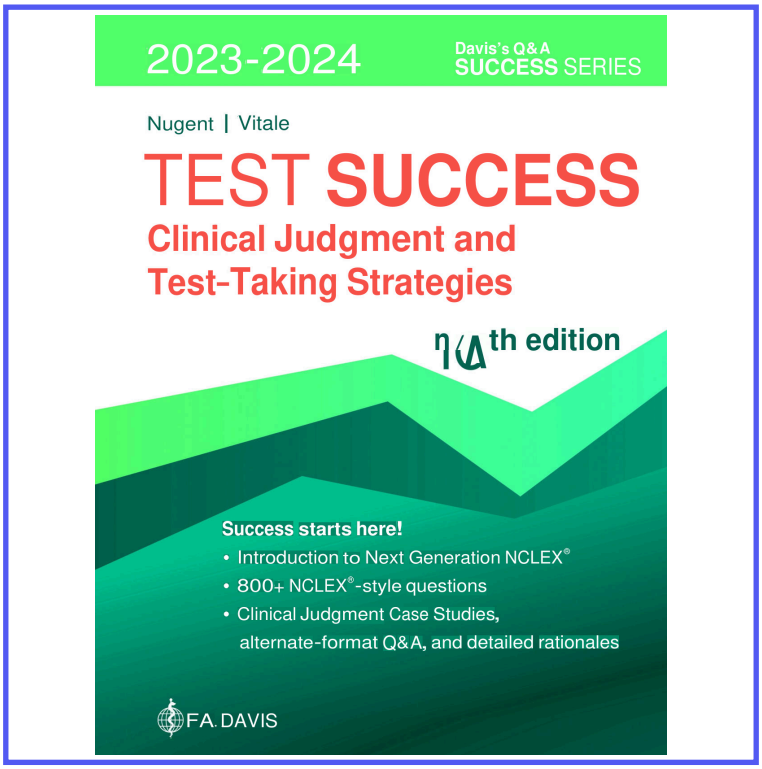



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sing information and technology are accelerating at a breathtaking rate. Student nurses must lea
to function successfully within nursing programs that have strenuous academic demands.
role of the nurse is evolving as the delivery of health care is changing. Student nurses must de
ical thinking skills and become empowered.
ltiple factors affect the education of beginning nursing students (e.g., students who work full- or
e, who have been out of secondary education for several years, who are single parents juggling
erous roles within the family, and who speak English as a second language). Student nurses mu
n how to study, manage their time effectively, and develop a positive mental attitude.
iety requires higher educational standards within the professions that provide health-care servi
dent nurses must maximize their acquisition of information in the affective, cognitive, and
chomotor domains to increase their success on standardized nursing examinations that require n
y the regurgitation of information but also the comprehension, application, or analysis of inform

## O SHOULD USE THIS BOOK

dents entering a nursing program
dents who are preparing to take tests at the end of a unit of instruction in nursing or at the compl
course on the fundamentals of nursing
dents in licensed practical nurse programs who are preparing for class tests, the NCLEX-PN®,
anced-standing examinations for entry into a registered nurse program
dents preparing for the NCLEX-RN® for licensure
ensed professional nurses preparing for a certification examination
sing faculty members who are helping beginning nursing students achieve success in a nursing
gram
sing faculty members who are designing a test-taking workshop for student nurses

## NTENT IN *TEST SUCCESS* THAT HELPS STUDENTS XIMIZE SUCCESS

**ters 1 through 10** contain information designed to maximize success by helping students to
ing:

elop a positive mental attitude
erstand how critical thinking supports clinical reasoning
introduced to clinical judgment and the Next Generation NCLEX®
nage their time
dy and learn more effectively
ome test wise by using the nursing process and test-taking techniques
lore all testing formats, specifically multiple-choice and alternate question formats (e.g., multi
onse, hot spot, graphic illustration, exhibit, fill-in-the-blank, drag-and-drop [also called order

**apter 11** contains approximately 525 questions divided into 15 content areas common to n ce. The questions in each content area can be answered by a student at the completion of equi nt in a nursing program. Also included in Chapter 11 are new Clinical Judgment Case Studie e six cognitive skills of the National Council of State Boards of Nursing's (NCSBN's) Cl ent Measurement Model. This includes recognizing cues, analyzing cues, prioritizing hypot ating solutions, taking actions, and evaluating outcomes. Practicing with these unfolding case st nderstanding these steps are important in developing strong clinical judgment skills and pre e Next Generation NCLEX®.

**apter 12** contains a 100-question Comprehensive Final Book Examination. This exami ins 50 multiple-choice questions and 50 alternate question format items reflective of NC nations. It includes information from all 15 content areas addressed in Chapter 11. This test c at the completion of a course in fundamentals of nursing or when preparing for an NC nation.

ery question in the book has rationales for the correct and incorrect options. These rationales s the learner review some of the basic content in nursing theory as well as practice answerin ring questions. In addition, when appropriate, the questions include a Test-Taking Ti asizes one or more of the techniques presented in Chapter 7.

dents can access two 75-item unique Comprehensive Course Examinations online. nations incorporate information from the 15 content areas in Chapter 11. Each 75-item exami ins more than 35 alternate question format items reflective of NCLEX® examinations. on is accompanied by rationales for the correct answer and the incorrect options to rei mentals of nursing theory and principles. Most questions have Test-Taking Tips identical to th nted in Chapter 7.

## MINOLOGY USED IN THE TEXT

*ent* is used throughout the book to indicate the consumer of health care.

*se* is used consistently to indicate a licensed nurse. This individual may be referred to by other s, such as "nursing care coordinator" or "nurse manager."

*se's aide* and *nursing assistant* are used consistently to indicate credentialed or noncredential portive nursing staff members.

*mary health-care provider* indicates health-care professionals with prescriptive privileges (e. sicians, nurse practitioners, physician assistants, podiatrists, and dentists).

## F-ASSESSMENT TOOLS TO EXPLORE PERSONAL FORMANCE

tools are included to allow the student to perform self-assessments and ultimately improve gement, studying, and testing performance.

**apter 3** presents three tools and an individualized corrective action plan to maximize producti

essment of Inconsistencies Between Values and Behavior

sonal Time/Activity Journal

**apter 10** presents two tools and two individualized corrective action guides:

rmation-Processing Analysis Tool
rective Action Guide for Information-Processing Analysis Tool
wledge Analysis Tool
rective Action Guide for Knowledge Analysis Tool

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