

Cystic fibrosis is caused by an _____ gene.

- a. x-linked dominant
 - b. autosomal recessive**
 - c. autosomal dominant
 - d. x-linked recessive
- ANS-- autosomal recessive

What causes the clinical manifestations of confusion, convulsions, cerebral hemorrhage, and coma in hypernatremia?

- A) high sodium in the blood vessels pulls water out of the brain cells into the blood vessels, causing brain cells to shrink
- B) high sodium in the brain cells pulls water out of the blood vessels into the brain cells, causing them to swell
- C) high sodium in the blood vessels pulls potassium out of the brain cells, which slows the synapses in the brain**
- D) high sodium in the blood vessels draws chloride into the brain cells followed by water, causing the brain cells to swell –

-ANS-- A- high sodium in the blood vessels pulls water out of the brain cells into the blood vessels, causing brain cells to shrink

Which of the following is the most common cause of metabolic acidosis?

- a. lactic acidosis**
 - b. respiratory acidosis
 - c. metabolic alkalosis
 - d. respiratory alkalosis
- ANS-- a. lactic acidosis

Hypernatremia with death is an extreme process of cellular water deprivation. It is also referred to as:

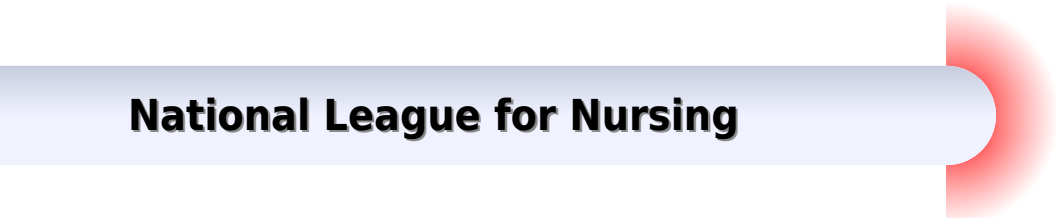
- a. dehydration**
 - b. hypotonic
 - c. hypertonic dehydration
 - d. hypotonic dehydration
- ANS-- a. dehydration

The condition in which there is an excessive loss of water from the body is called:

- a. dehydration**

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Development and Evaluation in Nursing, Second Edition Sarah B. Keating, 2010-11-19 The second edition of the current leading nursing text in curriculum development and evaluation continues to serve nurse educators in academic settings as well as in the practice arena It is a practical guide for developing revising and evaluating nursing curricula and educational programs complete with case studies and details on conducting a needs assessment to determine the extent of revision necessary within current curricula This text focuses on evidence based practice safety and quality assurance concepts and the role of creative and critical thinking aspects It highlights NLN and AACN core competencies in developing and evaluating curricula in all levels of nursing programs Additionally it includes a comprehensive list of critical evaluation and accreditation tips directions on how to prepare for an accreditation visit and two proposed curricula for nurse educators to consider adapting into educational materials Key features Discusses the continuing growth of technology and its application in nursing programs Examines health care reform legislation that is expected to change the way care is delivered Contains updates on

the continuing career ladder and entry level issues related to nursing Provides details on pedagogical methods objectives discussion points learning activities and references Includes a glossary of commonly used terms in curriculum development and evaluation This revised edition further examines several major objectives of the text including major milestones for the past 100 years in the American nursing education system program review and accreditation processes and evaluating current trends in nursing education and their role in curriculum development

Curriculum Development and Evaluation in Nursing Education Sarah B. Keating, Stephanie S. DeBoer, 2017-12-02 This is a detailed yet practical guide to planning developing and evaluating nursing curricula and educational programs It provides a comprehensive and critical perspective on the totality of variables impacting curricular decisions This book provides readers with a comprehensive overview of curriculum development redesign and evaluation processes 92 4 Stars Doody's Book Reviews Reorganized and updated to deliver practical guidelines for evidence based curricular change and development the fourth edition of this classic text highlights current research in nursing education as a springboard for graduate students and faculty in their quest for research projects theses dissertations and scholarly activities It also focuses on the specific sciences of nursing education and program evaluation as they pertain to nursing educators New chapters address the role of faculty regarding curriculum development and approval processes in changing educational environments course development strategies for applying learning theories educational taxonomies and team building needs assessment and the frame factors model ADN and BSN and pathways to higher degrees and planning for doctoral education The fourth edition continues to provide the detailed knowledge and practical applications necessary for new and experienced faculty to participate in essential components of the academic role instruction curriculum and evaluation At its core the text discusses the importance of needs assessment and evidence as a basis for revising or developing new programs and highlights requisite resources and political support With a focus on interdisciplinary collaboration the book addresses the growth of simulation how to help new faculty transition into the academic role and use of curriculum in both practice and academic settings Additionally the book describes the history and evolution of current nursing curricula and presents the theories concepts and tools necessary for curriculum development Chapters include objectives discussion points learning activities references and a glossary New to the Fourth Edition Reorganized and updated to reflect recent evidence based curricular changes and developments Highlights current research New chapter Implementation of Curriculum Course Development Strategies for the Application of Learning Theories Educational Taxonomies and Instruction Team Building New chapter on Planning for Undergraduate Programs New content on Needs Assessment and the Frame Factors Model New content on Planning for Doctoral Education in Nursing New content on curriculum evaluation financial support budget management and use of evidence Key Features Supports new faculty as they transition to academe Addresses the need for preparing more faculty educators as defined by IOM report the ACA and the Consensus Model Describes the scope of academic curriculum models at every practice and academic level

