DEVELOPMENT OF SELF II TEST 1 PRACTICE (SAMPLE)

STUDY GUIDE

SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

1. Which statement describes the documented purpose of patient records?

A. Legally, the purpose of documentation is to accurately and completely record the care given to patients, as well as their response to that care.

B. Documentation should be kept only for billing purposes.

C. Documentation should be kept private and never shown in court.

D. Documentation should always be written in long, narrative paragraphs.

2. Which two Erikson stages are especially influential during adolescence and early adulthood in Self II?

A. Identity vs. role confusion; intimacy vs. isolation.

B. Trust vs mistrust; autonomy vs. shame.

C. Industry vs. Inferiority; initiative vs. guilt.

D. Generativity vs. stagnation; integrity vs despair.

3. How can a personal mission statement be used in Self II development?

A. It guides goals, informs choices, and aligns daily actions with long-term purpose.

B. It serves as a mere decorative document with no practical use.

C. It replaces the need for journaling or reflection.

D. It should be changed monthly to reflect mood.

4. Which scenario exemplifies a mismatch between self-esteem and self-efficacy?

A. High self-esteem and high efficacy in all tasks.

B. Low self-esteem and low self-efficacy overall.

C. High self-esteem but low efficacy in public speaking.

D. Moderate self-esteem with moderate efficacy.

5. What constitutes indicators of growth in Self II milestones?

A. Changes in self-concept, goal attainment, coping strategies, relationships, and motivation.

B. Only changes in physical health.

C. Only external feedback.

D. Only test scores.

6. What initiates an investigation by the college into alleged nurse misconduct?

A. A complaint about professional misconduct

B. A routine performance review conducted annually

C. A mandate from a patient for a formal inquiry

D. A random sample audit of practices

7. Which of the following is one of the five controlled acts nurses are authorized to perform under the Nursing Act, 1991?

A. Administering a substance by injection or inhalation

B. Inserting an instrument beyond the external ear canal

C. Prescribing, dispensing or compounding a drug

D. Administering a substance by mouth to a patient

8. Which outcome is explicitly listed as an investigation outcome?

A. Referral to discipline committee

B. Immediate license revocation without hearing

C. Public disclosure of all details

D. Disciplinary charges without a hearing

9. Why are SMART goals recommended when creating a personal development plan?

A. SMART goals ensure goals are clear and unambiguous.

B. They provide a clear framework by making goals Specific, Measurable, Achievable, Relevant, and Time-bound.

C. SMART goals complicate the planning process unnecessarily.

D. SMART goals require continuous updates without initial planning.

10. Under what circumstances may an RN or RPN initiate a controlled act?

A. They may initiate in the absence of a specific order or directive

B. They may initiate only with an explicit physician order

C. They may initiate only in a hospital setting

D. They may never initiate without direct supervision

Answers

1. A
2. A
3. A
4. C
5. A
6. A
7. A
8. A
9. B
10. A

Explanations

1. Which statement describes the documented purpose of patient records?

A. Legally, the purpose of documentation is to accurately and completely record the care given to patients, as well as their response to that care.

B. Documentation should be kept only for billing purposes.

C. Documentation should be kept private and never shown in court.

D. Documentation should always be written in long, narrative paragraphs.

Patient records exist to accurately and completely document the care provided and how the patient responds, which serves legal, clinical, and quality purposes. These records create a trace of what happened, support continuity of care among different providers, guide future treatment, and can be used to address questions about the care given. While documentation also supports billing and reimbursement and helps with quality improvement and regulatory compliance, it is not limited to billing. Privacy matters, but records may be reviewed in legal proceedings when required, so they aren't meant to be inaccessible in court. Documentation should be clear and useful, not restricted to long narratives, and is often organized in standardized formats. The statement that emphasizes accurate, complete recording of care and patient response best captures the purpose of patient records.

