Learning Resources for this Exam

Recommended Resources

Nursing Theory Online Conferences

Eight-week study sessions are designed to prepare you for the nursing theory examinations. In each conference, you will review and be coached on essential information and concepts covered in the exam through textbook readings, learning activities, case studies, pre/post tests and discussion boards. The sessions will also connect you with nursing faculty and other students to whom you can pose questions and receive feedback. Study wherever and whenever you choose! Please contact the LEARN office at 888-647-2388, ext. 1316 or visit the Nursing Resources page on the College website at www.excelsior.edu/nursinglearningresources for a list of dates and fees.

Tutorial for How to Use This Content Guide

Did you access the 10-minute tutorial? A free tutorial is presented if you go to www.excelsior.edu/transition2nrole or click on the link next to the downloadable PDF of the Excelsior content guide for this exam. This tutorial demonstrates how to use this content guide to help you prepare to successfully pass this exam. Be sure the volume on your computer is turned up high in order to hear the verbal instructions that accompany the written suggestions in the tutorial.

Required Resources

Textbooks

The examination development committee strongly recommends that you obtain **all materials listed below** for use in preparing for the examination.

Ellis, J.R., & Hartley, C.L. (2011). *Nursing in today's world: Trends, issues and management* (10th ed.). Philadelphia: Lippincott, Williams and Wilkins. (ISBN 978-1-60547-707-7)

This textbook presents a comprehensive overview of nursing education, legal and ethical issues, the health care delivery system, and nursing organizations. Each chapter includes critical-thinking activities and key concepts.

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2011). *Fundamentals of nursing: The art and science of nursing care* (7th ed.). Philadelphia: Lippincott Williams and Wilkins. (ISBN 978-1-4511-4256-3 or 978-0-7817-9383-4)

Unit 1, Foundations of Nursing Practice, is an excellent resource on the topics of nursing history; nursing education and research; nursing theories and conceptual framework; legal aspects of nursing; and values, ethics, and patient advocacy.

**Order the resources
you need today!**

The Excelsior College
Bookstore is available
by phone, fax, email,
website, and mail.

See page ii for
ordering information.

Additional Resources

Websites

American Nurses Credentialing Center:
www.nursecredentialing.org

Healthy People 2020:
www.healthypeople.gov/

IOM – The Future of Nursing: Leading Change, Advancing Health:
http://books.nap.edu/openbook.php?record_id=12956&page=R1

National Council of State Boards of Nursing:
www.ncsbn.org

National League for Nursing:
www.nln.org

National Patient Safety Goals:
www.jointcommission.org

QSEN – Quality and Safety Competencies:
qsen.org/competencies/

Journal Articles

The Excelsior College Library provides access to the full text of each article listed below. Click here: <https://my.excelsior.edu/group/library/exam-resources>. You will be prompted to log in and can then look for the specific resources for this exam.

I. Forces Influencing the Development of the Nursing Profession

Baer, E.D. (2012). Key ideas in nursing's first century. *American Journal of Nursing*, 112 (5), 48-55.

Nursing organizations. (2010). *Nursing*, 40 (8), 68.

II. The Health Care Delivery System & Community-Based Practice

Black, L.M. (2011). Tragedy into policy: A quantitative study of nurses' attitudes toward patient advocacy activities. *American Journal of Nursing*, 111 (6), 26–35.

O'Neil, E. & Chow, M. (2011). Leadership action for a new American health system, *Nurse Leader*, 9 (6), 34–37.

Pulcini, J. (2013). Update on the Patient Protection and Affordable Care Act. *AJN, American Journal of Nursing*, 113 (4), 25–27.

Roberts, D. (2013). Improving care and service through learning health systems. *Nursing Management*, 44 (4), 19–22.

III. Framework for Nursing Practice

American Nurses Association. (2010). *Nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: Author.

Brooke, P.S. (2013). Legal questions. *Nursing*, 43 (4), 12–13.

Brooke, P.S. (2012). Legal questions. *Nursing*, 42 (12), 13–15.

Cataletto, M. (2011). Highlights of HIPAA for nurses. *Nursing Made Incredibly Easy!* 9 (3), 6–8.

- Duffy, M. (2011). iNurse: Patient privacy and company policy in online life. *American Journal of Nursing*, 111 (9), 65–69.
- Flateau-Lux, L.R., & Gravel, T. (2013). Put a stop to bullying new nurses. *Nursing*, 43 (6):24–28.
- Hassmiller, S.B. (2012). Professional development: Nurses on boards. *American Journal of Nursing*, 112 (3), 61–66.
- Hemman, E.A. (2011). Cultivating quality: Meeting effective care measures. *AJN, American Journal of Nursing*, 111 (12), 54–60.
- Maxworthy, J. (2010). Quality improvement: What does it mean at the point-of-care? *Nursing*, 40 (7), 41–43.
- Melnyk, B.M., Fineout-Overholt, E., Stillwell, S.B., & Williamson, K. M. (2010). Evidence-based practice: Step by step: The seven steps of evidence-based practice. *American Journal of Nursing*, 110 (1), 51–53.
- Woods, A.D. (2013). Implementing evidence into practice. *Nursing*, 43 (2) Supplement 1, 4–6.

IV. The Nursing Profession: Roles and Responsibilities

- Burke, W., & McLaughlin, D. (2013). Partnering for change. *AJN, American Journal of Nursing*, 113 (2), 47,51.
- Henderson, Y. (2012). Facilitating change in clinical practice. *Practice Nurse*, 42 (17), 36–40.
- Huryk, L.A. (2012). Information systems and decision support systems. *AJN, American Journal of Nursing*, 112 (1), 62–65.
- National League for Nursing. (2012). Transforming nursing education: The NLN Education competencies model, *Nursing Education Perspectives*, 33 (3), 214.
- Schneider, M.A. (2012). Nurse-physician collaboration: Its time has come. *Nursing*, 42 (7), 50–53.

