

RNPEDIA: PNLE NURSING PRACTICE 2 TEST 7 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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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. In the CARI program assessment, which question should not be asked to the mother?**
 - A. How old is the child?
 - B. Is the child coughing? For how long?
 - C. Did the child have chest indrawing?
 - D. Did the child have fever? For how long?
- 2. Which type of play is most appropriate for a preschooler to foster imagination?**
 - A. Building blocks
 - B. Peek-a-boo
 - C. Make believe
 - D. Hide and seek
- 3. Which snack is appropriate for a 2-year-old with acute asthma?**
 - A. Grapes
 - B. Apple slices
 - C. A glass of milk
 - D. A glass of cola
- 4. What teaching must be present for informed consent to be valid?**
 - A. Voluntary agreement after disclosure of risks/benefits/alternatives; the patient comprehends and consents
 - B. Written signature only
 - C. Physician approval only
 - D. Consent is assumed in emergencies
- 5. A patient on lithium therapy presents with tremor and confusion; what is a likely cause?**
 - A. Lithium toxicity due to a narrow therapeutic window
 - B. Vitamin deficiency
 - C. Overhydration causing hyponatremia
 - D. Renal failure unrelated

- 6. Which of the following vaccines is an inactivated vaccine?**
- A. Varicella
 - B. Rotavirus
 - C. MMR
 - D. IPV
- 7. In G6PD deficiency, which item should be avoided to prevent hemolysis?**
- A. Spinach
 - B. Fava beans
 - C. Rice
 - D. Apples
- 8. Which of the following is not an indicator of separation anxiety in a hospitalized toddler?**
- A. Friendly with the nurse
 - B. Prolonged loud crying, consoled only by mother
 - C. Occasional temper tantrums and always says NO
 - D. Repeatedly verbalizes desire to go home
- 9. A partial-thickness burn involves which layers of the skin?**
- A. Epidermis only
 - B. Epidermis and part of the dermis with possible blistering.
 - C. Dermis only
 - D. Subcutaneous tissue
- 10. At what age is skipping on alternate feet typically achieved?**
- A. 3 years
 - B. 4 years
 - C. 5 years
 - D. 6 years

Answers

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

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Explanations

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1. In the CARI program assessment, which question should not be asked to the mother?

- A. How old is the child?
- B. Is the child coughing? For how long?
- C. Did the child have chest indrawing?**
- D. Did the child have fever? For how long?

Chest indrawing is a sign that must be observed, not reported. In the CARI program, you rely on caregiver-reported details for some items (like the child's age and how long coughing or fever has lasted) but on clinical observation for others. Chest indrawing requires watching the child's chest movement during breathing to determine if there is lower chest indrawing, which is an objective finding and cannot be accurately reported by the mother. If indrawing is present, it signals pneumonia and possible need for urgent care. So, the question about chest indrawing should not be asked of the mother; it should be assessed by the clinician during the exam.

2. Which type of play is most appropriate for a preschooler to foster imagination?

- A. Building blocks
- B. Peek-a-boo
- C. Make believe**
- D. Hide and seek

Make-believe play allows preschoolers to transform everyday objects into pretend worlds, take on different roles, and weave stories. This kind of symbolic play directly nurtures imagination by giving children a canvas to explore possibilities, invent scenarios, and experiment with language and social roles. In the preschool years, children naturally shift toward more elaborate pretend play, which strengthens cognitive flexibility, narrative skills, and peer interaction as they negotiate roles and plot with others. Because it centers on creating and exploring imaginary situations, make-believe is the most effective way to foster imagination at this stage. Building blocks support problem-solving, spatial awareness, and fine motor development, but they don't inherently require the narrative or role-play elements that spark imaginative thinking. Peek-a-boo encourages social bonding and helps with object permanence, yet its imaginative scope tends to be brief and simple. Hide and seek promotes movement and perspective-taking but focuses more on activity and awareness of others than sustained imaginative storytelling. Providing ample opportunities for pretend play with props and story prompts can help nurture a child's imaginative growth.

3. Which snack is appropriate for a 2-year-old with acute asthma?

- A. Grapes
- B. Apple slices**
- C. A glass of milk
- D. A glass of cola

During an acute asthma episode, pick a snack that is easy to chew and swallow and unlikely to irritate the airways. Apple slices fit this well when cut into small, thin pieces: they're soft, safe to manage with breathing difficulty, and have a low choking risk compared with whole foods. Grapes, even for toddlers, are a well-known choking hazard unless cut very small, so they're not ideal. A glass of cola brings carbonation and caffeine that can irritate the throat and isn't appropriate during an asthma flare. Milk is not harmful, but it isn't the best quick snack choice in this situation and isn't necessary to have on hand during an acute episode. So apple slices are the safest, most suitable option.