2. Which two Erikson stages are especially influential during adolescence and early adulthood in Self II?

A. Identity vs. role confusion; intimacy vs. isolation.

B. Trust vs mistrust; autonomy vs. shame.

C. Industry vs. Inferiority; initiative vs. guilt.

D. Generativity vs. stagnation; integrity vs despair.

During adolescence and early adulthood, two big tasks shape development: forming a clear sense of who you are and learning how to connect with others in meaningful, intimate ways. In adolescence, you're exploring different roles, beliefs, and values to build a coherent sense of self. When this is resolved well, you gain a stable identity and a sense of direction; when it isn't, role confusion can lead to uncertainty about future choices and where you fit in the world. As you move into early adulthood, the focus shifts to forming deep, trusting relationships—friendships, partnerships, and, if chosen, family. Successfully navigating this stage leads to the ability to form intimate, committed relationships; struggles can result in social isolation or difficulty connecting with others. The other stages occur earlier in childhood or later in life, so they're less central to the pressures and tasks typical of adolescence and early adulthood.

3. How can a personal mission statement be used in Self II development?

A. It guides goals, informs choices, and aligns daily actions with long-term purpose.

B. It serves as a mere decorative document with no practical use.

C. It replaces the need for journaling or reflection.

D. It should be changed monthly to reflect mood.

A personal mission statement acts as a compass for Self II development. It helps you shape goals so they flow from your deeper purpose, and it informs daily choices by providing a standard against which decisions are weighed. When your daily actions align with the mission, your efforts feel coherent and purposeful, making progress toward long-term aims clearer. It shouldn't be treated as decorative; the mission should be lived, and you should revisit and use it to guide planning and reflection. It isn't meant to replace journaling or reflection, which test alignment and support learning from experience, nor should it be changed monthly to fit mood, as that would undermine steadiness. Instead, review and refine it periodically to stay in step with growth while using it as the reference point for what to pursue and what to let go.

4. Which scenario exemplifies a mismatch between self-esteem and self-efficacy?

A. High self-esteem and high efficacy in all tasks.

B. Low self-esteem and low self-efficacy overall.

C. High self-esteem but low efficacy in public speaking.

D. Moderate self-esteem with moderate efficacy.

The main idea here is understanding how global self-esteem and domain-specific self-efficacy can diverge. Self-esteem is your overall sense of worth, while self-efficacy is your belief in your ability to do a specific task successfully. So, someone can feel good about themselves in general (high self-esteem) but still doubt they can perform a particular task well—like public speaking (low self-efficacy in that area). This gap between a positive overall self-view and a lower belief in a specific skill is a mismatch. In this scenario, the person's high self-esteem plus low public-speaking efficacy shows that contrast clearly. The other patterns—high both in general and in the task, low both, or moderate in both—are aligned rather than mismatched, which is why they don't illustrate this divergence.

5. What constitutes indicators of growth in Self II milestones?

A. Changes in self-concept, goal attainment, coping strategies, relationships, and motivation.

B. Only changes in physical health.

C. Only external feedback.

D. Only test scores.

Growth in Self II milestones shows up across several domains, reflecting a holistic development of the person. When someone progresses, you'll see changes in how they view themselves (self-concept), how they pursue and achieve goals (goal attainment), how they handle stress and adapt (coping strategies), how they relate to others (relationships), and what fuels their engagement and persistence (motivation). None of these alone fully captures growth; a single measure like physical health, external feedback, or test scores misses crucial inner and behavioral shifts. For example, a student might improve in self-confidence and goal setting even if physical health stays the same, or gain better coping skills and stronger relationships without a steep rise in test scores. Therefore, indicators that span self-view, achievements, coping, relationships, and motivation best reflect milestones of Self II growth.

6. What initiates an investigation by the college into alleged nurse misconduct?

A. A complaint about professional misconduct

B. A routine performance review conducted annually

C. A mandate from a patient for a formal inquiry

D. A random sample audit of practices

An investigation into alleged nurse misconduct starts when a formal complaint about professional misconduct is filed. That complaint triggers the college to review the claim, gather evidence, and determine whether there's enough basis to open a formal inquiry. Routine performance reviews are ongoing quality checks and don't initiate investigations into misconduct. A patient can raise concerns, but an investigation isn't started simply by a patient's demand unless there's a formal complaint describing misconduct. Random audits look for general compliance patterns and aren't directed at a specific alleged misconduct, so they don't initiate a targeted investigation either.