Content Outline

The major content areas on the Transition to the Professional Nurse Role examination and the percent of the examination devoted to each content area are listed below.

Content Area	Percent of the Examination
I. Forces Influencing the Development of the Nursing Profession	10%
II. The Health Care Delivery System	20%
III. Foundations of Clinical Nursing Practice	35%
IV. The Nursing Profession: Roles and Responsibilities	35%
Total	100%

I. Forces Influencing the Development of the Nursing Profession (10%)

14
HOURS

Nursing Issues: Ellis & Hartley (10th ed.)

- Ch. 1, Exploring the Growth of Nursing as a Profession
- Ch. 2, Educational Preparation for Nursing
- Ch. 3, Credentials for Healthcare Providers
- Ch. 11, The Nursing Profession and the Community (section on Healthy People 2020, only)
- Ch. 15, Valuing the Political Process (section on Nursing Organizations of Today, only)

Fundamentals: Taylor (7th ed.)

- Ch. 1, Introduction to Nursing

A. Influence of world events and trends on the development of nursing

1. Religion and religious orders (for example: the Reformation, deaconesses groups, Sisters of Charity, monastic orders)

2. Military influences (for example: Cadet Nurse Corps, Crimean War, American Civil War, World War I, World War II, Korea and Vietnam conflicts, Gulf war, Middle East conflicts)
3. Demographic and cultural trends (for example: cultural diversity, graying of America)

B. Significant leaders and their contributions to the profession of nursing (specifically Florence Nightingale, Clara Barton, Dorothea Dix, Harriet Tubman, Sojourner Truth, Isabel Hampton Robb, Mary Breckenridge, Mildred Montag, Lavinia Dock, Virginia Henderson, Mary Mahoney, Hildegard Peplau, Linda Richards, Margaret Sanger, Lillian Wald)

C. Influence of major studies and reports on nursing

1. *Nursing and Nursing Education in the United States* (Winslow-Goldmark Report 1923)
2. *Nursing for the Future* (Brown Report 1948)
3. *A Program for the Nursing Profession* (Ginzberg Report 1948)

4. *Community College Education for Nursing* (Mildred Montag, 1959)
5. Position paper on *Educational Preparation for Nurse Practitioners and Assistants to Nurses* (ANA 1965, reaffirmed 2000)
6. An Abstract for Action (Lysaught Report 1970)
7. National Commission of Nursing Implementation Project (1991)
8. Reforming Health Care Workforce Regulation (Pew Health Professions Commission 1995)
9. *Health Professions Education for the Future: Schools in Service to the Nation* (1993)
10. *Healthy People 2020: The Cornerstone for Prevention* (first issued in 1990 and updated at 10-year intervals)
11. *The Future of Nursing 2010* (Institute of Medicine report 2010)

D. Nursing organizations (membership; purposes; functions; impact on nursing, health care, education, and politics)

1. International Council of Nurses (ICN)
2. American Nurses Association (ANA)
3. American Association of Colleges of Nursing (AACN)
4. National Council of State Boards of Nursing (NCSBN)
5. National League for Nursing (NLN)
6. Sigma Theta Tau International (STTI)
7. American Academy of Nursing (AAN)
8. National Student Nurses Association (NSNA)
9. National Organization for Associate Degree Nursing (NOADN)
10. American Organization of Nurse Executives (AONE)
11. Organizations representing members of historically underrepresented groups (for example: National Association of Hispanic Nurses, National Black Nurses Association, Inc., American Assembly for Men in Nursing [AAMN])

12. Clinical specialty organizations (for example: American Association of Critical-Care Nurses, Association of PeriOperative Registered Nurses [AORN], American Association of Occupational Health Nurses)

E. Educational patterns in nursing

1. Historical models (for example: Nightingale, Cadet Nurse Corps, Nurse Training/Education Act)
2. Academic nursing programs
 - a. Practical/vocational
 - b. Diploma
 - c. Associate degree
 - d. Baccalaureate degree (generic and RN completion)
 - e. Master's degree (generic and advanced practice)
 - f. Doctoral degree
3. Accreditation of academic programs (for example: Accreditation Commission for Education in Nursing [ACEN], formerly known as National League for Nursing Accrediting Commission, Inc. [NLNAC], Commission on Collegiate Nursing Education [CCNE])
4. Credentialing (for example: ANA certification, other specialty groups)
5. Continuing education (for example: mandatory, voluntary)

II. The Health Care Delivery System (20%)

36
HOURS

Nursing Issues: Ellis and Hartley (10th ed.)

Ch. 6, Understanding the Health Care Environment and Its Financing

Ch. 10, Safety Concerns in Healthcare (section on National Organizations and Actions, only)

Ch. 15, Valuing the Political Process

Ch. 16, Applying Research and Technology to Nursing Practice (section on Technology in Healthcare, only)

Fundamentals: Taylor (7th ed.)

