This unique resource for course content review of pediatric nursing and NCLEX-RN® preparation features a powerful learning technique—the use of unfolding case studies—to enhance critical thinking skills and enable students to think like a practicing nurse. Covering both basic and advanced nursing concepts of caring for children and families, this format embeds required content into compelling, real-life scenarios that evolve over time. These unfolding case studies are of particular value because they closely mimic real-life situations in nursing and provide situational mental models that assist students with problem-solving and critical thinking techniques.

All content areas required for NCLEX-RN success are interwoven in an enjoyable format that dispels the drudgery of straightforward memorization. A variety of NCLEX-style questions are used throughout the book to familiarize students with the exam format and to help them assess their own learning. The book includes engaging eResources for enriched learning experiences. It is also of value to faculty as a makeup guide for students who miss clinical hours, and as a reference for scenarios with standardized patients or role-play situations.

**KEY FEATURES:**

- Uses a unique unfolding case study method that embeds basic and advanced pediatric nursing care concepts
- Promotes active learning and knowledge retention
- Helps to foster problem-solving and critical thinking techniques that help the student to “think like a nurse”
- Provides all types of NCLEX-style questions for exam preparation
- Includes eResources throughout for enhanced learning opportunities

**An Unfolding Case Study Review**

Susan Parnell Scholtz, PhD, RN
Vicki A. Martin, MSN, RN
Frances H. Cornelius, PhD, MSN, RN-BC, CNE, CHSE-A

Pediatric Nursing Test Success
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Pediatric Nursing Test Success:  
An Unfolding Case Study Review

Susan Parnell Scholtz, PhD, RN  
Vicki A. Martin, MSN, RN  
Frances H. Cornelius, PhD, MSN, RN-BC, CNE, CHSE-A

Series Editor  
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, CHSE, ANEF

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This book is dedicated to my daughter, Susan Elisabeth Scholtz, RN, BSN, who epitomizes a learner who was unwavering in her quest for excellence in her own nursing education. As I watched her journey toward her goal and witnessed her competency, compassion, and gentleness toward her patients evolve, my own passion for nursing and teaching has been re-energized.

—Susan Parnell Scholtz

To my family and friends who have supported me through this publishing endeavor. I know you have given up countless hours to assist me in this dream. To my colleague, boss, and friend, Ruth Wittmann-Price, your support and guidance have brought this dream to fruition. Words cannot thank you enough. Bless you and I love you!

—Vicki A. Martin
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This textbook is designed to enhance nursing students’ understanding of the multifaceted concepts inherent within the nursing care of children. Utilizing a developmental approach, various issues are addressed within the growth and development, health promotion, and management of acute, chronic, and terminal illnesses categories. Knowledge acquisition, comprehension of the material, and application of theory to clinical practice are facilitated through the use of electronic technology and connection to useful web links.

Case studies lay the foundation for the student to understand a disorder within the context of a situation. Instead of learning about diseases in a “silo” approach where a student answers question after question about a myriad of diseases, the unfolding case study approach gives the learner an active and multidimensional perspective on health care problems. Once an answer selection is made, the student can check his or her response by reviewing the correct answer at the end-of-chapter answers section that includes the rationale for each correct answer. Unlike other NCLEX review books, this book builds content and evaluation right into the case scenarios, facilitating active learning as students work through the compelling and increasingly more complex unfolding case studies.

More than 390 NCLEX-style questions have been constructed by experienced nurse educators to broaden the student’s mastery of key concepts in the nursing care of children. These questions are embedded within the cases to evaluate learning as the case unfolds. Questions include true or false, multiple choice, matching, select all that apply, ordering, calculation, and fill in the blank. Diligent completion of these exercises will aid the student in mastery of the content and will prepare students for tests such as course examinations, standardized assessment tests, and the NCLEX-RN®. The personalization of patient care content stimulates clinical reasoning and decision making, unlike answering question after question in isolation.

