



# Nursing Fundamentals: Review & Rationales

*By Mary Ann Hogan, Judy White, Donna Bowles*

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For course review on a specific topic, e.g. fundamentals of nursing, review for NCLEX-RN, and review for specialty training. This resource provides a core content review of the subject in outline format. Each chapter opens with a brief outline, objectives, key terms with definitions, media box with summary of CD and CW content, as well as a pre-test. The pre-test and post-test guide the student through a self-paced review. Other features unique to this resource help further enhance the review process.

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## **Editorial Review**

From the Back Cover

### **ABOUT THE SERIES**

Prentice Hall's Nursing Reviews & Rationales Series is *the* complete foundation for success both within the classroom and on the NCLEX-RN. Each volume includes a review of core content, while providing hundreds of practice questions and comprehensive rationales. The *only* review series to offer a free CD-ROM and Companion Website with each book. The complete series includes:

- Nursing Fundamentals
- Child Health Nursing
- Fluids, Electrolytes, & Acid-Base Balance
- Maternal-Newborn Nursing
- Medical-Surgical Nursing
- Mental Health Nursing
- Nutrition & Diet Therapy
- Pathophysiology
- Pharmacology

#### About the Author

**Mary Ann Hogan, RN, CS, MSN** has been a nurse educator for 20 years, currently as a Clinical Assistant Professor at the University of Massachusetts, Amherst. She has taught in diploma, associate degree, and baccalaureate nursing programs. A former item writer for the CAT NCLEX-RN, Ms. Hogan has been teaching NCLEX-RN review courses throughout New England for the last 14 years. She has also contributed to a number of publications in the areas of adult health and fundamentals of nursing. Ms. Hogan is an ANCC-certified clinical specialist in medical-surgical nursing and is a member of Sigma Theta Tau.

**Donna Bowles, RN, MSN, EdD** is an Assistant Professor at Indiana University Southeast. Her clinical background, spanning several decades, is Adult Nursing. In addition, test construction/evaluation, remediation and motivation of undergraduate students are her areas of academic expertise.

**Judy E. White, RNC, MA, MSN** has taught at all levels of nursing, including LPN, diploma, associate degree and baccalaureate programs at schools of nursing in Kentucky, New York, and Alabama. Ms. White has contributed NCLEXRN test questions to numerous publications, and she has taught the pediatric component of NCLEX-RN Review Courses in New York and Kentucky. Currently, she is the Director of Nursing and Nurse Educator at Vital Care, Inc., a home infusion pharmaceutical company that provides continuing education to nurses.

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# INTRODUCTION

Welcome to the new Prentice Hall Reviews and Rationales Series! This 9-book series has been specifically designed to provide a clear and concentrated review of important nursing knowledge in the following content areas:

- Child Health Nursing
- Maternal-Newborn Nursing
- Mental Health Nursing
- Medical-Surgical Nursing
- Pathophysiology
- Pharmacology
- Nursing Fundamentals
- Nutrition and Diet Therapy
- Fluids, Electrolytes, & Acid-Base Balance

The books in this series have been designed for use either by current nursing students as a study aid for nursing course work or NCLEX-RN licensing exam preparation, or by practicing nurses seeking a comprehensive yet concise review of a nursing specialty or subject area.

This series is truly unique. One of its most special features is that it has been authored by a large team of nurse educators from across the United States and Canada to ensure that each chapter is written by a nurse expert in the content area under study. Prentice Hall Health representatives from across North America submitted names of nurse educators and/or clinicians who excel in their respective fields, and these authors were then invited to write a chapter in one or more books. The consulting editor for each book, who is also an expert in that specialty area, then reviewed all chapters submitted for comprehensiveness and accuracy. The series editor designed the overall series in collaboration with a core Prentice Hall team to take full advantage of Prentice Hall's cutting edge technology, and also reviewed the chapters in each book.

All books in the series are identical in their overall design for your convenience (further details follow at the end of this section). As an added value, each book comes with a comprehensive support package, including free CD-ROM, free companion website access, and a Nursing Notes card for quick clinical reference.

## STUDY TIPS

Use of this review book should help simplify your study. To make the most of your valuable study time, also follow these simple but important suggestions:

- Use a weekly calendar to schedule study sessions.
  - Outline the timeframes for all of your activities (home, school, appointments, etc.) on a weekly calendar.
  - Find the "holes" in your calendar—the times in which you can plan to study. Add study sessions to the calendar at times when you can expect to be mentally alert and follow it!
- Create the optimal study environment.
  - Eliminate external sources of distraction, such as television, telephone, etc.
  - Eliminate internal sources of distraction, such as hunger, thirst, or dwelling on items or problems that cannot be worked on at the moment.
  - Take a break for 10 minutes or so after each hour of concentrated study both as a reward and an incentive to keep studying.
- Use pre-reading strategies to increase comprehension of chapter material.

