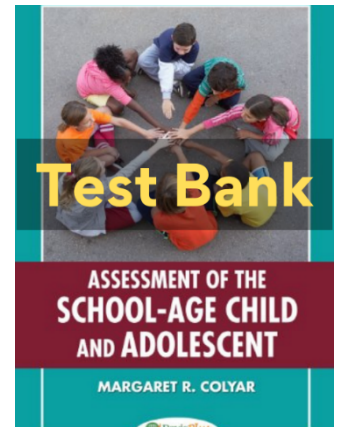


## Chapter 1: Well Child Examination- Overview

### True/False

Indicate whether the statement is true or false.

- \_\_\_ 1. To communicate effectively, the school nurse should sit down, face the parents and child, and touch the child.
- \_\_\_ 2. Children may be intimidated by playful scrub attire, badges, or stickers.
- \_\_\_ 3. Always greet the parent before greeting the adolescent.
- \_\_\_ 4. Confrontation is used to clarify inconsistent statements.
- \_\_\_ 5. For an episodic problem, do a brief history and a complete examination.



### Matching

Match each item to the statement or sentence listed below.

- a. Reflection
- b. Confrontation
- c. Silence
- d. Clarification

- \_\_\_ 6. Pause for seconds to minutes.
- \_\_\_ 7. Repeat what was said and ask for more detail.
- \_\_\_ 8. "Can you describe Tristin's flu symptoms?"
- \_\_\_ 9. Restate the child or parent's wording.
- \_\_\_ 10. Used to enable the child or parent to understand that you are aware of her feelings and facts related to the situation.
- \_\_\_ 11. Used to clarify inconsistent statements.
- \_\_\_ 12. Extremely helpful when approaching sensitive issues, such as sexuality and abuse.

Match each item to the statement or sentence listed below.

- a. Palm
- b. Ulnar surface
- c. Dorsal surface

- \_\_\_ 13. Temperature estimation
- \_\_\_ 14. Vibration
- \_\_\_ 15. Masses
- \_\_\_ 16. Crepitus

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

- \_\_\_ 17. The adolescent is very sensitive and needs to be treated with respect, not like a child. Which of the following is not an appropriate way to communicate with an adolescent?
- It is best to greet the adolescent before greeting the parent.
  - Gear the conversation to the appropriate level for the teen.
  - Chat about interests.
  - Ask for specifics rather than how things are going in general.
- \_\_\_ 18. What action by the school nurse can make the child feel unimportant and may block any further communication?
- Fidgeting positions
  - Smile
  - Unhurried attitude
  - Listening when the child talks
- \_\_\_ 19. Try not to invade his or her space during the interview. Personal space in Japanese culture is much closer than in Western culture. It is:
- 3 feet.
  - 5 feet.
  - 2 feet.
  - 6 feet.
- \_\_\_ 20. A good example of an open-ended question is:
- “How old is Tristin?”
  - “Mrs. Bailey, what brings you into the clinic today?”
  - “Has Maleck had exposure to anyone who has had a cough?”
  - “Where is your pain?”
- \_\_\_ 21. The use of reflection communication technique aids the school nurse to:
- Receive a clearer picture of the event.
  - Understand a problem that needs to be evaluated.
  - Clarify inconsistent statements.
  - Approach sensitive issues.
- \_\_\_ 22. Whenever a child presents with a head injury of any type, an evaluation for concussion should be performed. An early symptom is:
- Confusion.
  - Amnesia several minutes after the injury.
  - Headache.
  - Numbness.
- \_\_\_ 23. Tanner staging is used to evaluate a child’s sexual maturation. What occurs first in boys?
- The penis elongates and then widens.
  - The testes enlarge and descend.
  - Pubic hair appears.
  - The scrotum and penis change from pale to red and then to dark red.
- \_\_\_ 24. In girls, 2 years after breast buds occur:
- Pubic hair starts to grow.
  - Axillary hair starts to grow.
  - Menarche starts.
  - Lactation begins.

