# NAPA VALLEY COLLEGE
PSYCHIATRIC TECHNICIAN PROGRAM
STATE BOARD REVIEW PACKET

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The purpose of this packet is to guide the selection of content and behaviors to be reviewed before taking the licensing examination. You have been prepared with knowledge of:

- Maintenance and Promotion of Health
- The Nursing Process
- Management of Safe and Effective Client Care
- Client’s Physiological Needs
- Client’s Psychosocial Needs

The following elements are integrated in the above knowledge base.

- Mental Health Concepts
- Structure and Function of the Human Body
- Pathophysiology
- Principles of Asepsis
- Record keeping
- Communication
- Growth and Development
- Nutrition
- Pharmacology
- Patient/Family Teaching
- Professional Accountability

You will need to review other content areas including:

- Client’s Rights
- Confidentiality
- Infectious Agents and Immunity Process
- Activity of Daily Living and Routine Nursing Measures
- Safety Measures
- Modalities of Treatment
- Continuity of Care
- Emergencies and Crisis Care
- Human Sexuality
- Response to Therapies
- Group Dynamics
- Psychodynamics of Behavior
- Leadership and Case Management
- Cultural and Religious Effects

**STRATEGIC PLAN FOR USE OF THE REVIEW**

1. Review the objectives and your notes for each of the modules you have completed during this course of study.

2. Review the outlines, vocabulary and tables included on each of the study guides as this information is essential for mastery of each subject.
This packet is designed so the graduate can evaluate his/her knowledge during the course of study in the psychiatric technician program. These are NOT actual test items that will be found on your licensing exam. Directions for using this packet are as follows:

1. Take each test, using a sheet of paper to record your answers. This will allow you to use the test again without having the answers already marked.

2. On completion, check your answers with those on the blue answer sheets.

3. Identify areas of deficiency/weakness by outlining/listening them on the back of your answer sheet.

4. In following the above steps for each section of the packet you will evaluate your needs and be able to review in order to correct any problem areas.

5. Use your modules, textbooks and any other reference material that will be of assistance to you.
SECTION I
NURSING FUNDAMENTALS
REVIEW & TESTS
STUDY GUIDE
VITAL SIGNS

I. Temperature
A. Oral 98.6 degrees F. (37 degrees Centigrade)
B. Rectal 99.6 degrees F.
C. Axillary 97.6 degrees F.

II. Pulse: Taken at an artery site, not a vein site
A. Rate
1. Fetus: 120 – 160
2. Newborn: 130-140
3. Adult: 60-80
B. Rhythm
1. Regular
2. Irregular
C. Places
1. apical
2. radial
3. pedal
4. carotid
5. femoral
D. Terms
1. tachycardia
   a. heart rate above 100 beats per minute
2. bradycardia
   a. heart rate below 50 beats per minute

III. Respirations
A. Adult: 16 – 20
B. Newborn: 30 – 40
C. Terms
1. apnea
   a. absence of respiration
2. dyspnea
   a. difficulty breathing
3. orthopnea
   a. difficulty in breathing in positions other than standing or sitting (seen in CHF)
4. Kussmull
   a. labored gasps in respiration of increased rate and depth. Associated with diabetic coma
5. Cheyne-Stokes
   a. alternation of cycles of increasingly rapid and deep respiration's with periods of apnea that vary in length (often seen just before death)

IV. Blood Pressure
A. Systolic: First Beat Heard
1. Adult = 90 – 145 mm (average 120)
2. Child = 90 – 110 mm (Child of 5 years of age)
B. Diastolic: Last Beat Heard
1. Adult = 60 – 90
2. Child = 60 – 80 (Child of 5 years of age)
C. Terms
1. Pulse pressure
   a. difference between the systolic and diastolic
   (eg: BP = 120/80 therefore pulse pressure is 40)
(1) increased pulse pressure seen in head injury
(2) increased intracranial pressure

2. Hypotension
   a. decreased blood pressure (eg: 90/60, 70/50)

3. Hypertension
   a. increased blood pressure (eg, 145/90, 180/110, 200/120)

4. Orthostatic hypotension
   a. decrease in blood pressure when coming to a standing position
      (frequently seen as a response to Thorazine and Melleril)