7. Which of the following is one of the five controlled acts nurses are authorized to perform under the Nursing Act, 1991?

A. Administering a substance by injection or inhalation

B. Inserting an instrument beyond the external ear canal

C. Prescribing, dispensing or compounding a drug

D. Administering a substance by mouth to a patient

The main idea here is recognizing which actions are designated as controlled acts that nurses may perform under the Nursing Act, 1991. Administering a substance by injection or inhalation is one of those five controlled acts because it involves delivering a medication into the body and carries significant risk, so it requires appropriate training, assessment, and authorization. This is why it is allowed for nurses within their scope when properly prepared and supervised. The other options describe actions that either fall outside the five controlled acts typically authorized to nurses or require different professional authorization. In practice, things like prescribing, dispensing or compounding a drug are generally reserved for other professionals, and inserting instruments beyond certain body openings or administering medications by other routes are not among the acts nurses perform autonomously without specific delegation or broader scope.

8. Which outcome is explicitly listed as an investigation outcome?

A. Referral to discipline committee

B. Immediate license revocation without hearing

C. Public disclosure of all details

D. Disciplinary charges without a hearing

When an investigation reaches a point where formal action may be needed, the process often has a defined step to move the matter forward: referring the case to a discipline committee for review. This referral is an explicit outcome in many disciplinary frameworks, signaling that the issue will be examined by a panel with the authority to determine whether sanctions are warranted. It ensures the next stage includes formal review and due process. Immediate license revocation without a hearing, public disclosure of all details, or disciplinary charges without a hearing aren't framed as investigation outcomes because they skip the formal review and protections that come with due process. They either bypass essential steps, involve privacy or fairness considerations, or require a proper hearing before any sanctions are imposed.

9. Why are SMART goals recommended when creating a personal development plan?

A. SMART goals ensure goals are clear and unambiguous.

B. They provide a clear framework by making goals Specific, Measurable, Achievable, Relevant, and Time-bound.

C. SMART goals complicate the planning process unnecessarily.

D. SMART goals require continuous updates without initial planning.

SMART goals are recommended because they turn vague intentions into a clear, actionable roadmap. Each attribute plays a distinct role in turning a wish into a plan you can actually pursue. Specific pinpoints exactly what you'll do, so there's no guesswork about what success looks like. Measurable lets you track progress and know when you've reached the target, not just when you think you've done something. Achievable keeps your plan realistic given your resources and constraints, avoiding frustration from setting unattainable targets. Relevant ensures the goal matters within your broader development aims, so your efforts stay meaningful and motivating. Time-bound adds a deadline, creating urgency, helping you schedule steps, and preventing endless deferral. Together, these elements provide a practical framework that guides planning, progress checks, and scheduling in a personal development plan. While having clear goals is helpful on its own, the SMART structure guarantees both clarity and a concrete path to follow, rather than leaving things vague or open-ended.

10. Under what circumstances may an RN or RPN initiate a controlled act?

A. They may initiate in the absence of a specific order or directive

B. They may initiate only with an explicit physician order

C. They may initiate only in a hospital setting

D. They may never initiate without direct supervision

The essential idea is that registered nurses and registered practical nurses can initiate certain controlled acts on their own when there is an established plan of care, policy, or standing orders that authorize the action. This reflects professional autonomy within their scope and is meant to ensure timely, appropriate care while keeping patient safety in focus. The nurse uses their assessment and judgment, follows the plan or standing orders, documents what they do, and then monitors the patient to decide if further action or escalation is needed. This isn't limited to hospitals; it applies in community settings too, as long as the practice policies and the nurse's scope authorize it. Waiting for a physician's explicit order for every action would slow care, and requiring direct supervision at all times isn't consistent with how nursing practice functions when a safe, approved plan guides actions.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://devofself2test1.examzify.com

We wish you the very best on your exam journey. You've got this!