4. What teaching must be present for informed consent to be valid?

- A. Voluntary agreement after disclosure of risks/benefits/alternatives; the patient comprehends and consents
- B. Written signature only
- C. Physician approval only
- D. Consent is assumed in emergencies

Informed consent is valid when the patient freely agrees after being told what will be done, including the risks, benefits, and reasonable alternatives, and the patient truly understands and consents. The essential pieces are: clear disclosure by the clinician, the patient's demonstrated understanding, and a voluntary, uncoerced decision. A signature alone doesn't prove comprehension, physician approval doesn't ensure the patient's autonomy, and consent isn't simply assumed in emergencies. If the patient can't decide, a legally authorized surrogate may consent, but that still hinges on appropriate information and voluntary agreement.

5. A patient on lithium therapy presents with tremor and confusion; what is a likely cause?

- A. Lithium toxicity due to a narrow therapeutic window
- B. Vitamin deficiency
- C. Overhydration causing hyponatremia
- D. Renal failure unrelated

Lithium has a narrow therapeutic window, so small increases in its level can produce toxicity. Tremor and confusion are classic early signs of lithium toxicity, reflecting how elevated lithium interferes with neuronal signaling in the central nervous system. In a patient taking lithium, these symptoms strongly point to toxicity rather than a unrelated issue, because the drug's clearance is sensitive to hydration status and kidney function, and certain interactions or dehydration can raise lithium levels quickly. While other problems like vitamin deficiencies or unrelated renal issues could cause cognitive changes, they don't align as directly with the tremor-confusion presentation in the setting of lithium therapy. The most likely cause is lithium toxicity from elevated levels within this narrow therapeutic window.

6. Which of the following vaccines is an inactivated vaccine?

- A. Varicella
- B. Rotavirus
- C. MMR
- D. IPV

Vaccines are categorized by how they stimulate the immune system: inactivated vaccines contain killed pathogens or just subunits of a pathogen, so they cannot replicate in the body. Because they don't replicate, the immune response can be weaker and multiple doses or boosters are often needed to maintain protection, but they are generally safer for people who have certain immune challenges. The poliovirus vaccine referred to here is inactivated poliovirus vaccine (IPV). It uses a killed virus, is given by injection, and cannot cause poliomyelitis. This distinguishes it from vaccines that use live organisms, which can replicate in the body and may cause mild disease in rare cases or be unsuitable for certain individuals. Varicella, Rotavirus, and MMR are all live attenuated vaccines; they contain weakened forms of the virus or bacteria that can still replicate to elicit immunity. This explains why IPV is the correct choice as the inactivated vaccine among the options.

7. In G6PD deficiency, which item should be avoided to prevent hemolysis?

- A. Spinach
- B. Fava beans**
- C. Rice
- D. Apples

Oxidative stress-triggered hemolysis is the key issue in G6PD deficiency. The enzyme G6PD helps red blood cells make NADPH, which keeps glutathione in a reduced form to protect cells from oxidative damage. When someone with this deficiency encounters oxidative substances, their red blood cells can be overwhelmed, leading to hemolysis. Fava beans contain compounds that cause oxidative stress in red blood cells. In people with G6PD deficiency, this oxidative challenge can precipitate hemolysis, sometimes quite severely, so avoiding fava beans helps prevent this complication. The other foods listed aren't associated with triggering oxidative hemolysis in this context, so they're not avoided for this purpose.

8. Which of the following is not an indicator of separation anxiety in a hospitalized toddler?

- A. Friendly with the nurse**
- B. Prolonged loud crying, consoled only by mother
- C. Occasional temper tantrums and always says NO
- D. Repeatedly verbalizes desire to go home

Separation anxiety in a hospitalized toddler shows distress when separated from the primary caregiver, along with fear of strangers and a strong urge to stay with or return to the caregiver. Being friendly with the nurse does not fit this pattern; it indicates the child is comfortable with a stranger and not experiencing distress from separation. The other described behaviors—crying or inconsolable distress when the parent leaves, temper tantrums or resistance, and repeatedly saying they want to go home—are classic signs of separation anxiety.

9. A partial-thickness burn involves which layers of the skin?

- A. Epidermis only
- B. Epidermis and part of the dermis with possible blistering.**
- C. Dermis only
- D. Subcutaneous tissue

Partial-thickness burns extend beyond the outer skin layer into the dermis. They involve the epidermis and at least part of the dermis, which is why blistering is common as fluid gathers between those layers and the dermal tissues are damaged. If only the epidermis were affected, you'd have a superficial burn that typically doesn't blister. Involvement of only the dermis or deeper, or injury to subcutaneous tissue, would indicate a deeper burn rather than partial-thickness.

10. At what age is skipping on alternate feet typically achieved?

- A. 3 years
- B. 4 years
- C. 5 years
- D. 6 years

Coordinated skipping with alternating feet emerges when a child develops balance, leg strength, and the timing to switch weight from one foot to the other while swinging arms in rhythm. By about five years old, most children can push off from one foot, land on the opposite foot, and continue the motion with smooth, alternating steps. Earlier (around ages three to four), children might try to skip but often don't alternate feet consistently or may rely on a simpler, less coordinated pattern. By around six, skipping tends to be well established, but five is the typical age at which this skill is reliably demonstrated.

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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://rnpediapnlenp2test7.examzify.com>

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

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