In addition to the plentiful NCLEX-style questions, the student is referred to electronic resources that will be useful not only in this circumstance but also in clinical practice.

Appropriate web links and resources are incorporated into the unfolding cases as a means to further replicate realistic clinical situations in which the point-of-care/point-of-need access to information is utilized for clinical decision support. In the e-book, clicking on the link will take the student directly to that website to study additional content, which could be as interactive as watching a procedural video on YouTube. A list of these web links and eResources is available from www.springerpub.com/scholtz-ancillary. Mobile resources such as PubMed and Agency for Healthcare Research and Quality guidelines, as well as others, are utilized...
for this purpose. A review of these electronic resources will heighten the student’s or new graduate’s awareness of valuable tools that can be accessed online.

We hope you can envision yourself as the professional nurse in each of these pediatric patient-centered unfolding case studies and gain a greater understanding of the challenges embedded in each situation. As you evolve both professionally and personally in the profession of nursing, always seek resources that will enrich your commitment to lifelong learning and develop your competency as a professional nurse.

Susan Parnell Scholtz
Vicki A. Martin
Frances H. Cornelius
Nursing Test Success
With Ruth A. Wittmann-Price as Series Editor

Maternal-Child Nursing Test Success: An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, CHSE, ANEF, and Frances H. Cornelius, PhD, MSN, RN-BC, CNE, CHSE-A

Fundamentals of Nursing Test Success: An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, CHSE, ANEF, and Frances H. Cornelius, PhD, MSN, RN-BC, CNE, CHSE-A

Community Health Nursing Test Success: An Unfolding Case Study Review
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Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, CHSE, ANEF, and Frances H. Cornelius, PhD, MSN, RN-BC, CNE, CHSE-A

Pediatric Nursing Test Success: An Unfolding Case Study Review
Susan Parnell Scholtz, PhD, RN, Vicki A. Martin, MSN, RN, and Frances H. Cornelius, PhD, MSN, RN-BC, CNE, CHSE-A
Pediatric Nursing Test Success
Share

Pediatric Nursing Test Success: An Unfolding Case Study Review
Unfolding Case Study #1-1  ▶ Maddie

Maddie is a 6-month-old infant whose birth weight was 7 pounds 5 ounces, head circumference was 16 inches, and her length was 21 inches. She presents to the clinic with her parents for a well child visit.

Exercise 1-1: Calculation
You weigh Maddie at her visit and document her weight as 15 pounds, head circumference as 16 inches, and length as 25 inches. You plot her measurements on the chart and determine her percentiles for height and weight. What percentile is she in terms of weight and length?

---

**eResource 1-1:** Consult your mobile device and open the World Health Organization’s STAT GrowthCharts™ (download from: goo.gl/BEyqAf [Android] or goo.gl/qdaGY2 [iOS]): [Pathway: STAT GrowthChart™ → Enter gender, age, length and weight into the appropriate fields]

Exercise 1-2: Fill-in
How would you interpret these findings in relation to her percentile and other female infants of the same age?

---

**eResource 1-2:** In order to plot Maddie’s weight go to:
- The Centers for Disease Control and Prevention’s (CDC)’s website (www.cdc.gov.growthcharts) and download the Birth to 36 Months: Length for Age and Weight for Age profiles. Plot the appropriate weight and height to determine the percentile each parameter falls within.

Answers to this chapter begin on page 10.

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Utilize Online Child Growth Chart Calculators at
- Baby Center: [Pathway: goo.gl/6YtwJM → Enter child’s sex, age, length, weight, and head circumference → View the percentile each parameter falls within]
- MedCalc Interactive Growth Chart: [Pathway: www.medcalc.com → Select “Pediatrics” → Select “Growth Charts” → Enter age, sex, height, weight, and head circumference → Select Combined HC-for-Age and Weight-for-Length Birth to 36 Months → Select “Create Growth Chart” to view results]

You also listen to Maddie’s heart and lungs and assess Maddie’s gross motor development during her visit.