- \_\_\_\_ 25. To perform the Mantoux TB skin test:
- Palpate the vein.
  - Read only the area of raised hardness (induration).
  - Inject 1 mL of purified protein derivative tuberculin intradermally into the forearm.
  - Read 24–36 hours after administration.
- \_\_\_\_ 26. Piaget’s stages of cognitive development for the school-aged child are:
- Postoperational.
  - Formal operations.
  - Concrete operations.
  - Logic development.

**Completion**

*Complete each statement.*

27. A new student assessment includes the establishment of a trusting relationship, the history and physical, an assessment of the student’s cognitive development, the \_\_\_\_\_ physical examination, appropriate screening tests, the immunization status, anticipatory guidance, and referrals.
28. The past medical history (PMH) goes beyond the history of present illness to explain the child’s overall health status before the present problem began and should include all medical experiences, psychiatric disabilities, medications, immunizations, and \_\_\_\_\_.
29. Ask about allergies to \_\_\_\_\_, medications, and the environment.
30. The \_\_\_\_\_ is subjective information about problems or changes in the specific body systems since the last visit or over the last year.
31. The term \_\_\_\_\_ refers to the practice of providing information to children and their parents about child development and behavior.
32. There are \_\_\_\_\_ bipolar stages of ego development a child must work through.

**Chapter 1: Well Child Examination- Overview  
Answer Section**

**TRUE/FALSE**

- |           |        |
|-----------|--------|
| 1. ANS: T | PTS: 1 |
| 2. ANS: F | PTS: 1 |
| 3. ANS: F | PTS: 1 |
| 4. ANS: T | PTS: 1 |
| 5. ANS: F | PTS: 1 |

**MATCHING**

- |            |        |
|------------|--------|
| 6. ANS: C  | PTS: 1 |
| 7. ANS: B  | PTS: 1 |
| 8. ANS: D  | PTS: 1 |
| 9. ANS: A  | PTS: 1 |
| 10. ANS: A | PTS: 1 |
| 11. ANS: B | PTS: 1 |
| 12. ANS: C | PTS: 1 |
| 13. ANS: C | PTS: 1 |
| 14. ANS: B | PTS: 1 |
| 15. ANS: A | PTS: 1 |
| 16. ANS: A | PTS: 1 |

**MULTIPLE CHOICE**

- |            |        |
|------------|--------|
| 17. ANS: D | PTS: 1 |
| 18. ANS: A | PTS: 1 |
| 19. ANS: B | PTS: 1 |
| 20. ANS: B | PTS: 1 |
| 21. ANS: C | PTS: 1 |
| 22. ANS: C | PTS: 1 |
| 23. ANS: B | PTS: 1 |
| 24. ANS: C | PTS: 1 |
| 25. ANS: B | PTS: 1 |
| 26. ANS: C | PTS: 1 |

**COMPLETION**

27. ANS: complete  
PTS: 1

28. ANS: allergies

PTS: 1

29. ANS: food

PTS: 1

30. ANS:  
review of systems (ROS)  
review of systems  
ROS

PTS: 1

31. ANS: anticipatory guidance

PTS: 1

32. ANS: seven

PTS: 1

## **Chapter 2: Assessment Techniques**

### **True/False**

*Indicate whether the statement is true or false.*

- \_\_\_ 1. If in doubt, observe the problem area repeatedly until you are able to document the discrepancy accurately.
- \_\_\_ 2. Direct light observation is done by shining a light directly at the area in question and observing the characteristics at a tangential angle.
- \_\_\_ 3. The bell is best for low-pitched sounds, whereas the diaphragm is best for high-pitched sounds.
- \_\_\_ 4. The palmar surface of the hand is less sensitive than the fingertips.
- \_\_\_ 5. To avoid disruption of sound, percussion should be done after auscultation.
- \_\_\_ 6. Body mass is calculated by dividing height by weight squared and is age and gender dependent.

### **Matching**

*Match each item to the statement or sentence listed below.*

- a. Palm
- b. Ulnar surface
- c. Dorsal surface

- \_\_\_ 7. Temperature estimation
- \_\_\_ 8. Vibration