Ch. 8, Healthcare Delivery Systems

A. Factors influencing the current system

1. Social
 - a. Changing roles (for example: single-parent family, working parents, adolescent parents)
 - b. Changing demographic patterns (for example: increase in the aging population, shift from rural to suburban to urban, shift in immigrant populations, increase in poverty)
 - c. Vulnerable populations (for example: individuals who are uninsured, individuals who are homeless, individuals who are chronically ill)
2. Economic
 - a. Cost containment (for example: preventive services, rationing of health care, health maintenance organizations [HMOs], community-based care, managed care, capitation)

- b. Health care financing
 - 1) Fee for service (for example: third party reimbursement, direct pay, independent practice associations [IPAs], preferred provider organizations [PPOs])
 - 2) Government programs (for example: Medicare, Medicaid, Supplemental Security Income [SSI])
 - 3) Prospective payment (for example: diagnosis-related groups [DRGs] and resource utilization groups [RUGs])
 - 4) Quality and Affordable Care Act
 - c. Health care access and availability of services for the underinsured, uninsured, homeless, and those living in rural areas
3. Educational
 - a. Consumer awareness (for example: participation in self-care, expectations for accountability, Internet sites)
 4. Scientific/technological
 - a. Biomedical technology (for example: pharmacological developments)
 - b. Information technology (for example: impact of computerized physician/provider order entry [CPOE] and telehealth)

B. Health care organizations

1. Types of organizations
 - a. Institutional provider (acute care, long-term care, rehabilitation facilities, specialized care centers)
 - 1) Characteristics
 - a) Types of service (general, specific)
 - b) Length of care provided

- i. Short-term/episodic (for example: primary care and secondary care settings)
 - ii. Long-term (for example: transitional sub-acute care, assisted living and nursing homes)
- c) Ownership (for example: public, private nonprofit, for profit)
- d) Teaching (for example: affiliated teaching hospital)
- e) Accreditation/recognition (for example: The Joint Commission (TJC), The National Committee for Quality Assurance [NCQA], magnet status)
- b. Consolidated systems and networks
- c. Ambulatory bases (health maintenance organizations [HMOs], independent practice associations [IPAs], preferred provider organizations [PPOs])
- d. Other organizations
 - 1) Home health organizations
 - 2) Hospice
- e. Regulatory bodies
 - 1) State agencies (for example: licensing departments or state boards of nursing, state health departments, Medicaid administration)
 - 2) Federal agencies (for example: Occupational Safety and Health Administration [OSHA]; Equal Employment Opportunity Commission [EEOC]; Centers for Medicare & Medicaid Services [CMS], formerly Health Care Financing Administration [HCFA])

C. Development of health care legislation and policy

- 1. Strategies to influence legislation/public policy formulation
 - a. Individual nurse roles
 - 1) Citizen (for example: political awareness, letter writing)
 - 2) Activist (for example: negotiating, lobbying, testifying, networking)
 - 3) Politician (for example: elected, appointed)
 - b. Professional nursing organizations (for example: American Nurses Association-Political Action Committee [ANA-PAC], National League for Nursing [NLN], state nursing associations)
 - c. Other health care organizations (for example: American Medical Association [AMA], American Hospital Association [AHA])
 - d. Special interest groups (for example: tobacco industry, labor unions, pro-life and pro-choice)

III. Foundations of Clinical Nursing Practice (35%)

48
HOURS

Nursing Issues: Ellis and Hartley (10th ed.)

- Ch. 2, Educational Preparation for Nursing
- Ch. 3, Credentials for Healthcare Providers (sections on Nursing Licensure in the United States and Revocation or Limitation of a License, only)
- Ch. 5, The World of Healthcare Employment (section on Workplace Activities that Involve Negotiation, only)
- Ch. 7, Legal Responsibilities for Practice
- Ch. 8, Ethical Concerns in Nursing Practice
- Ch. 9, Bioethical Issues in Health Care
- Ch. 14, Facing the Challenges of Today's Workplace
- Ch. 15, Valuing the Political Process (section on The Federal Government's Role in Healthcare, only)
- Ch. 16, Applying Research and Technology to Nursing Practice (from the beginning up to technology in health care, only)

Fundamentals: Taylor (7th ed.)

- Ch. 1, Introduction to Nursing
- Ch. 5, Theory, Research, and Evidence-Based Practice
- Ch. 6, Values, Ethics, and Advocacy
- Ch. 7, Legal Implications of Nursing
- Ch. 11, Blended Skills and Critical Thinking Throughout the Nursing Process
- Ch. 16, Evaluating
- Ch. 21, Communication (section on Aggressive Interpersonal Behavior, [Horizontal Violence], only)

A. Definitions of nursing (for example: purpose, historical definitions)

B. Nursing theory

1. Definition
2. Purpose in education, practice, and research
3. Components of theory
4. Major theorists (for example: Peplau's interpersonal relations model, Henderson's definition of nursing, Leininger's cultural care diversity and universality theory, Orem's self-care theory, Rogers's science of unitary human beings, Roy's adaptation model, Watson's human caring theory, King's goal attainment theory, Neuman's systems model)

C. Standards of nursing practice

1. Definition
2. Sources
 - a. American Nurses Association Standards of Nursing Practice
 - b. State nurse practice acts
 - c. Nursing care plans based on nursing process
 - d. Critical/clinical pathways (concept mapping)
 - e. Evidence-based practice guidelines
3. Research
 - a. Roles of the RN (for example: obtaining consent, data collection)
 - b. Types (for example: qualitative and quantitative)
4. Quality management/quality improvement
 - a. Definition
 - b. Process (for example: identify need, assemble team, collect data, use nursing audits or peer review, establish outcomes, evaluate)
 - c. Risk management (for example: identification of risks, reviewing and appraising safety protocols)
 - d. National Patient Safety Goals (NPSG)
5. Quality assurance