**Exercise 1-3: Multiple-choice question**
Which findings would indicate that Maddie has met gross motor age-appropriate milestones?

A. Maddie is able to pull herself to a stand.
B. Maddie can sit alone without support.
C. Maddie can roll from her back to her abdomen.
D. Maddie can grasp a rattle with her fingers.

Maddie’s father asks you for suggestions about appropriate play for her.

**Exercise 1-4: Select all that apply**
Based on an understanding of growth and development, and safety, select all toys that would meet Maddie’s needs.

- Brightly colored latex balloons
- Push–pull toys
- Teething toys
- Books with bright pictures
- Brightly colored soft toys
- Stacking blocks

**eResource 1-3:** To reinforce your teaching regarding normal growth and development, you provide the following resources from Baby World:
- Reading materials regarding normal 6 month development: goo.gl/T2pTr7
- Videos:
  - *Baby on the Move: Sitting:* goo.gl/PLKvkz
  - *Baby on the Move: Crawling:* goo.gl/uFhJ9o

Maddie’s parents are very attentive to your teaching and you provide them with literature about age-appropriate activity. You also review with them home safety for a 6-month-old. Their next visit is established in another 3 months when Maddie will be 9 months old. At that time you will prepare them for safety issues that involve a child that is more mobile.
Unfolding Case Study #1-2  Omar

You go out to the waiting room to call in your next patient, Omar, and notice two toddlers are sitting side by side in the playroom, each is playing with a truck. There is very little interaction between the two children.

Exercise 1-5: Multiple-choice question
The scenario described in Unfolding Case Study #1-2 is an example of:

A. Stranger anxiety  
B. Regressive behaviors  
C. Cooperative play  
D. Parallel play

Fifteen-month-old Omar is taken to the examination room with his father. You know his mom is a nurse and works days so you have established a rapport with Omar's father from the previous visits.

Omar's father is unemployed and stays home with the children.

Exercise 1-6: Select all that apply
Which findings would indicate that Omar has met gross motor age-appropriate milestones?

- Walks well  
- Stoops and recovers a ball  
- Walks up steps  
- Builds a tower of two cubes  
- Jumps

Omar's dad asks you, “When should I introduce a cup for him to drink his whole milk?”

Exercise 1-7: Multiple-choice question
Based on an understanding of growth and development of a 15-month-old, you state:

A. “Omar should only be drinking low-fat milk.”
B. “Omar can begin to drink from a cup now.”
C. “Omar should still be drinking formula from a bottle.”
D. “Omar will not have the necessary fine motor skills until he is 2.”

You do parent teaching regarding development from 15 to 18 months with Omar's father and provide him with written information. Omar's father is of Indian descent but was educated in English in his native country and can read and write English well.

Exercise 1-8: Select all that apply
Which of the following teaching points should you make in your instruction?

- Potty training should be completed during this time.
- Offer the child push–pull toys.
- Allow the child to dress himself.
- Use child-resistant covers and cupboard closures.
- Gradually introduce table foods.

Answers to this chapter begin on page 10.

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In order for you to provide the best instruction for parents who come to the clinic with their children, you realize that you must fully understand the psychosocial milestones in human growth and development. You are also asked to precept a student nurse today. The student’s name is Harold and he is a second-degree student that is back to nursing school after a career as a chiropractor.

