

NURSING ACROSS THE LIFESPAN EXAM 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

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- 1. Integrity vs Despair is associated with which life stage?**
 - A. 65 years and older
 - B. 21-39
 - C. 2-6
 - D. 40-65

- 2. Which level of consciousness contains thoughts, urges, values, beliefs, desires, emotions, memories?**
 - A. Conscious - feelings and behavior
 - B. Subconscious - anything that could potentially be brought to the conscious mind
 - C. Unconscious - thoughts, urges, values, beliefs, desires, emotions, memories
 - D. Preconscious - memories just below the surface of awareness

- 3. Which option correctly describes Verbal Percussion?**
 - A. Mastery
 - B. Verbal persuasion
 - C. Vicarious modeling
 - D. Observational learning

- 4. Which term is defined as DNA sequence of a gene?**
 - A. genome
 - B. chromosome
 - C. gene
 - D. allele

- 5. Which component is the sense of right or wrong; tries to be perfect and suppresses the Id?**
 - A. Id
 - B. Superego
 - C. Ego
 - D. Conscience

- 6. What is the primary aim of continuity of care in nursing communication?**
- A. To ensure consistent level of care across different departments or facilities through communication
 - B. To maximize the number of transfers
 - C. To remove patient from care
 - D. To replace nurses with automated systems
- 7. In the planning stage, what is a core activity?**
- A. Choosing interventions to meet goals
 - B. Administering medications
 - C. Writing all orders
 - D. Documenting only after care
- 8. Which condition is typically autosomal dominant?**
- A. Huntington disease
 - B. Cystic fibrosis
 - C. Sickle cell disease
 - D. Tay-Sachs disease
- 9. Extrinsic Motivation is defined as which of the following?**
- A. Spontaneous curiosity
 - B. The inherited tendency to seek out challenges
 - C. Performance of activity only to attain some outcome
 - D. A deep personal interest in learning
- 10. What does 'Provide broad opening' aim to elicit from the patient?**
- A. The patient's concerns and what they'd like to share
 - B. The clinician's plan
 - C. Medical history only
 - D. A brief yes/no answer

Answers

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

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Explanations

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1. Integrity vs Despair is associated with which life stage?

A. 65 years and older

B. 21-39

C. 2-6

D. 40-65

This question tests understanding of Erikson's psychosocial stages, specifically the final stage of life. In late adulthood, typically around 65 and older, people reflect on their life story and the meaning they've made from their experiences. If they can look back with a sense of fulfillment and integrity, they feel whole and satisfied. If they perceive their life as wasted or filled with regrets, they may experience despair. That's why the correct option is the age range associated with late adulthood. The other ranges correspond to different life tasks: young adulthood centers on forming intimate relationships, middle adulthood involves guiding and contributing to the next generation and society, and early childhood is about developing initiative and autonomy.

2. Which level of consciousness contains thoughts, urges, values, beliefs, desires, emotions, memories?

A. Conscious - feelings and behavior

B. Subconscious - anything that could potentially be brought to the conscious mind

C. Unconscious - thoughts, urges, values, beliefs, desires, emotions, memories

D. Preconscious - memories just below the surface of awareness

Understanding levels of consciousness in Freud's model shows that the unconscious contains thoughts, urges, values, beliefs, desires, emotions, memories—mental content that isn't available to awareness but still influences behavior. This is why the option describing the unconscious as holding those elements is the best match. The conscious level includes what you're aware of right now—your current thoughts and feelings and observable behavior—so it isn't limited to feelings and behavior alone. The preconscious holds material just beneath awareness that can be brought into consciousness, like memories not in current thought but accessible. The term subconscious isn't a standard Freud term and its description overlaps with the preconscious. Therefore, the statement that the unconscious contains those thoughts, urges, values, beliefs, desires, emotions, and memories best captures this concept.

3. Which option correctly describes Verbal Persuasion?

A. Mastery

B. Verbal persuasion

C. Vicarious modeling

D. Observational learning

Verbal persuasion is the encouragement or feedback from others that strengthens belief in one's ability to succeed at a task. This is one of Bandura's sources of self-efficacy, focusing on how positive, credible messages from teachers, peers, or mentors can boost confidence to attempt and persist in a skill. In practice, supportive praise and specific encouragement help someone feel capable of mastering a procedure, which is the essence of Verbal Persuasion. Mastery experiences refer to actually performing and succeeding, which is a stronger influence; vicarious modeling involves learning by watching others perform, and observational learning is the broader process of learning through observation. Verbal persuasion uniquely centers on the impact of encouragement and feedback.

4. Which term is defined as DNA sequence of a gene?

- A. genome
- B. chromosome
- C. gene
- D. allele**

A gene is defined by a specific sequence of nucleotides in DNA that encodes a product, often a protein or RNA. An allele is a variant form of that same gene at a particular locus, meaning different versions of the gene can have different sequences, but they are variants of the gene itself. The whole genome is the complete set of genetic material, and a chromosome is a DNA molecule carrying many genes. So the term that best fits "DNA sequence of a gene" is the gene.