5. BP positions
   a. lying or supine
   b. sitting or upright
   c. these measures try to assess orthostatic hypotension
STUDY GUIDE
NURSING FUNDAMENTALS
ELIMINATIONS

I. Urine
A. Catheter
   1. a tube for evacuating or injecting fluids
B. Catheterization
   1. introduction of a tube into the bladder to remove urine (via urethra or suprapubic)
C. Purposes
   1. empty the bladder before surgery or childbirth
   2. keep bladder decompressed during certain surgical procedures
   3. empty the bladder and prevent distention after surgery or delivery when the individual cannot void
   4. relieve urinary retention by gradual decompression (REMEMBER: Never drain more than 1,000cc at one time)
   5. to measure the amount of residual urine
   6. intermittently drain and irrigate bladder
   7. instill medications
   8. for incontinence in certain clients
   9. rarely, to obtain a sterile specimen
D. Potential problems related to catheterization
   1. infections
   2. trauma to tissue
E. Catheter Care
   1. gravity drainage, therefore:
      a. keep the bag below the level of the bladder at all times
      b. keep the tubes from kinking
      c. never clamp without an order
   2. infection prevention
      a. never disconnect the tubing without an order
      b. never let the bag touch the floor
      c. peri-care is essential
   3. Intake and Output
      a. usually q shift (8 hours) but can be done more frequently, especially in the case of critically ill individuals
   4. unless contraindicated
      a. encourage fluids

II. Bowel Care
A. Stool terms
   1. feces
   2. fecalith
      a. a fecal concentration
   3. description of feces in charting
      a. amount
      b. consistency
      c. color
      d. odor, when unusual
   4. diarrhea
      a. frequent stools of fluid consistency
   5. constipation
      a. infrequent passage of hard, dry stool
   6. impaction
      a. feces is tightly wedged in bowel. Often the patient will pass loose liquid stool around the impaction
7. **flatus**
   a. gas

B Treatment
1. Enemas
   a. oil retention
      (1) softens hard feces for easy evacuation
   b. fleets
      (1) gentle enema
   c. soap suds
      (1) irritating enema
   d. saline enema
      (1) salt enema
   e. tap water enema
      (1) do not give more than 1000cc at a time
2. Harris flush
   a. also known as return flow enema
   b. stimulates peristalsis and removes passage of gas
3. rectal tube
   a. removes gas

III. Collection of Specimens
A Urine
1. Simple voided specimen
   a. used for Ur
   b. use clean container
2. Clean catch
   a. midstream, urine for culture and sensitivities
      (1) cleanse perineum
      (2) begin urine stream. Initial urine will cleanse urethra of bacteria. Discard this initial urine
      (3) catch the midstream urine in a STERILE container
3. Fractional urines
   a. used for testing of sugar and acetone
   b. before breakfast, lunch, dinner, and H.S.
   c. "spilling" of sugar assesses, ketones assessed
4. Second voided specimen
   a. used often in fractional urines, a second voided specimen is a better indication of the body's status at the time of the voiding

B Bowel
1. stool for occult blood
   a. guiac
2. stool for ova and parasites
   a. must be kept warm to keep the "bugs" alive so the lab can discover them
   b. take to lab immediately
STUDY GUIDE
INFECTION CONTROL

I. Nosocomial Infections: those that are hospital induced

II. Asepsis: free of pathogenic organisms
   A. Medical Asepsis: techniques used to inhibit the growth and multiplication of pathogenic organisms, and to prevent the transfer of pathogenic organisms from one person to another
      1. handwashing
         a. the single most effective practice of medical asepsis and infection prevention
      2. Isolation techniques
         a. a system of barriers designed to inhibit cross-contamination
      3. Disinfection
         a. destroys pathogenic organisms, but not their spore
   B. Surgical Asepsis: techniques used to kill microorganisms and their spores
      1. autoclave (steam under pressure)
      2. ethylene oxide gas
      3. procedures performed under surgical asepsis
         a. urinary catheterization
         b. dressing changes
         c. injections
         d. surgery
# STUDY GUIDE