Exercise 1-9: Matching
Match the psychosocial milestone in Column A with the correct stage of development in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child takes pleasure in completing tasks</td>
<td>A. Infancy: Trust versus mistrust</td>
</tr>
<tr>
<td>The child begins to form attachment to the parents.</td>
<td>B. Toddler: Autonomy versus shame and doubt</td>
</tr>
<tr>
<td>The child asserts free will to initiate a task.</td>
<td>C. Preschool: Initiative versus guilt</td>
</tr>
<tr>
<td>The child engages in imaginative play and interactions.</td>
<td>D. School age: Industry versus inferiority</td>
</tr>
<tr>
<td>The child’s focus turns to the importance of acceptance.</td>
<td>E. Adolescent: Identity versus role diffusion</td>
</tr>
</tbody>
</table>

eResource 1-4: To reinforce Harold’s understanding of developmental milestones, you direct him to the CDC’s website to:
- Review materials: goo.gl/ccsYiX
- Watch a video, Baby Steps: Learn the Signs. Act Early: goo.gl/yxMffc

Harold observed that a child in the waiting room started crying when his mother left the room to go to the restroom. He has some additional questions about separation anxiety.

eResource 1-5: You encourage Harold to use his mobile device to access Medscape to learn more about separation anxiety:
- Online: [Pathway: www.medscape.org → Under the tab “Reference,” select “References & Tools” → Enter “Separation anxiety” into the search field → Under the “Overview” tab, review “Background”]
- On your mobile device, you can access the same information: [Pathway: Medscape → Enter “Separation anxiety” into the search field → Under the “Overview” tab, review “Background”]

You and Harold continue to discuss developmental levels of children before you call for the next patient. Harold is very thankful because he knows this will help him on his next pediatric test.

Answers to this chatter begin on page 10.
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Exercise 1-10: **Matching**
Match the cognitive milestone in Column A with the correct stage of development according to Piaget in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Child looks for a ball that is hidden under a pillow.</td>
</tr>
<tr>
<td>_______ Child is able to conserve mass.</td>
</tr>
<tr>
<td>_______ Child is able to understand a hypothesis.</td>
</tr>
<tr>
<td>_______ Child is egocentric and believes everyone sees three mountains in the same way as he or she does.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sensorimotor</td>
</tr>
<tr>
<td>B. Preoperational</td>
</tr>
<tr>
<td>C. Concrete operations</td>
</tr>
<tr>
<td>D. Formal operations</td>
</tr>
</tbody>
</table>

You tell Harold that your next patients are 4- and 5-year-olds and they are good ages to review developmental activity. You call the next patient to the examination room.

**Unfolding Case Study #1-3 ❮ Ethan and Annie**

The next patients you see are 4-year-old Ethan and his 5-year-old cousin, Annie. They are brought in by their grandmother since their parents work. Ethan and Annie are developing well and are cared for in a multigenerational home in which the grandmother takes responsibility for childcare when her children, the parents of Ethan and Annie, are at work. The grandmother takes good care of the children but speaks Spanish and very limited English.

**Exercise 1-11: **Select all that apply**
You and Harold perform a Denver Developmental Screening on 4-year-old Ethan. Which of the following tasks should Ethan be able to demonstrate?

- [ ] Skips and hops on one foot
- [ ] Jumps rope
- [ ] Rides a tricycle
- [ ] Uses scissors
- [ ] Rollerskates

**eResource 1-6**: To reinforce his understanding of normal development for Ethan, Harold refers to the CDC website and reviews the content regarding expected milestones for a 4-year-old: goo.gl/Agdvy2

Annie shows you a cut on her finger that she got in preschool and tells you the story about how it happened. She is a very social little child who speaks clearly in English and both she and Ethan can speak in Spanish also. While Annie is waiting for you to finish Ethan’s examination, Annie unloads her “pocketbook” and she cuts figures from a piece of construction paper and hands the figure to Harold and instructs him to glue a design on it.
Exercise 1-12: *Multiple-choice question*
The type of play that Annie is portraying is known as:

A. Parallel play  
B. Dramatic play  
C. Solitary play  
D. Associative play

**eResource 1-7:** To provide the grandmother a handout that explains normal growth and development for children Annie’s and Ethan’s ages, Harold prints out the CDC’s educational handout, *Act Early*, Spanish edition, which provides an easy-to-understand overview of developmental milestones: goo.gl/9tz3Dn

Ethan and Annie’s grandmother has a handwritten note from Annie’s mother that asks about immunization needed for Annie to start kindergarten in the fall.

