

Mercer County Community College
Division of Math, Science & Health Professions
Nursing Program
Second Chance Program Prep for NRS 102 (2-credit course) Challenge

Required Textbook

North Carolina Concept-Based Learning Editorial Board. (2011). *Nursing A Concept-Based Approach to Learning Volume Two*. Upper Saddle River: Pearson Education, Inc
ISBN: 978-0-13-507806-8 (vol. 1)

North Carolina Concept-Based Learning Editorial Board. (2011). *Nursing A Concept-Based Approach to Learning Skills Textbook*. Upper Saddle River: Pearson Education, Inc

The NRS 102, 2 credit course, challenge exam will a 50 question multiple choice exam based on content presented in the course. Please refer to the reading assignments and instructions for accessing course lecture notes.

When you have read the content and are ready to take the exam, please contact Stephanie Horner at www.horners@mccc.edu for an appointment to take the exam.

- You will need two # 2 pencils and your MCCC ID to take the exam.
- You will have 45 minutes to complete the exam.
- You will place your test responses on a scantron sheet that will be scored. The scantron sheet stands as the final answers for all test questions.
- A study guide for the exam is also included in this packet. If you have questions regarding specific chapter content, please email Professor Barbara A. Kunkel kunkelb@mccc.edu.

NRS 102 Challenge Exam Prep for Second Chance Program Students

Content	Target Competencies	Learning Activities
Orientation to Course/Culture and Health	<ol style="list-style-type: none"> 1. Define and describe the meaning of assessment and the different types of assessments. 2. Describe and discuss how cultural and religious differences and preferences may affect an individual's lifestyle and health care choices. 3. Describe the importance of the nurse's self-knowledge regarding prejudgment and bias related to culture and diversity. 4. Differentiate between cultural sensitivity and cultural competence. 5. Describe why information obtained during a cultural assessment interview is of value. 	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 1 : Concept 6 – Culture pp.321-337 Concept 13 – Health pp. 635-674</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under "Course Information", NRS 102, Lectures</p>
Diversity and Vulnerable Populations	<ol style="list-style-type: none"> 1. Describe and discuss how individual diversity may affect a patient's health care choices. 2. Describe the importance of the nurse's self-knowledge regarding prejudgment and bias related to culture and diversity. 3. Identify factors that contribute to diversity. 4. Contrast the diverse needs of various groups of patients based on race, age, gender, sexual orientation, and membership in a vulnerable population. 	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 1 : Concept 8 – Diversity pp. 397-406</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under "Course Information", NRS 102, Lectures</p>
Health History, Growth & Development	<ol style="list-style-type: none"> 1. Differentiate between the terms growth and development and the significance of both to health assessment. 2. Describe factors that influence both growth and development. 3. Recognize major developmental milestones for patients across the lifespan. 4. Differentiate between a health history and assessment. 5. Differentiate between subjective and objective data in assessment. 6. Describe where and why assessment fits into the nursing process. 7. Identify the components and tools used to perform a physical assessment. 8. Describe prioritization of assessment. 9. Explain why vital signs are a priority for baseline and continued assessment. 	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Concept 7 – Development pp.354-369; pp. 397-406</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under "Course Information", NRS 102, Lectures</p>