D. Legal aspects impacting nursing practice

1. Types of laws
 - a. Civil vs. criminal law
 - b. Statutory vs. common law
2. Civil law
 - a. Torts (intentional and unintentional)
 - 1) Negligence
 - 2) Malpractice
 - 3) Assault and battery
 - 4) Invasion of privacy (confidentiality)
 - 5) Fraud
 - 6) Defamation of character (for example: libel, slander)
 - 7) False imprisonment (for example: restraining)
 - 8) Abandonment
 - 9) Breach of duty
 - b. Contracts
 - 1) Rights and responsibilities of the RN in a contractual situation (for example: collective bargaining, practice standards, grievance)
 - c. Legal documents
 - 1) Types of advance directives (for example: living will, health care proxy)
 - 2) Other legal documents (for example: health care records; do-not-resuscitate [DNR] order; incident, variance, or occurrence reports)
 - d. Types of consent
 - 1) Informed
 - a) Components
 - b) Capacity/competence to give consent (for example: patient, patient's legal guardian or health care proxy)
 - c) Minors (for example: parent or legal guardian, emancipated minor, mature minor)
 - d) Role of the RN
- 2) Implied (for example: emergency treatment)
- e. Professional liability
 - 1) Nursing liability (personal)
 - 2) Institutional liability (employer)
 - 3) Supervisor liability
3. Criminal law
 - a. Patient abuse (for example: physical abuse, psychological abuse)
 - b. Assisted suicide
 - c. Substance use/abuse
4. Statutory law
 - a. State statutory law
 - 1) Licensure
 - a) Purpose and legal definition
 - b) Role of the state board of nursing
 - c) Requirements for licensure by examination (for example: NCLEX-RN, state requirements for graduates of foreign schools of nursing)
 - 2) Nurse practice acts (including carrying out medical orders)
 - 3) Issues (for example: multistate licensure, entry into practice, unlicensed assistive personnel, mandatory continuing education, sunset laws, Good Samaritan acts)
 - 4) Reporting requirements related to child and adult abuse
 - 5) State-to-state licensure (for example: by mutual recognition, by endorsement)

- 6) Grounds for revocation of license (for example: professional misconduct, substance abuse)
 - b. Federal statutory law
 - 1) Americans with Disabilities Act (ADA)
 - 2) Patient Self-Determination Act (PSDA)
 - 3) Health Insurance Portability and Accountability Act (HIPAA)
 - 4) Omnibus Budget Reconciliation Act [OBRA]
 - 5) Occupational Safety and Health Act
 - 5. The legal process of a lawsuit
 - a. Nurse as the expert witness
 - 6. Other legal considerations
 - a. Workplace issues
 - 1) Environmental exposure: pathogens (for example: multidrug-resistant organisms); toxins (for example: asbestos, latex)
 - 2) Horizontal violence
 - 3) Needlestick injury
 - 4) Whistle-blowing
 - 5) Harassment
 - 6) Adequate staffing
 - b. Employment rights (for example: unionization, right to work)
- E. Ethical aspects of nursing practice**
- 1. Values clarification
 - a. Personal values
 - b. Professional values and characteristics (for example: accountability, altruism, autonomy, human dignity)
 - c. Codes of ethics
 - 1) American Nurses Association (ANA) Code for Nurses or ANA Code of Ethics for Nurses with Interpretive Statements
 - 2) International Council of Nurses The ICN Code of Ethics for Nurses (2006)
 - 2. Rights and responsibilities in health care
 - a. Consumers' rights (for example: the American Hospital Association [AHA] *The Patient Care Partnership* (2003), residents' rights, informed consent, advance directives, autonomy/right to self-determination, HIPAA, parentalism/paternalism)
 - b. Nurses' responsibilities/standards of practice (for example: identify professional practice limitations; document care; serve as patient advocate; maintain professional competence)
 - 3. Components of ethical reasoning
 - a. Moral principles/rules
 - 1) Veracity
 - 2) Fidelity
 - 3) Autonomy (self-determination)
 - 4) Beneficence
 - 5) Nonmaleficence
 - 6) Justice
 - b. Ethical decision making
 - 1) Ethical dilemmas
 - 2) Process of ethical decision making
 - c. Effects of technological advances
 - 4. Specific ethical issues
 - a. Beginning of life issues (for example: abortion, surrogacy, in vitro fertilization)
 - b. Sustaining quality of life
 - 1) Organ donation/transplantation
 - 2) Gene therapy
 - 3) Implications of the Human Genome Project

- 4) Genetic engineering (for example: screening, eugenics, sterilization)
- 5) Stem cell research
- c. End-of-life issues (for example: euthanasia, assisted suicide, do-not-resuscitate [DNR] orders, withdrawal of nutrition and hydration, right to die)
- d. Allocation and access to health care resources
 - 1) Social/economic issues
 - 2) Gender and age issues
 - 3) Cultural issues
- 5. Personal and professional accountability
 - a. Ethics committees (purpose, role, responsibility, members)
- 6. Privacy and confidentiality (for example: reporting illegal or unethical conduct of coworkers)

IV. The Nursing Profession: Roles and Responsibilities (35%)

48
HOURS

Nursing Issues: Ellis and Hartley (10th ed.)

Ch. 1, Exploring the Growth of Nursing as a Profession

Ch. 5, The World of Healthcare Employment (sections on Understanding Organizations through Patterns of Nursing Care Delivery, only)

Ch. 12, Initiating the Leadership and Management Role

Ch. 13, Working with Others in a Leadership Role

Fundamentals: Taylor (7th ed.)