**Exercise 1-13: *Select all that apply***
Which of the following immunizations are recommended by the CDC for the 5-year-old school-age child?

- [ ] Yearly seasonal influenza vaccine
- [ ] Pertussis vaccine (Tdap)
- [ ] Human papillomavirus
- [ ] Inactivated polio vaccine
- [ ] Hepatitis B

**eResource 1-8:** Harold uses his mobile device to access the CDC’s *Childhood Immunization Schedule:* goo.gl/86NxtF

You write the answers on the paper that the grandmother presents so she can take them home to the family. You also give her an appointment to see Annie 1 month before the start of kindergarten to get all her immunizations up to date. Ethan needs a 5-year-old appointment in a year. You and Harold continue to discuss immunizations. You tell Harold that there are many resources available that he can download onto his mobile device that can be accessed from the CDC’s website.

**eResource 1-9:** You give Harold the web address, goo.gl/RnkWwh

- Harold downloads *Healthy Children* from the American Academy of Pediatrics (AAP) and reviews immunization schedules for 5-year-olds.
- Harold also downloads *Shots by STFM* from the Group on Immunization Education of the Society of Teachers of Family Medicine.

**eResource 1-10:** As Harold browses the CDC’s website, he discovers the mobile versions of the Vaccine Information Sheets (VIS) for health care providers to provide to patients. He writes down the link to share with you: m.cdc.gov/VIS

*Answers to this chatter begin on page 10.*

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Unfolding Case Study #1-4: Jessica

The next patient that you see is Jessica who is a developing 10-year-old. Jessica is with her mother and is not happy about being at the clinic. Jessica believes the clinic is for “babies.” Her mother has been taking her to the clinic since birth and you have watched Jessica grow and meet all of her milestones. This is very important since you know that Jessica was 9 weeks preterm at birth. Today you want to assess her gross cognitive development.

Exercise 1-14: Multiple-choice question

Which of the following assessments would indicate that the child is in the concrete operations stage of cognitive development?

A. The child is using formal logic to problem solve.
B. The child is able to set priorities based on problem solving.
C. The child is able to conserve mass.
D. The child moves from egocentric thought and develops awareness of others.

Jessica’s mother states that she would like to talk about Jessica’s sexual development since she is prepubescent and showing signs of breast development. You ask Jessica’s mom if she is comfortable speaking about this with Harold in the room and if she would prefer him to wait outside. Jessica looks annoyed that her mother has even brought this subject up. While you are outside the examination room with Harold you ask him to review female and male maturation stages and give him two case studies to review. One case is about a 16-year-old girl with heavy bleeding and the second is about male development.

Exercise 1-15: Ordering

Order the steps of sexual maturation in females from 1 to 4, beginning with the first stage and ending with the last stage.

1. Menarche
2. Development of breast buds
3. Pubic hair growth
4. Axillary hair growth

Exercise 1-16: Ordering

Order the steps of sexual maturation in males (from 1 to 4) beginning with the first stage and ending with the last stage.

1. Deepening of the voice
2. Facial hair growth
3. Pubic hair growth
4. Enlargement of the testes
eResource 1-11: To reinforce your teaching, you provide Jessica’s mother with a handout, *Positive Parenting Tips for Healthy Child Development: Middle Childhood (9–11 Years of Age)*: goo.gl/Npl9gH

Exercise 1-17: *Multiple-choice question*
Also in the clinic is a 16-year-old female who has a history of heavy bleeding with her menstrual cycles. As a result, she is experiencing iron deficiency. Which of the following foods should be encouraged to increase her iron levels?