Threads the concept of interdisciplinary collaboration in education throughout Serves as a CNE Certification Review

Official Guide to Graduate Nursing Programs National League for Nursing, 2004 Guide to U S graduate nursing programs
Simulation Scenarios for Nursing Educators, Second Edition Suzanne Campbell, Karen M. Daley, 2013
Print CourseSmart *DNP Role Development for Doctoral Advanced Nursing Practice* H. Michael Dreher, Mary Ellen Smith Glasgow, Michael D. Dahnke, Valerie T. Cotter, 2024-04-26 Provides important new content on specific ethical leadership and advocacy capabilities that advance the DNP role in nursing practice This core text for the DNP curriculum encompasses all facets of the evolving advanced practice role including diverse professional opportunities and options for career advancement With ten completely new chapters the third edition conveys the latest developments in doctoral level capabilities including the specific ethical leadership and advocacy components that advance these roles New content addresses health equity role negotiation ethical and leadership dilemmas for the clinician and the preceptor role in relation to doctoral level advanced practice Considering the predominance of students seeking the Nurse Practitioner role the book emphasizes the clinical context for the DNP along with the new AACN Domain of Professionalism There also are contributions from Nurse Midwives Nurse Anesthetists Clinical Nurse Specialists and DNPs in the Nurse Educator role The text is distinguished by distinctive Reflective Responses to the authors of all chapters These may be characterized as a Point Counterpoint feature consisting of commentaries by scholars of varying points of view that stimulates substantive critical dialogue It examines the role of evidence both practice based evidence and evidence based practice in the context of clinical problems and policy formation and focuses on how the doctoral advanced prepared nurse can discriminate translate and sometimes generate new nursing evidence The text addresses the need for both forms of evidence and underscores the importance of innovative healthcare intervention models Included is practical information illustrated with examples geared for both BSN DNP students and MSN DNP students Content on the DNP PhD double doctorate and the impact of DNP leadership on organizations further examines the relationship between nursing practice education and science New to the Third Edition Ten new chapters including coverage of COVID 19 BSN DNP Trajectories Practice Based Evidence and Evidence Based Practice Health Equity Role Negotiation Ethical Leadership and Advocacy Roles and 2021 AACN Essentials Expanded roles and content for students of varying experience levels Emphasis on the new AACN Domain of Professionalism throughout Key Features Focuses on DNP role development with extensive contributions by leading DNP scholars and clinicians Delivers Reflective Responses in a Point Counterpoint format to stimulate vigorous class discussion Provides critical thinking questions throughout including Reflective Response
Infirmiere Canadienne, 1982
Official Guide to Undergraduate and Graduate Nursing Programs National League for Nursing, 2004 The Official Guide to the Undergraduate and Graduate Nursing Schools offers you the most complete up to date information available on two year three year four year and graduate nursing schools
Clinical Simulations for the Advanced Practice Nurse Celeste M.

Alfes, Elizabeth Zimmermann, 2020-03-19 Provides high quality comprehensive simulation scenarios for APRNs This invaluable resource is the first simulation guide designed specifically to support the training and evaluation of advanced practice nursing students novice nurse practitioners and advanced practice nurses transitioning to new fields This book provides a method and foundation to transform graduate nursing education to competency based clinical evaluation empowering programs with standardized templates and interprofessional education options for each scenario to advance graduate simulation education and research This comprehensive guide delivers more than 50 comprehensive simulation scenarios written by experienced APRNs faculty and simulation specialists Scenarios are arranged by APRN specialty with applications for students faculty standardized patients staff development and simulation staff who prepare the advanced practice nurse and their interprofessional team for clinical practice Not only is this text easy for faculty to use and implement it also includes several levels of application and offers strategies for adapting scenarios to an interprofessional setting Each simulation is structured into a consistent template for ease of use which includes a description objectives equipment needed pre briefing debriefing and interprofessional considerations Additionally each scenario includes a one page download designed for the Simulation Team focusing on what happens in a particular scenario These comprehensive simulations encompass a wide variety of physical health and mental health scenarios across the lifespan as well as telehealth critical care transport and retail scenarios Three detailed sections dedicated to APRN students faculty and simulation staff provide timely topics and sound advice from recent graduates faculty experts and leaders in the simulation field The section for students provides anticipatory guidance for novice practitioners on how best to prepare for formative and summative evaluations standardized patient patient interactions high stakes simulation testing and interprofessional experiences The section for faculty provides practical information on how to design engaging simulation experiences for the APRN and suggestions on mapping the various modes of simulation experiences to various levels and competencies A detailed section directed to the simulations team covers operations and management of the environment personnel equipment and resources Key Features Provides 10 Objective Structured Clinical Examination OSCE standard scenarios for general advanced practice assessment Contains more than 50 comprehensive simulation scenarios arranged by APRN specialty for formative summative and high stakes testing and competency evaluations Consistent with INACSL and SSH Simulation Standards of Best Practice and NLN Simulation Theory by Pamela Jeffries Maps simulation experiences to APRN learner levels and AACN competencies Includes separate sections tailored towards APRN students APRN faculty and staff development and the simulation operational team Delineates and provides hyperlinks for suggested learner preparation and the most up to date references to support each scenario

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