Ch. 1, Introduction to Nursing (section on educational preparation, only)

Ch. 11, Blended Skills and Critical Thinking Throughout the Nursing Process (sections on blended skills and critical thinking, only)

Ch. 23, Nurse Leader and Manager

A. Nursing as a profession

1. Characteristics of a profession (for example: unique body of knowledge, specialized expertise, autonomy, service, education)
2. Characteristic behaviors of the professional nurse
 - a. Self-regulation
 - b. Accountability
 - c. Critical thinking
 - d. Commitment to lifelong learning
 - e. Time management (for example: establishing priorities, scheduling limits, procrastination)
 - f. Continuing competence in practice (for example: certification, performance appraisal, shared governance, clinical ladder)

B. The RN in the health care organization

1. Mission, philosophy, and goals
2. Organizational structure
 - a. Centralized
 - b. Decentralized (flat)
3. Authority and responsibility
4. Organizational relationships
 - a. Organizational chart
 - b. Chain of command
 - c. Channels of communication
 - d. Job description
 - e. Standards of care
5. The interprofessional (formerly known as interdisciplinary) health team
 - a. Composition (physicians, nurses, unlicensed assistive personnel, occupational therapist, physical therapist, social workers)
 - b. Functions and responsibilities of each team member (for example: development of critical/clinical pathways)
 - c. Interdependence and collaboration (for example: case management)

- d. Communication (for example: negotiation skills, assertiveness)
- 6. Organizational patterns for the delivery of nursing care
 - a. Primary nursing
 - b. Team nursing
 - c. Functional nursing
 - d. Partnership model (RN partnered with a technical assistant)
- 7. Assigning/delegating/supervising (for example: what roles are appropriate for licensed practical/licensed vocational nurse [LPN/LVN], unlicensed nursing personnel/unlicensed assistive personnel)
- 8. Change process (for example: Lewin's theory of change)
- 9. Leadership
 - a. Leadership theories (for example: situational, transformational)
 - b. Leadership styles (for example: democratic, autocratic, multicratic, laissez-faire)
- 10. Conflict management
- C. Competencies shared by all levels of professional nursing** (see the NLN and QSEN websites for additional information on this topic)
 - 1. Competencies shared by all professional nurses (with emphasis on the associate degree nurse)
 - a. Patient centered care
 - b. Nursing judgment
 - c. Professional identity
 - d. Spirit of inquiry
 - 2. Roles and practice settings relative to each level of education
 - a. Associate degree nurse (clinical bedside nurse, home health care nurse, school nurse)
 - b. Baccalaureate degree nurse (unit manager, community health practitioner, clinical educator)
 - 3. Practice settings for the associate degree nurse (home, hospitals, clinics, long-term care facilities, community)
 - c. Master's degree/advanced practice nurse (nurse practitioner, clinical nurse specialist, academic faculty)

Sample Questions

The questions that follow illustrate those typically found on this examination. The answer rationales can be found on pages 23–26 of this guide. The statement “Select all that apply” in a question indicates that there are multiple answers, and you must choose them all to get the question right. Such questions are appearing in all state licensure exams and selected Excelsior College Examinations, as well.

1. A nurse inserts a nasogastric tube even though the patient refused the procedure. The RN told the patient, “This tube is necessary in order for you to feel better.” In spite of the RN’s good intentions, for what offense is the RN liable?
 - 1) an unintentional tort
 - 2) assault
 - 3) invasion of privacy
 - 4) battery
2. What is the primary purpose of the Patient Self-Determination Act?
 - 1) to allow patients to make informed decisions about lifesaving or life-prolonging actions
 - 2) to inform patients about what types of care are available if they become incapacitated
 - 3) to educate older adults about choices available if they become critically ill
 - 4) to ensure that family members agree on the treatments given for a family member who is terminally ill
3. After receiving treatment for a hip injury, an older adult patient is recommended for transfer to a long-term care facility. The patient refuses to be transferred. Which action by the RN best illustrates the use of ethical decision-making skills?

The RN

 - 1) persuades the patient to agree to the transfer, since the patient has demonstrated an inability to care for herself at times.
 - 2) gathers additional information about the patient’s situation, reviews possible alternatives, and discusses these options with the physician.
 - 3) discusses the situation with the physician and asks the physician to rescind the decision about the transfer.
 - 4) discusses the physician’s decision with the patient’s family and asks them to talk to the physician further.
4. Which organization has a political action committee (PAC) that supports specific candidates for public office?
 - 1) American Nurses Association (ANA)
 - 2) International Council of Nurses (ICN)
 - 3) National Council of State Boards of Nursing (NCSBN)
 - 4) National League for Nursing (NLN)
5. Which action by the RN is an appropriate example of cost containment?
 - 1) removing unnecessary furniture from a patient’s room
 - 2) instructing a patient to reuse a safety razor
 - 3) ordering large quantities of a new medication
 - 4) minimizing the use of disposable equipment

6. What impact has continuing education had on nursing? **Select all that apply.**
- 1) Nurses are more accountable for clinical competence.
 - 2) Fewer nurses are maintaining their licensure.
 - 3) More inactive nurses have returned to active employment.
 - 4) The incidence of burnout in nurses has decreased.
 - 5) More nurses have attained expertise in a specialized area of care.
7. Which assignment pattern is an example of primary nursing?
- 1) The unlicensed assistive personnel bathes the assigned patients and the RN provides all treatments.
 - 2) The LPN/LVN administers medications to the assigned patients while the RN makes assessments and attends physicians' rounds.
 - 3) The RN gives complete care to the assigned patients and directs their care for their entire hospitalization.
 - 4) The RN works with the LPN/LVN to provide care to the assigned patients.
8. Which patient would be best suited to use the services of a day-care center?
- 1) a six-year-old patient who is undergoing an appendectomy
 - 2) a 35-year-old patient who is being screened for tuberculosis
 - 3) a 40-year-old patient who has diabetes mellitus
 - 4) an 80-year-old patient who has Alzheimer's disease
9. At the request of the family of a 78-year-old patient, the physician does not inform the patient about the medical diagnosis. Which action by the RN would be appropriate?
- 1) Ensure that the request of the patient's family is honored.
 - 2) Refer any questions the patient may have about the diagnosis to the physician.
 - 3) Discuss the patient's right to know about the diagnosis with the physician.
 - 4) If the patient requests information, then inform the patient about the diagnosis.
10. Which historical event focused attention on the need for hospitals, surgeons, and nurses in the United States?
- 1) Civil War
 - 2) Depression
 - 3) Industrial Revolution
 - 4) Revolutionary War
11. What is the purpose of the *ANA Standards of Clinical Nursing Practice*?
- 1) to provide guidelines for nursing education
 - 2) to establish requirements for nursing licensure
 - 3) to improve the practice of nursing
 - 4) to promote unity within the nursing profession
12. Why should nurses participate in campaigns of writing letters to legislators about health care issues?
- 1) Nurses have exclusive knowledge of matters relating to nursing care.
 - 2) Nurses' opinions are highly regarded by legislators.
 - 3) Nurses have valuable expertise in a specific aspect of health care.
 - 4) Nursing licensure is dependent upon active communication between nurses and elected representatives.