## ISOLATION TECHNIQUES

<table>
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<tr>
<th>TYPE OF ISOLATION</th>
<th>INDICATIONS FOR USE</th>
<th>SET UP</th>
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<tbody>
<tr>
<td>Respiratory</td>
<td>Pathogens transmitted by airbourne route</td>
<td>1. Private room&lt;br&gt;2. Masks for personnel and visitors&lt;br&gt;3. Mask for client when transporting&lt;br&gt;4. Special handling of sputum and contaminated tissue</td>
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<td>Pulmonary TB&lt;br&gt;Rubella, Chicken Pox</td>
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<td>Enteric</td>
<td>Pathogens transmitted through direct or indirect contact with fecal material (really any contact with gastro-intestinal materials)&lt;br&gt;Hepatitis A, B&lt;br&gt;Salmonellosis&lt;br&gt;Gastroenteritis</td>
<td>1. Private room and bath best&lt;br&gt;2. Gown and glove when touching client or things in room&lt;br&gt;3. Double bag linens and objects used by client&lt;br&gt;4. Special needle and syringe precautions with Hepatitis A (and B, too)</td>
</tr>
<tr>
<td>Wound and Skin</td>
<td>Pathogens transmitted by direct contact with lesion&lt;br&gt;Wound infections&lt;br&gt;Impetigo</td>
<td>1. Gown and glove when in direct contact with patient&lt;br&gt;2. Double bag articles that have been in direct contact with patient</td>
</tr>
<tr>
<td>Strict</td>
<td>Pathogens highly communicable through direct contact and airbourne routes&lt;br&gt;Staph. Pneumonia&lt;br&gt;Rabies, plague</td>
<td>1. Private room with door closed&lt;br&gt;2. gowns, gloves, and masks for personnel and visitors&lt;br&gt;3. special handling of all articles coming from room</td>
</tr>
<tr>
<td>Reverse (protective)</td>
<td>Pathogens from environment pose threat to client with lowered resistance&lt;br&gt;Leukemia&lt;br&gt;Burns&lt;br&gt;Agranulocytosis</td>
<td>1. private room with closed door&lt;br&gt;2. Laminar Air-flow&lt;br&gt;3. Sterile supplies and linens&lt;br&gt;4. Sterile gowns, gloves, masks for personnel and visitors</td>
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STUDY GUIDE
NUTRITION

I. Proteins
A. Amino acids
B. Building blocks of the body
C. 4 calories per gram
D. Sources
1. meats, poultry, fish, eggs
2. milk
3. legumes
4. breads
E. Disorders
1. PKU – inability to metabolize phenylalanine
2. Kwashiorkor starvation – (poor intake and/or utilization of protein)

II. Fats
A. Triglycerides
B. Function
1. storehouses of energy, spares the metabolism of protein when carbohydrates are depleted
C. Types
1. Saturated
   a. whole milk
   b. ice cream
   c. cheeses made from whole milk
   d. egg yolk
   e. fatty meats (beef, pork, ham, bacon)
   f. chocolate
   g. cakes
   h. cookies
   i. pies
2. Polyunsaturated
   a. vegetable oil
   b. mayonnaise
   c. special margarines
   d. fatty fish (salmon, tuna, herring)
3. Cholesterol
   a. egg yolks
   b. liver
   c. sweet breads
   d. whole milk
   e. ice cream
   f. cheese
   g. butter
D. 9 calories per gram
E. Fat disorders
1. high serum cholesterol = coronary heart
2. occlusion of arteries
3. gallstones are almost completely cholesterol
4. cancer of th colon and breast have been corollated with high fatty intake

III. Carbohydrates
A. Energy provider
B. 4 calories per gram
C. Sources
1. cereal
2. grains and breads
3. fruits and vegetables
4. milk
5. sugar and sweets

D. Disorders
1. obesity
2. dental caries
3. hypoglycemia
4. diabetes

IV. Minerals
A. Calcium
   1. 99% in bones and teeth

B. Phosphorus
   1. 80% in bones and teeth

C. K or potassium
   1. found inside the cells of the body
   2. in fluids outside of the cell body

***** Remember: High intake of sodium (salt) leads to edema and forms of water retention. Hypertension, CHF. Restrict NaCl

E. Iron
   1. builds hemoglobin
   2. sources
      a. liver
      b. organ meats
      c. egg yolks
      d. peanut butter
      e. spinach
      f. prunes
      g. whole grain breads

