

TNCC 7th Edition: Practice Test

1. What is the key to a high-performing trauma team?
 - a. Individual goals
 - b. Use of the SBAR tool
 - c. Identification of a single decision maker
 - d. Consistent communication
2. When obtaining a history for an injured patient, determining energy transfer through biomechanical data helps the nurse to:
 - a. anticipate the types of injury that may be present.
 - b. decide if law enforcement should be notified.
 - c. determine needed laboratory tests.
 - d. predict the need for a surgical procedure.
3. The major preventable cause of death in the trauma patient is:
 - a. airway compromise.
 - b. ineffective ventilation.
 - c. secondary head injury.
 - d. uncontrolled hemorrhage.
4. The across-the-room observation step in the initial assessment provides the opportunity to:
 - a. assess for uncontrolled internal hemorrhage.
 - b. accurately triage the patient.
 - c. reprioritize circulation before airway or breathing.
 - d. activate the trauma team.
5. Which of the following accurately describes ventilation principles associated with a bag-mask device?
 - a. Ventilate at a rate of 10 to 12 breaths/min
 - b. Deliver 100% oxygen
 - c. Compress the bag-mask device completely
 - d. Maintain the oxygen saturation level between 92% and 94%
6. Which of the following is the best measure of the adequacy of cellular perfusion and helps to predict the outcome of resuscitation?
 - a. End-tidal carbon dioxide
 - b. Hypoxia
 - c. Base deficit
 - d. Oxygen saturation
7. According to the World Health Organization pain relief ladder, adjuvant medications are:
 - a. Treatment for symptoms associated with pain
 - b. An alternative to nonpharmacologic interventions
 - c. Given for sedative properties
 - d. Most effective for severe pain
8. In a patient with severe traumatic brain injury, hypocapnia causes:
 - a. respiratory acidosis.
 - b. metabolic acidosis.
 - c. neurogenic shock.
 - d. cerebral vasoconstriction.

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Kaplan Nursing



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Priorities in Critical Care Nursing - E-Book Linda D. Urden, Kathleen M. Stacy, Mary E. Lough, 2015-02-23 NEW QSEN Evidence Based Practice boxes use the PICOT framework to cover a timely topic and the research that underlies current patient care NEW TEACH for Nurses manual includes unique case studies outlines instructor resources student resources answer keys and more NEW PowerPoint slides with unfolding case studies have been updated to include interactive questions and sample handoff information in the ISBARR format for appropriate chapters NEW Cultural Competency boxes provide information on basic cultural topics including what cues to watch for and how to better provide culturally competent care NEW QSEN Teamwork and Collaboration boxes offer concise guidelines for effective handoffs assessments and communications between nurses and other hospital staff NEW QSEN Patient Safety Alert boxes highlight important guidelines and tips to ensure patient safety NEW QSEN Internet Resources boxes identify key organizations and websites for both general critical care practice and for each specific body system NEW Key points at the end of each chapter offer a quick study tool for students NEW More detailed objectives now include every disorder covered in the chapter NEW Digital glossary on the Evolve companion site help to increase students critical care nursing vocabulary *Transcultural Nursing Education Strategies* Priscilla Limbo Sagar, 2014-05-12 written by one of the world's foremost experts in transcultural nursing This much anticipated comprehensive compendium of evidence based and best practices contains exceptionally useful material for nurse educators in academic and staff development settings and their students Margaret M Andrews PhD RN FAAN CTN Director and Professor of Nursing School of Health Professions and Studies University of Michigan Flint Editor Online Journal of Cultural Competence in Nursing and Healthcare a valuable new resource to support efforts to provide high quality care that is culturally appropriate gives the professional nurse a road map for engaging in culturally appropriate patient centered and high quality care Geraldine Polly Bednash PhD RN FAAN Chief Executive Officer and Executive Director American Association of Colleges of Nursing This ambitious book is a must read synthesis of the existing knowledge related to transcultural nursing education builds cultural competence in individuals and in organizations Dr Sagar makes an exceptional contribution to the delivery of culturally competent care in all settings Patti Ludwig Beymer PhD RN CTN NEA BC FAAN Vice President and Chief Nursing Officer Edward Hospital and Health Services Naperville IL Associate Editor Journal of Transcultural Nursing This comprehensive guide to integrating transcultural nursing education TCN strategies in academic and in service institutions is the only text to fulfill the NLN and AACN mandates for promoting cultural diversity and competencies in these settings Incorporating evidence based best practice protocols it provides course syllabi and a wealth of additional teaching aids for all education arenas from foundation classes through in service domains The text provides a variety of creative strategies for integrating TCN into academia and practice as a separate course or across existing courses foundation and life span courses mental health pharmacology nutrition research community health

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