13. Which organization is responsible for maintaining quality in nursing education programs?
- 1) The Joint Commission
 - 2) American Nurses Association
 - 3) National League for Nursing Accrediting Commission
 - 4) National Council of State Boards of Nursing
14. A staff nurse is confronting the issue of euthanasia and seeks the RN manager's guidance. Through discussion, the manager allows the staff nurse to decide on the course of action. The manager is using which process to foster ethical nursing practice?
- 1) appeal to conscience
 - 2) modeling
 - 3) reflecting
 - 4) values clarification
15. The RN gives two pills instead of the ordered one pill. The physician is notified. The patient is carefully monitored and no untoward effects happen. Can the patient sue the RN for malpractice?
- 1) Yes, because foreseeability is present.
 - 2) Yes, because a breach of duty exists.
 - 3) No, because the patient was not harmed.
 - 4) No, because the RN notified the physician.
16. Mildred Montag is recognized for having made which important contribution to nursing education?
- 1) She developed a uniform educational model for professional nursing.
 - 2) She provided the framework for the establishment of associate degree programs.
 - 3) She clearly identified the distinctions between professional and technical education.
 - 4) She succeeded in securing major federal funding for nursing education projects.
17. A patient is hospitalized with severe hypertension. During the hospitalization, a registered nurse monitors care for the patient and consults with the attending physician and appropriate staff to arrange for home care services for the patient upon discharge. The RN also visits the patient after discharge to ensure that all needs are being met. This situation is an example of which method of nursing care delivery?
- 1) managed care
 - 2) case management
 - 3) primary nursing
 - 4) team nursing
18. The registered nurses on a medical unit develop and implement a new flow sheet to improve the charting system on the unit. Another registered nurse who was on vacation when the new flow sheet was developed refuses to use it. Which is the most likely reason for this nurse's resistance to change?
- 1) lack of involvement in the decision-making process
 - 2) lack of research to indicate the need for the change
 - 3) increase in the amount of paperwork to be completed
 - 4) lack of familiarity with the new forms being used
19. While pouring a patient a cup of tea, the RN spills the tea on the patient's forearm. The patient receives a deep partial-thickness (second-degree) burn. For what is the nurse liable?
- 1) assault
 - 2) personal battery
 - 3) criminal negligence
 - 4) malpractice

20. What is the RN's responsibility when serving as a witness to a patient's will? **Select all that apply.**
- 1) to ensure that the patient is of sound mind before signing the will
 - 2) to record the names of those present when the will is signed
 - 3) to chart the patient's mental and physical condition when the will is signed
 - 4) to confirm that the will has been drawn up by an attorney
 - 5) to ensure that the patient is acting voluntarily
21. What is the purpose of nursing certification?
- 1) to confirm that nurses have skills in a specialty area
 - 2) to ensure safe nursing care for the public
 - 3) to license nurses to practice nursing
 - 4) to identify minimum standards for nursing practice
22. Which of the following program outcomes supports the nurse to examine the evidence, question underlying assumptions and offer new insights to improve the quality of care for patients?
- 1) Nursing Judgment
 - 2) Professional Identity
 - 3) Human Flourishing
 - 4) Spirit of Inquiry

Rationales for Sample Questions

1.

- 1) The RN intentionally executed the act of inserting the tube.
- 2) Assault is the attempt or threat to touch another person unjustifiably. This nurse touched the patient without permission.
- 3) Invasion of privacy injures the feelings of the person.
- *4) Battery is the willful touching of a person without permission.**

2.

- *1) The primary purpose of the Patient Self-Determination Act is to allow patients to be involved in health care decisions including decisions about treatments intended to preserve life.**
- 2) Although the act includes informing patients about what types of care are available if they become incapacitated, it is not the primary purpose of the act.
- 3) The act is not limited to older adults.
- 4) Legislation cannot ensure that family members will agree on treatment for a patient who is terminally ill.

3.

- 1) This action is not ethical. A patient has the right to make a decision free from persuasion by the RN.
- *2) These actions by the RN are the defined skills used for solving ethical dilemmas.**
- 3) This action is not ethical. The RN should respect the physician's right to stand by a decision.
- 4) This action is not ethical. Dealing with the family circumvents the patient who has the right to determine care and treatment.

4.

- *1) The ANA-PAC's major purpose is the improvement of the health care delivery system via political action.**
- 2) The ICN is an international federation of nurses' associations focusing on providing quality and ethical nursing care.
- 3) The purpose of the NCSBN is to promote effective and safe nursing practices.
- 4) The mission of the NLN is to ensure the quality of nursing education and preparation for the nursing workforce.

***correct answer**

5.