- A. Dark leafy green vegetables and citrus fruits
- B. Peanut butter, jelly, and bananas
- C. Seafood and yellow vegetables
- D. Beans and dairy products

eResource 1-12: To support patient teaching regarding dietary management of iron deficiency, you:

- Print out the CDC’s patient information regarding *Iron and Iron Deficiency*: goo.gl/2JkMy6
- Provide an audio recording from WebMD, about *Iron-Rich Foods*: goo.gl/trJmSb

Exercise 1-18: *Multiple-choice question*
Another patient, Andy, a 16-year-old boy, views himself as competitive, athletic, and masculine. This image of oneself is known as:

- A. Gender schemes
- B. Androgyny
- C. Gender identity
- D. Gender stereotype

Talking to Jessica’s mother with Jessica in the room was beneficial and Jessica did ask questions about what she can expect next in her development. Jessica does not need another appointment for a year unless there are concerns between that time frame. After the appointment with Jessica, Harold discusses his exercise and case study answers with you. Harold is very happy that you are reviewing material he will need for his upcoming pediatrics test. You and Harold call the next patient from the waiting room.

*Answers to this chapter begin on page 10.*

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Unfolding Case Study #1-5  ■ Frankie

Six-year-old Frankie is being seen for a follow-up visit. He had his arm cast removed a week ago and you are checking the movement in his wrist. He had sustained a wrist break by falling off a piece of playground equipment at school.

**Exercise 1-19: True or false**

_____ Prior to puberty, the child's bones are soft and flexible, which predisposes them to fractures.

**Exercise 1-20: Select all that apply**

Which findings would indicate that Frankie has met fine motor age-appropriate milestones?

- [ ] Ties shoelace
- [ ] Cuts with scissors
- [ ] Prints first name
- [ ] Plays a musical instrument
- [ ] Weaves potholders on small looms

**eResource 1-13:** To reinforce your teaching for Frankie's mother, you provide a printout from the CDC website: *Positive Parenting Tips for Healthy Child Development: Middle Childhood (6–8 Years of Age):* goo.gl/LgCgGu

**Exercise 1-21: Select all that apply**

Which of the following strategies facilitate social development in the school-age child?

- [ ] Reinforce competitive behaviors in organized sports.
- [ ] Encourage children to select activities based upon their own interests.
- [ ] Emphasize teamwork and fair play in organized sports.
- [ ] Limit involvement to one organized sport.
Answers

Exercise 1-1: **Calculation**
You weigh Maddie at her visit and document her weight as 15 pounds, head circumference as 16 inches, and length as 25 inches. You plot her measurements on the chart and determine her percentiles for height and weight. What percentile is she in terms of weight and length?

**Weight 26th percentile and height 25th percentile**

Exercise 1-2: **Fill-in**
How would you interpret these findings in relation to her percentile and other female infants of the same age?

**Interpretation of Findings: Seventy-five percent of infants Maddie's age are taller and 74% of infants Maddie's age weigh more than Maddie**

Exercise 1-3: **Multiple-choice question**
Which findings would indicate that Maddie has met gross motor age-appropriate milestones?

A. Maddie is able to pull herself to a stand—NO, this milestone does not occur until approximately 10 months.
B. Maddie can sit alone without support—NO, this milestone occurs at approximately 8 months.
C. Maddie can roll from her back to her abdomen—YES
D. Maggie can grasp a rattle with her fingers—NO, this is an example of a fine motor milestone that occurs at 6 months.

Exercise 1-4: **Select all that apply**
Based on an understanding of growth and development, and safety, select all toys that would meet Maddie's needs.

- [ ] Brightly colored latex balloons   NO, this is a safety hazard. The child could bite into the latex and aspirate.
- [ ] Push–pull toys   NO, the child does not walk until 12 months.
- [X] Teething toys   YES, first teeth are erupting.
Books with bright pictures  YES, stimulates the senses.
Brightly colored soft toys  YES, children like to manipulate and mouth.
Stacking blocks  NO, children do not have the fine motor skills until 9 to 12 months.