- Skim the headings in the chapter (because they identify chapter content).
- Read the definitions of key terms, which will help you learn new words to comprehend chapter information.
- Review all graphic aids (figures, tables, boxes) because they are often used to explain important points in the chapter.
- Read the chapter thoroughly but at a reasonable speed.
  - Comprehension and retention are actually enhanced by not reading too slowly.
  - Do take the time to reread any section that is unclear to you.
- Summarize what you have learned.
  - Use questions supplied with this book, CD-ROM, and companion website to test your recall of chapter content.
  - Review again any sections that correspond to questions you answered incorrectly or incompletely.

## TEST TAKING STRATEGIES

Use the following strategies to increase your success on multiple-choice nursing tests or examinations:

- Get sufficient sleep and have something to eat before taking a test. Take deep breaths during the test as needed. Remember, the brain requires oxygen and glucose as fuel. Avoid concentrated sweets before a test, however, to avoid rapid upward and then downward surges in blood glucose levels.
- Read each question carefully, identifying the stem, the four options, and any key words or phrases in either the stem or options.
  - Key words in the stem such as "most important" indicate the need to set priorities, since more than one option is likely to contain a statement that is technically correct.
  - Remember that the presence of absolute words such as "never" or "only" in an option is more likely to make that option incorrect.
- Determine who is the client in the question; often this is the person with the health problem, but it may also be a significant other, relative, friend, or another nurse.
- Decide whether the stem is a true response stem or a false response stem. With a true response stem, the correct answer will be a true statement, and vice-versa.
- Determine what the question is really asking, sometimes referred to as the issue of the question. Evaluate all answer options in relation to this issue, and not strictly to the "correctness" of the statement in each individual option.
- Eliminate options that are obviously incorrect, then go back and reread the stem. Evaluate the remaining options against the stem once more.
- If two answers seem similar and correct, try to decide whether one of them is more global or comprehensive. If the global option includes the alternative option within it, it is likely that the more global response is the correct answer.

## THE NCLEX-RN LICENSING EXAMINATION

The NCLEX-RN licensing examination is a Computer Adaptive Test (CAT) that ranges in length from 75 to 265 individual (stand-alone) test items, depending on individual performance during the examination. Upon graduation from a nursing program, successful completion of this exam is the gateway to your professional nursing practice. The blueprint for the exam is reviewed and revised every three years by the National Council of State Boards of Nursing according to the results of a job analysis study of new graduate nurses (practicing within the first six months after graduation). Each question on the exam is coded to one *Client Need Category* and one or more *Integrated Concepts and Processes*.

## Client Need Categories

There are 4 categories of client needs, and each exam will contain a minimum and maximum percent of questions from each category. Each major category has subcategories within it. The *Client Need* categories according to the NCLEX-RN Test Plan effective April 2001 are as follows:

- Safe, Effective Care Environment
  - Management of Care (7-13%)
  - Safety and Infection Control (5-11 %)
- Health Promotion and Maintenance
  - Growth and Development Throughout the Lifespan (7-13%)
  - Prevention and Early Detection of Disease (5-11 %)
- Psychosocial Integrity
  - Coping and Adaptation (5-11%)
  - Psychosocial Adaptation (5-11%)
- Physiological Integrity
  - Basic Care and Comfort (7-13%)
  - Pharmacological and Parenteral Therapies (5-11%)
  - Reduction of Risk Potential (12-18.%)
  - Physiological Adaptation (12-18%)

## Integrated Concepts and Processes

The integrated concepts and processes identified on the NCLEX-RN Test Plan effective April 2001, with condensed definitions, are as follows:

- Nursing Process: a scientific problem-solving approach used in nursing practice; consisting of assessment, analysis, planning, implementation, and evaluation.
- Caring: client-nurse interaction(s) characterized by mutual respect and trust and directed toward achieving desired client outcomes.
- Communication and Documentation: verbal and/or nonverbal interactions between nurse and others (client, family, health care team); a written or electronic recording of activities or events that occur during client care.
- Cultural Awareness: knowledge and sensitivity to the client's beliefs/values and how these might impact on the client's healthcare experience.
- Self-Care: assisting clients to meet their health care needs, which may include maintaining health or restoring function.
- Teaching/Learning: facilitating client's acquisition of knowledge, skills, and attitudes that lead to behavior change.

More detailed information about this examination may be obtained by visiting the National Council of State Boards of Nursing website at <http://www.ncsbn.org> and viewing the *NCLEX-RN Examination Test Plan for the National Council Licensure Examination for Registered Nurses*.

## HOW TO GET THE MOST OUT OF THIS BOOK

### Chapter Organization

Each chapter has the following elements to guide you during review and study:

- Chapter Objectives: describe what you will be able to know or do after learning the material covered in the chapter.
- Review basic principles of growth and development.
- Describe major physical expectations for each developmental age group.
- Identify developmental milestones for various age groups.
- Discuss the reactions to illness and hospitalization for children at various stages of development.

Pretest: this 10-question multiple choice test provides a sample overview of content covered in the chapter and helps you decide what areas need the most—or the least—review.

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