- 1) Removing furniture from the room will not contain costs.
- 2) Reusing safety razors would have little effect on cost containment, and since safety razors can become dull, reusing them could cause injury to the patient.
- 3) Ordering large quantities of a new medication might control costs, but it is not appropriate since medications have an expiration date.

***4) Disposable equipment is expensive and is meant for single use. Using permanent equipment is a positive cost-containment measure.**

6.

- *1) Continuing education has made nurses more accountable for clinical competence, which is required by the Code for Nurses.**
- 2) Continuing education has not discouraged nurses from renewing their licenses.
- 3) Nurses who have been inactive often pursue continuing education prior to seeking employment, but continuing education is not responsible for more inactive nurses returning to the workforce.
- 4) Burnout in nurses is most effectively reduced by stress-reduction methods, not by continuing education.
- *5) More nurses are obtaining certification and advanced degrees, for example certified oncology nursing, diabetes educator, thanks to continuing education.**

7.

- 1) This is an example of team nursing.
- 2) This is an example of functional nursing.
- *3) This is an example of primary nursing, in which a registered nurse is responsible for the total care of a number of patients from admission to discharge.**
- 4) This is an example of team nursing.

8.

- 1) This patient should be admitted to an acute care hospital.
- 2) This patient would best be serviced by an ambulatory care center.
- 3) This patient needs supportive care.
- *4) A day-care center would provide this patient with activities such as social interaction, reorientation programs, and exercise.**

9.

- 1) This action is inappropriate because it negates the right of a patient to know their own diagnosis.
- 2) This action is inappropriate because the RN avoids the issue of the patient's right to know.
- *3) This action is appropriate. The Patient's Bill of Rights states that a "patient has the right to... relevant, current and understandable information concerning diagnosis, treatment, and prognosis."**
- 4) This is not the appropriate action.

10.

- *1) Prior to the Civil War, there was no organized structure for administering care to people who were ill or wounded. The Civil War focused attention on the needs of health care delivery and by 1862, hospitals with medical and nursing staff became the providers of care to people who were ill and wounded.**
- 2) The Depression did little to focus attention on the needs of health care delivery.
- 3) The Industrial Revolution did little to focus attention on the needs of health care delivery.
- 4) The Revolutionary War did little to focus attention on the needs of health care delivery.

*correct answer

11.

- 1) Providing guidelines for nursing education is not the purpose of the ANA Standards.
- 2) Nursing licensure requirements are enacted by state law.
- *3) Improving nursing is the purpose of the ANA Standards. The ANA Standards provide a means to evaluate the quality of nursing practice and assist in assuring the public that quality nursing care is being delivered.**
- 4) Promoting unity within the profession is not the purpose of the ANA Standards.

12.

- 1) Nurses do not have exclusive knowledge of matters related to health care.
- 2) Nurses' opinions may be valued by legislators but this is not why writing letters is important.
- *3) Nurses can share their experiences in letters to legislators and influence health legislation.**
- 4) Nursing licensure is a state right and is not dependent upon elected political power.

13.

- 1) The Joint Commission accredits hospitals based on a number of specific criteria.
- 2) The American Nurses Association is concerned with nursing practice and certification.
- *3) The National League for Nursing Accrediting Commission recognizes quality by offering voluntary accreditation to nursing education programs.**
- 4) The National Council of State Boards of Nursing promotes public policy related to the safe and competent practice of nursing.

14.

- 1) Appealing to the RN's conscience will not assist in clarifying the issue.
- 2) Modeling is a technique used for developing self-esteem.
- 3) Reflecting is a technique used in therapeutic communication.
- *4) Values clarification allows nurses to define their own individual values and choose an action that is congruent with these values.**

15.

- 1) Foreseeability does exist, but no harm occurred.
- 2) No breach of duty occurred; the RN was doing her job.
- *3) All elements, including harm, must be present for malpractice to be proven.**
- 4) Notifying the physician does not exempt the RN from liability.

16.

- 1) Montag developed an educational model that created an additional entry level into the practice of professional nursing.
- *2) Montag's educational model envisioned the technical nurse being educated at junior and community colleges.**
- 3) Montag's model may have complicated the distinction between technically and professionally prepared nurses.
- 4) Montag's project was privately funded by the W.K. Kellogg Foundation.

17.

- 1) This situation is not an example of managed care. Managed care is a method that is designed to promote and deliver care at the patient's bedside in an acute care setting.
- *2) This situation is an example of case management. Case management is a nursing care delivery method that provides care across the health care continuum, progressing from home, to hospital, to clinic, to home.**
- 3) This situation is not an example of primary nursing. Primary nursing is a method in which one nurse is responsible for the complete care of a group of patients 24 hours a day, seven days a week.
- 4) This situation is not an example of team nursing. Team nursing requires a team approach for delivering nursing care with the team leader being a professional nurse.

***correct answer**

18.

- *1) **The RN is resistant to the change because the RN was not available to be involved in the change process.**
- 2) In this situation, resisting change is not related to a lack of research on the need for the change.
- 3) The question does not indicate that this new charting procedure would increase the amount of paperwork.
- 4) Lack of familiarity with the new forms might create some resistance, but lack of involvement in the decision-making process is a much stronger factor in creating resistance.