***** Remember: There is no iron in milk!! Children must be provided an early iron source. Usually egg yolks

3. Disorders
   a. various forms of iron deficiency anemias

V. Vitamins: See the chart

V. Basic 4
A. Milk group
   1. 2 cups for adults
   2. 2 – 3 cups for children under 9
   3. 3 – 4 cups for children 9 – 12
   4. 3 or more cups for pregnant women
   5. 4 or more cups for lactation (breast feeding mothers)

B. Meats: 2 servings each day
   1. 2 – 3 ounces lean, cooked beef, veal, poultry, fish
   2. 2 eggs
   3. 1 cup of cooked dry beans, peas, lentils
   4. 4 tablespoons of peanut butter

C. Vegetables and Fruits: 4 or more servings
   1. 1 serving of citrus fruits or other high Vitamin C fruits
   2. 1 serving of dark green or deep yellow vegetables
   3. 2+ other vegetables and fruits (including Irish potatoes)

D. Breads and Cereals: 4 or more servings each day
   1. 1 slice whole grain, enriched bread
   2. 1 ounce of ready to eat cereal
   3. ½ to ¾ cups cooked cereal, corn meal, macaroni, noodles, rice or spagetti
**VITAMINS:** Chemical compounds of an organic nature that occur in minute quantities in food. They are necessary for the growth and regulation of bodily processes.

I. Fat soluble (more readily stored in the body. Excessive amounts can be dangerous)

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<th>Vitamin</th>
<th>Function</th>
<th>Source</th>
<th>Deficiency State</th>
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<tbody>
<tr>
<td>A</td>
<td>Develops structure of bones and teeth. Healthy skin and mucous membranes. Vision in dim light.</td>
<td>Carrots!! Egg yolks, liver Milk</td>
<td>Night blindness, blindness Eye infections Lowered resistance to infection Drying and scaling of skin</td>
</tr>
<tr>
<td>D</td>
<td>Functions as a hormone in absorption of calcium and phosphorus. Calcification of bones and teeth.</td>
<td>Fortified milk Sunlight</td>
<td>Rickets: Soft bones, enlarged joints Enlarged skull Spinal curvature Bowed legs</td>
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<tr>
<td>E</td>
<td>Protects breakdown of RBCs Protects against destruction of Vitamin A.</td>
<td>Salad oil, margarine Nuts, legumes Dark leafy veggies</td>
<td>No currently identified deficiency state</td>
</tr>
<tr>
<td>K</td>
<td>Formation of prothrombin for normal blood clotting.</td>
<td>Synthesized in intestines by bacteria action Dark green vegetables</td>
<td>Hemorrhage especially in newborn</td>
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<tr>
<td>C (absorbic acid)</td>
<td>Resistance to infections Promotes wound healing Keeps teeth firm in gums Resistance to colds and flu?</td>
<td>Citrus fruits Strawberries Tomatoes Green veggies</td>
<td>Scurvy: Bruising, hemorrhage Bleeding gums Loose teeth</td>
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<td>Thiamine Vitamin B₁</td>
<td>Healthy nerves Good digestion and appetite Good mental outlook</td>
<td>Liver, beans Peanut butter Enriched breads</td>
<td>Neuritis of legs Fatigue Poor appetite Beriberi Polyneuritis Edema Heart failure <strong>Alcoholic neuropathy</strong></td>
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<tr>
<td>Niacin</td>
<td>Energy and metabolism Healthy skin</td>
<td>Meat, poultry Enriched breads</td>
<td>Pellegra: Dermatitis Sore mouth Diarrhea</td>
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<td>Folic acid</td>
<td>Maturation of RBCs</td>
<td>Spinach Meats Enriched breads</td>
<td>Macrocytic anemia of pregnancy</td>
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<tr>
<td>Cobalamin (Vit B₁₂)</td>
<td>Intinsic Factor needed Formation of strong RBCs</td>
<td>Animal foods only (meats and eggs milk, fish) <strong>REMEMBER:</strong> Intrinsic factor which is found in the intestines is needed to absorb the Vitamin B₁₂ from any dietary intake</td>
<td>Pernicious anemia Lack of intrinsic factor or after gastrectomy Macrocytic anemia Neurological degeneration</td>
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STUDY GUIDE
FIRST AID AND SAFETY TIPS