Intracranial Regulation and Level of Consciousness	<ol style="list-style-type: none"> 1. Identify awake/asleep, alert, orientation to person, place and time as norms vs. abnormal findings. 2. Explain how intracranial regulation controls level of consciousness and vital signs. 3. Identify key normal neurologic assessment techniques and findings with consideration for variations across the lifespan. 	<p>Reading Assignment:</p> <p>Nursing A Concept Based Approach to Learning Vol. 1 : Concept 17 – Intracranial Regulation – pp. 939-951, pg. 958 (developmental consideration)</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under “Course Information”, NRS 102, Lectures.</p>
Oxygenation and Tissue Perfusion	<ol style="list-style-type: none"> 1. Describe and list factors that affect oxygenation and tissue perfusion. 2. Explain common physical assessment procedures used to evaluate respiratory health of patients across the lifespan. 3. Identify priority respiratory assessment findings. 4. Differentiate normal respiratory assessment from abnormal findings. 5. Describe the integral relationship between perfusion and oxygenation. 6. Explain the role and limitations associated with pulse oximetry assessment. 7. Explain and utilize vital signs and peripheral vascular assessment techniques and findings to assess perfusion. 	<p>Reading Assignment:</p> <p>Nursing A Concept Based Approach to Learning Vol. 1 : Concept 21 – Oxygenation pp. 1215-1227 (include development but exclude diagnostic tests) Concept 22 – Perfusion pp. 1294-1297;1304-1309; 1315-1324</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under “Course Information”, NRS 102, Lectures.</p> <p>OnLine Resources: http://alfa.saddleback.edu/N170/vitalsigns.aspx</p>
Elimination – Part I	<ol style="list-style-type: none"> 1. Describe and list factors that affect elimination. 2. Explain common physical assessment procedures used to evaluate elimination health of patient across the lifespan. 3. Identify priority elimination assessment findings. 4. Differentiate normal elimination assessment from abnormal findings. 5. Explain the process for assessment of the abdomen and bowel/bladder elimination. 	<p>Reading Assignment:</p> <p>Nursing A Concept Based Approach to Learning Vol. 1 : Concept 9 – Elimination – pp. 409-418 (urinary) pp. 423-432 (bowel)</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under “Course Information”, NRS 102, Lectures.</p>

Elimination – Part II	<ol style="list-style-type: none"> 1. Describe and list factors that affect elimination. 2. Explain common physical assessment procedures used to evaluate elimination health of patients across the lifespan. 3. Identify priority elimination assessment findings. 4. Differentiate normal elimination assessment from abnormal findings. 5. Explain the process for assessment of the abdomen and bowel/bladder elimination 	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 1 : Concept 9 – Elimination – pp. 409-418 (urinary) pp. 423-432 (bowel)</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under “Course Information”, NRS 102, Lectures.</p>
Tissue Integrity	<ol style="list-style-type: none"> 1. Describe and list factors that affect tissue integrity. 2. Explain common physical assessment procedures used to evaluate tissue integrity of patients across the lifespan. 3. Identify priority tissue integrity assessment findings. 4. Differentiate normal tissue integrity assessment findings from abnormal findings. 5. Explain the process for assessment of tissue integrity 	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 1 : Concept 30 – Tissue Integrity and Age-Related Changes – pp. 1873-1877; pp. 1880-1884</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under “Course Information”, NRS 102, Lectures</p>
Mobility	<ol style="list-style-type: none"> 1. Describe and list factors that affect mobility. 2. Explain common physical assessment procedures used to evaluate mobility of patients across the lifespan. 3. Identify priority mobility assessment findings. 4. Differentiate normal mobility assessment findings from abnormal findings. 5. Explain the process for assessment of mobility. 	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 1 : Concept 19 – Mobility – pp. 1067-1076</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under “Course Information”, NRS 102, Lectures</p>
Comfort	<ol style="list-style-type: none"> 1. Describe and list factors that affect comfort. 2. Explain common physical assessment procedures used to evaluate comfort of patients across the lifespan. 3. Identify priority comfort assessment findings. 4. Differentiate normal comfort assessment findings from abnormal findings. 	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 1 : Concept 5 – Comfort – pp. 255-275; pp. 280-285</p> <p>Nursing Skills Manual, Chapter 31</p> <p>Print lecture notes (Print option, 3 slides per page) from</p>

	5. Explain the process for assessment of comfort.	website to utilize while completing the assigned readings: lecture notes can be accessed at www.mccc.edu/nursing under "Course Information", NRS 102, Lectures
Review		OnLine Resources: http://alfa.saddleback.edu/N170/headtotoe.aspx

Additional Resources:

[My Nursing Kit:](#)

Blood pressure measurement:

http://media.pearsoncmg.com/ph/chet/chet_nccleb_nursing_1/skills/nc_mnk_skill_checklist_11.27-2.pdf

Assessment in the Skills Manual – Chapter 31Assessment Skills:

http://wps.prenhall.com/chet_nccleb_mykit_nursing_1/138/35526/9094845.cw/index.html