Exercise 1-5: Multiple-choice question
This scenario described in Unfolding Case Study #1-2 is an example of:
A. Stranger anxiety—NO, stranger anxiety presents at 6 to 8 months and resolves.
B. Regressive behaviors—NO, this is normal play for a 2-year-old.
C. Cooperative play—NO, this type of play is seen in preschoolers.
D. Parallel play—YES

Exercise 1-6: Select all that apply
Which findings would indicate that Omar has met gross motor age-appropriate milestones?
☑ Walks well  YES, child can walk independently.
☑ Stoops and recovers a ball  YES, will use a wide-based stance.
☐ Walks up steps
☐ Builds a tower of two cubes  NO, this is a fine motor skill.
☐ Jumps  NO, this skill typically occurs after the second birthday.

Exercise 1-7: Multiple-choice question
Based on an understanding of growth and development of a 15-month-old, you state:
A. “Omar should only be drinking low-fat milk.”—NO, toddlers must drink whole milk for brain development.
B. “Omar can begin to drink from a cup now.”—YES, weaning should begin.
C. “Omar should still be drinking formula from a bottle.”—NO, toddlers must drink whole milk for brain development.
D. “Omar will not have the necessary fine motor skills until he is 2.”—NO, he is developmentally able to meet this fine motor skill milestone.

Exercise 1-8: Select all that apply
Which of the following teaching points should you make in your instruction?
☐ Potty training should be completed during this time—NO, child is not physiologically ready for potty training until a minimum of 18 months.
☑ Offer the child push–pull toys—YES, this will foster gross motor development.
❑ Allow the child to dress himself—NO, the child does not have the necessary fine motor skills.
❑ Use child-resistant covers and cupboard closures—YES, prevent poisoning in this curious age group.
❑ Gradually introduce table foods—YES, introduce all major food groups.

**Exercise 1-9: Matching**
Match the psychosocial milestone in Column A with the correct stage of development in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>A. Infancy: Trust versus mistrust</td>
</tr>
<tr>
<td>A</td>
<td>B. Toddler: Autonomy versus shame and doubt</td>
</tr>
<tr>
<td>B</td>
<td>C. Preschool: Initiative versus guilt</td>
</tr>
<tr>
<td>C</td>
<td>D. School age: Industry versus inferiority</td>
</tr>
<tr>
<td>E</td>
<td>E. Adolescent: Identity versus role diffusion</td>
</tr>
</tbody>
</table>

| The child takes pleasure in completing tasks. | The child begins to form attachment to the parents. | The child asserts free will to initiate a task. | The child engages in imaginative play and interactions. | The child's focus turns to the importance of acceptance. |

**Exercise 1-10: Matching**
Match the cognitive milestone in Column A with the correct stage of development according to Piaget in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A. Sensorimotor</td>
</tr>
<tr>
<td>C</td>
<td>B. Preoperational</td>
</tr>
<tr>
<td>D</td>
<td>C. Concrete operations</td>
</tr>
<tr>
<td>B</td>
<td>D. Formal operations</td>
</tr>
</tbody>
</table>

| Child looks for a ball that is hidden under a pillow. | Child is able to conserve mass. | Child is able to understand hypothesis. | Child is egocentric and believes everyone sees three mountains in the same way as he or she does. |

**Exercise 1-11: Select all that apply**
You and Harold perform a Denver Developmental Screening on 4-year-old Ethan. Which of the following tasks should Ethan be able to demonstrate?
❑ Skips and hops on one foot—YES, this milestone is met during the preschool years.
❑ Jumps rope—NO, this milestone is met during the school-age years.
❑ Rides a tricycle—YES, this milestone is met during the preschool years.
❑ Uses scissors—YES, this milestone is met during the preschool years.
❑ Rollerskates—NO, this milestone is met during the school-age years.