5. Which component is the sense of right or wrong; tries to be perfect and suppresses the Id?

- A. Id
- B. Superego**
- C. Ego
- D. Conscience

In Freud's personality model, the superego functions as the internal moral compass. It embodies the sense of right and wrong, strives for perfection, and uses guilt or shame to guide behavior. It also suppresses the id's primitive urges by imposing moral standards, helping you conform to what you've internalized as acceptable. The id is the impulse-driven pleasure seeker, and the ego mediates between the two through reality. Conscience is often described as the moral aspect within the superego, but the broader component that fits "sense of right or wrong and trying to be perfect while suppressing the id" is the superego.

6. What is the primary aim of continuity of care in nursing communication?

- A. To ensure consistent level of care across different departments or facilities through communication**
- B. To maximize the number of transfers
- C. To remove patient from care
- D. To replace nurses with automated systems

Continuity of care through nursing communication aims to ensure that essential information about a patient travels with them as they move between departments or facilities, so every provider has a clear, shared understanding of the plan, risks, and needs. This relies on timely, complete handoffs and standardized communication to maintain a consistent level of care and prevent gaps or duplications. When information is accurately transmitted during transitions, the care delivered remains coordinated and safe across settings. The other options don't fit because increasing transfers isn't the goal of continuity, removing the patient from care contradicts the ongoing responsibility of the care team, and replacing nurses with automation changes how care is delivered rather than ensuring seamless, continuous communication and coordination.

7. In the planning stage, what is a core activity?

A. Choosing interventions to meet goals

B. Administering medications

C. Writing all orders

D. Documenting only after care

In the planning stage, you translate assessment findings and diagnoses into a care plan by setting measurable outcomes and deciding which actions will achieve them. The core activity here is choosing interventions aimed at meeting the goals. These interventions are the concrete steps the nurse will take or coordinate with others—whether independent nursing actions, collaborative treatments, patient education, or resource management—designed to move the patient toward the desired outcomes. The selection process weighs safety, evidence, patient preferences, and feasibility within the care setting, and it establishes what will be done, by whom, and within what time frame. Administering medications, writing all orders, and documenting after care align more with implementation or evaluation stages, though they may occur as part of carrying out or recording the plan.

8. Which condition is typically autosomal dominant?

A. Huntington disease

B. Cystic fibrosis

C. Sickle cell disease

D. Tay-Sachs disease

Autosomal dominant inheritance means that one mutated allele is enough to cause the disorder, and affected individuals typically have an affected parent with a 50% chance of passing it to each child. Huntington disease fits this pattern because it is caused by a pathogenic expansion in the HTT gene and is inherited in an autosomal dominant manner with high penetrance. This results in disease in individuals who inherit just one mutated allele, and it often appears across generations with affected men and women equally, though onset is usually in midlife and can appear earlier in later generations due to anticipation. The other conditions listed are inherited in an autosomal recessive pattern, meaning two mutated copies are typically required for disease to manifest. Cystic fibrosis, sickle cell disease, and Tay-Sachs disease usually have carriers who are asymptomatic and only show disease when both copies are mutated.

9. Extrinsic Motivation is defined as which of the following?

A. Spontaneous curiosity

B. The inherited tendency to seek out challenges

C. Performance of activity only to attain some outcome

D. A deep personal interest in learning

Extrinsic motivation means doing something to obtain an external outcome or reward, rather than for the activity itself. The option that says performing the activity only to attain some outcome fits this idea best because the driver is the external result—like a grade, praise, money, or avoiding punishment. In contrast, choices describing spontaneous curiosity or deep personal interest reflect intrinsic motivation, where the activity is rewarding in itself. The idea of an inherited tendency to seek out challenges isn't a standard description of extrinsic motivation and doesn't capture the reward-driven aspect. For example, studying to earn a good grade is extrinsic; studying because you genuinely enjoy the subject is intrinsic.

10. What does 'Provide broad opening' aim to elicit from the patient?

A. The patient's concerns and what they'd like to share

B. The clinician's plan

C. Medical history only

D. A brief yes/no answer

Opening with a broad prompt invites the patient to speak in their own words about what matters to them. Its purpose is to elicit the patient's concerns, priorities, and what they'd like to share about their situation, rather than jumping straight into plans or checklists. This approach helps build rapport, gather subjective data, and uncover issues that may not be captured by a quick medical history or yes/no responses. For example, asking, "What brings you in today?" or "What would you like me to know about your problem?" encourages the patient to describe symptoms, worries, goals, and expectations. In contrast, focusing on the clinician's plan or seeking only a medical history narrows the conversation and may miss the patient's current concerns or context. A yes/no reply also limits information and understanding.

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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://nursingacrosslifespan1.examzify.com>

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

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