19.(IIID)

- 1) Assault is the attempt or threat to touch another person.
- 2) Battery is the willful touching of a person that may or may not cause harm.
- 3) Negligence is the failure to act as a reasonably prudent nurse would act and criminal negligence is negligence that was in violation of criminal law. Even though this nurse has been negligent, the RN has not committed a crime.
- *4) **This nurse is guilty of malpractice. Malpractice is negligence by a specially educated professional person in the performance of her or his duties.**

20.(IIID)

- *1) **A nurse can verify the patient knows what he or she is doing and is free of the influence of drugs that could distort her or his thinking.**
- 2) The RN is not responsible for recording the names of those individuals who are present when the will is signed.
- *3) **The RN is responsible for recording an assessment of the patient's physical and mental status in the patient's record at the time the patient signs the will.**
- 4) The RN is not responsible for confirming that the will was drawn up by an attorney.
- *5) **The RN should be able to tell that the patient is not being coerced in any way and is acting voluntarily.**

*correct answer

21.(IIID)

- *1) **Nursing certification is the validation that a nurse has met minimum standards of competency in a specialty area.**
- 2) Mandatory licensure of nurses is an attempt to ensure safe nursing care for the public.
- 3) Licenses are legal permits that allow individuals to practice a profession.
- 4) Licensing determines the minimum standards to practice a profession.

22.

- 1) Nursing judgment integrates nursing science in the provision of safe care allowing judgments in practice substantiated with evidence.
- 2) Professional Identity supports the implementation of the role of the nurse in ways that reflect Integrity, responsibility and ethical practices
- 3) Human Flourishing is demonstrated through patient advocacy to help promote self determination and ongoing growth as human beings
- *4) **Spirit of Inquiry examines the evidence that underlies clinical nursing practice to challenge the status quo**

Notes

Notes

Put It All Together with Excelsior College Resources and Services.

(continued from page ii)

taking the exam. We highly recommend that you take the first form of the practice exam before you begin studying—to see how much you already know—and the second form after you have finished studying.

Online Tutoring

Enrolled Excelsior College students can use this service (available through SMARTHINKING™) to connect with tutors who have been trained in a variety of academic subjects. For details, log on to your MyExcelsior page, find the Resources tab, and click on the link under Free Tutoring – Smarthinking.

Nursing Theory Exam Online Conferences

These eight-week study sessions are designed to prepare you for the nursing theory examinations.

Through each conference's textbook readings, learning activities, case studies, pre/post tests, and discussion boards, you will review and be advised on essential information and concepts covered in the exam. The sessions will also connect you with nursing faculty and other students to study with, wherever and whenever you choose!

The Online Conference for Transition to the Registered Professional Nurse Role is available to prospective nursing students as well as enrolled nursing students. For a list of dates and fees, please contact the LEARN office at 888-647-2388, ext. 1316, or visit www.excelsior.edu/nursing.

Ask your advisor how these examinations can move you closer to your degree goal.

Examination	Credit Hrs.
Arts and Sciences	
Abnormal Psychology.....	3*
Anatomy & Physiology.....	6
Anatomy and Physiology I.....	3
Anatomy and Physiology II.....	3
Basic Genetics.....	3
Bioethics.....	3*
Calculus.....	4
College Writing.....	3
Contemporary Mathematics.....	3
Cultural Diversity.....	3*
Earth Science.....	3
English Composition†.....	6
Ethics: Theory & Practice†.....	3*
Foundations of Gerontology.....	3*
General Chemistry I.....	3
Interpersonal Communication.....	3
Introduction to Macroeconomics.....	3
Introduction to Microeconomics.....	3
Introduction to Music.....	3
Introduction to Philosophy.....	3
Introduction to Psychology.....	3
Introduction to Sociology.....	3
Juvenile Delinquency.....	3*
Life Span Developmental Psychology.....	3
Microbiology.....	3
Organizational Behavior.....	3*
Pathophysiology.....	3*
Physics.....	6
Political Science.....	3
Precalculus Algebra.....	3
Psychology of Adulthood & Aging.....	3*
Research Methods in Psychology.....	3*
Social Psychology.....	3*
Spanish Language.....	6
Statistics.....	3
World Conflicts Since 1900.....	3*
World Population.....	3*
Business	
Business Ethics.....	3*
Business Law.....	3
Ethics: Theory & Practice†.....	3*

Examination	Credit Hrs.
Business (CONTINUED)	
Financial Accounting.....	3
Human Resource Management.....	3*
Labor Relations.....	3*
Managerial Accounting.....	3
Operations Management.....	3*
Organizational Behavior.....	3*
Principles of Finance.....	3*
Principles of Management.....	3
Principles of Marketing.....	3
Quantitative Analysis.....	3*
Workplace Communication with Computers.....	3
Education	
Literacy Instruction in the Elementary School.....	6*
Nursing: Associate Level	
Essentials of Nursing Care: Health Safety ^①	3
Essentials of Nursing Care: Health Differences ^①	3
Foundations in Nursing Practice ^①	3
Reproductive Health ^①	3
Health Differences Across the Life Span 1 ^①	3
Health Differences Across the Life Span 2 ^①	3
Health Differences Across the Life Span 3 ^①	3
Transition to the Professional Nurse Role ^①	3
Fundamentals of Nursing**.....	8
Maternal & Child Nursing (associate)**.....	6
Nursing: Baccalaureate Level	
Community-Focused Nursing**.....	4*
Research in Nursing**.....	3*
Adult Nursing**.....	8*
Maternal & Child Nursing (baccalaureate)**.....	8*
Psychiatric/Mental Health Nursing**.....	8*

* Upper-level college credit

** This exam does not apply toward the Excelsior College nursing degrees.

† Guided Learning Package available

① You must be enrolled in Excelsior College prior to registering to take this exam. If you need this exam for another nursing program, please contact that institution for the testing code you need to register.

Now, registering to take any of these exams is easier than ever!

Register online

at www.excelsior.edu/examregistration

Call toll free

888-72EXAMS (888-723-9267)

Outside the U.S. and Canada, call 518-464-8500

or email: testadmn@excelsior.edu

When you're ready to test, you can

schedule to take your exam at Pearson VUE Testing Centers through our website: www.excelsior.edu.