I. First Aid
A. Order of operations
   1. A = airway
   2. B = breathing
   3. C = circulation
B. CPR
   1. one person, 2 breath, 15 compressions
   2. two persons, 1 breath, 5 compressions
      a. know location of emergency equipment
      b. know source of electricity
      c. know emergency phone numbers
C. Choking, blocked airway
   1. Chest thrust; Heimlich maneuver
D. Hemorrhage
   1. Make use of pressure points first
   2. Use of tourniquet is an extreme measure, use only in extremes
E. Injury to eye
   1. Chemical burns
      a. flush with copious amounts of water
   2. Eyeball punctured
      a. do not remove missile. Go to ER
F. Minor cuts, bruises, sprains, burns
   1. Apply ice
G. Burns
   1. Application of ice or cool compresses.
   2. Do not use butter
H. Insect bites
   1. remove stinger if possible
   2. apply ice

II. Safety tips
A. Prevention of Falls
   1. Side rails up
   2. Bed in low position
B. Fires
   1. Turn off oxygen
   2. Patient to position of safety
   3. Close door of burning room
   4. Electrical fires require 3A fire extinguisher (dry chemicals)
   5. Know evacuation routes and emergency numbers
BATH QUIZ

1. Provides wet heat to perineal or rectal area. Usual time of bath should be 15 - 20 minutes.
2. Administered to a patient who cannot (for whatever reason) bathe himself.
3. Elevated slab with running water. Used for bathing developmentally disabled and those with severe degrees of paralysis.
5. Alcohol and tepid water. Used to reduce temp of a fever.
6. Safety precautions needed. Patient must be able to get in and out of tub.
7. Patient can do portion of bath. Nurse does back, buttocks, and legs.
8. Soothing bath. Used for irritated and/or inflamed skin.

a. complete bed bath  
b. partial bath  
c. self-bath  
d. shower  
e. tub  
f. pedestal  
g. sitz  
h. colloid  
i. antipyretic

TEMPERATURES

COLD  45- 65 degrees F.
COOL  65- 75 degrees F.
TEPID  75- 85 degrees F.
WARM  85- 95 degrees F.
HOT  95-105 degrees F.
VERY HOT  105-110 degrees F.

REMEMBER!!!!

HEAT DILATES BLOOD VESSELS AND INCREASES LOCAL CIRCULATION.
COLD CONSTRICTS BLOOD VESSELS AND DECREASES LOCAL CIRCULATION
POSITIONS QUIZ

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<td>Trendelenburg</td>
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<td>Sims</td>
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<td>3</td>
<td>Fowler's</td>
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<td>lithotomy</td>
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<td>knee–chest</td>
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<td>prone</td>
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<td>7</td>
<td>supine</td>
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<tr>
<td>1. Pap smear</td>
<td>a. 6,000 – 9,000 normal elevated in bacterial infection</td>
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<tr>
<td>2. Mantoux</td>
<td>b. indicated the rapidity of blood clotting</td>
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<td>3. WBC</td>
<td>c. used for diagnosis of hemolytic diseases of newborns</td>
</tr>
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<td>5. FBS</td>
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<tr>
<td>6. VDRL/Wasserman</td>
<td>e. skin test for T.B.</td>
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<td>7. Protime</td>
<td>f. 80 - 120 mg. is normal elevated in hyperglycemia</td>
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<td>8. Hct.</td>
<td>g. 12 - 15 gm. in women) normal 13 - 17 g. in men) normal</td>
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<td>9. SGOT</td>
<td>h. used in the early dx. of Ca. of cervix</td>
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<td>10. Guthrie</td>
<td>i. Increased enzyme level in liver disease</td>
</tr>
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<td>11. HHA, Australian antigen</td>
<td>j. increased in chronic infection and diseases of connective tissue</td>
</tr>
<tr>
<td>12. BUN</td>
<td>k. screen for PKU</td>
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<tr>
<td>13. Hmg.</td>
<td>l. increased in kidney diseases</td>
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<td>14. Coombs</td>
<td>m. serology for th diagnosis of syphilis</td>
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<td>n. for dx. of hepatitis B, also identifies a carrier state</td>
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# KEY TO QUIZZES

## FUNDAMENTALS REVIEW

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<td>2. A</td>
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<td>3. D</td>
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<td>4. D</td>
<td>4. G</td>
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## COMMON LAB VALUES AND TESTS - QUIZ

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