Exercise 1-12: Multiple-choice question
The type of play that Annie is portraying is known as:
A. Parallel play—NO, this play is seen in toddlers whereby they play near each other but have little interaction.
B. Dramatic play—NO, this play is seen in preschoolers but involves imitating behaviors or enactment.
C. Solitary play—NO, this play is seen in the infant whose senses are stimulated but there is no engagement with another child.
D. Associative play—YES, this play is seen in the preschooler who enjoys cooperating with others.

Exercise 1-13: Select all that apply
Which of the following immunizations are recommended by the CDC for the 5-year-old school-age child?
❑ Yearly seasonal influenza vaccine—YES
❑ Pertussis vaccine (Tdap)—YES
❑ Human papillomavirus—NO, between 11 and 12 years.
❑ Inactivated polio vaccine—YES, between 4 and 6 years.
❑ Hepatitis B—NO, during infancy.

Exercise 1-14: Multiple-choice question
Which of the following assessments would indicate that the child is in the concrete operations stage of cognitive development?
A. The child is using formal logic to problem solve—NO, formal operations.
B. The child is able to set priorities based on problem solving—NO, formal operations.
C. The child is able to conserve mass—YES, concrete operations.
D. The child moves from egocentric thought and develops awareness of others—NO, preoperational thinking.

Exercise 1-15: Ordering
Order the steps of sexual maturation in females from 1 to 4, beginning with the first stage and ending with the last stage.

1. Development of breast buds
2. Pubic hair growth
3. Axillary hair growth
4. Menarche
Exercise 1-16: Ordering
Order the steps of sexual maturation in males (from 1 to 4) beginning with the first stage and ending with the last stage.

4. Deepening of the voice
3. Facial hair growth
2. Pubic hair growth
1. Enlargement of the testes

Exercise 1-17: Multiple-choice question
Also in the clinic is a 16-year-old female who has a history of heavy bleeding with her menstrual cycles. As a result, she is experiencing iron deficiency. Which of the following foods should be encouraged to increase her iron levels?
A. Dark leafy green vegetables and citrus fruits—YES, iron-rich foods should be taken with vitamin C.
B. Peanut butter, jelly, and bananas—NO, not iron-rich foods.
C. Seafood and yellow vegetables—NO, not iron-rich foods.
D. Beans and dairy products—NO, although beans are rich in iron, dairy is not.

Exercise 1-18: Multiple-choice question
Another patient, Andy, a 16-year-old boy, views himself as competitive, athletic, and masculine. This image of oneself is known as:
A. Gender schemes—NO, this refers to gender typing and the role of the environment and the child's cognitive status.
B. Androgyny—NO, this gender identity has equal masculine and feminine traits.
C. Gender identity—YES, this is an image of either masculine or feminine traits.
D. Gender stereotype—NO, a preconceived notion of expected behaviors based upon gender.

Exercise 1-19: True or false
True Prior to puberty, the child's bones are soft and flexible, which predisposes them to fractures.

Exercise 1-20: Select all that apply
Which findings would indicate that Frankie has met fine motor age-appropriate milestones?
- [✓] Ties shoelace—YES, this behavior occurs at 5 to 6 years.
- [✓] Cuts with scissors—YES, this behavior occurs at 4 to 5 years.
- [✓] Prints first name—YES, this behavior occurs around 6 years.
- [✓] Plays a musical instrument—NO, this behavior does not occur until school age.
- [✓] Weaves potholders on small looms—NO, this behavior does not occur until school age.
Exercise 1-21: Select all that apply
Which of the following strategies facilitate social development in the school-age child?

- Reinforce competitive behaviors in organized sports—NO, discourage competitive sports that focus on individual player’s gains.
- Encourage children to select activities based upon their own interests—YES, expose the child to a variety of activities so the child can determine what suits him or her best.
- Emphasize teamwork and fair play in organized sports—YES, emphasize collaborating with peers.
- Limit involvement to one organized sport—NO, expose the child to a variety of activities so the child can determine what suits him or her best.