

Primary Care Medicine Office Evaluation and Management of the Adult Patient 8th Edition Test Bank

Chapter 1 -Chapter 15 Principles of Primary CareChapter 2 Selection and Interpretation of Diagnostic Tests Chapter 3 Health Maintenance and the Role of Screening Chapter 4 Estimating and Communicating Risk and Prognosis Chapter 5 Choosing among Treatment Options Chapter 6 Immunization Chapter 7 Screening for HIV-1 Infection Chapter 8 Evaluation of Chronic Fatigue Chapter 9 Evaluation of Weight Loss Chapter 10 Evaluation of Overweight and Obesity Chapter 11 Evaluation of Fever Chapter 12 Evaluation of Lymphadenopathy Chapter 13 Approach to the Patient with HIV Infection Chapter 14 Screening for Hypertension Chapter 15 Screening for Hyperlipidemia

MULTIPLE CHOICE

1.A client is reviewing a videotape without the assistance of the nurse for instruction. The type of teaching strategy this client is using is considered:

1	demonstration.
2	slides.
3	programmed instruction.
4	discussion.

ANS: 3

Programmed instruction is often referred to as canned presentation and is intended for use without the nurse. Demonstration, slides, and discussion require a nurse to be present.

PTS: 1 DIF: Analyze REF: Teaching Strategies: Programmed Instruction

2.The nurse is instructing a client regarding food safety, injury prevention, and occupational health. Which of the following Healthy People 2010 objectives is the nurse instructing the client?

1	Promote healthy behaviors
2	Promote healthy and safe communities
3	Improve systems for personal health and public health
4	Prevent and reduce diseases and disorders

ANS: 2

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This objective addresses instruction that focuses on the health and safety of communities such as food safety, prevention of injury, and occupational health. Promoting healthy behaviors would include weight reduction and smoking cessation. Improve systems for personal health and public health would include immunization programs. Prevent and reduce diseases and disorders would include instruction on screening programs, physician visits, and routine health maintenance care.

PTS: 1 DIF: Analyze REF: Health Promotion on a Global Level

3. A client has inadequate resources and impairment of personal support systems. Which nursing diagnosis would apply to this patient?

1	Noncompliance
2	Deficient knowledge
3	Ineffective health maintenance
4	Health-seeking behavior

ANS: 3

Defining characteristics for ineffective health maintenance includes impairment of personal support systems, observed inability to take responsibility for meeting basic health practices, demonstrated lack of knowledge, failure to recognize important symptoms reflective to altered health status, lack of health-seeking behaviors, and inadequate resources. Inadequate resources and impairment of personal support systems would not support the nursing diagnoses of Noncompliance, Deficient Knowledge, or Health-Seeking Behavior.

PTS: 1 DIF: Apply

REF: Box 3-3 Defining Characteristics for Ineffective Health Maintenance

4. While planning care for a client, the nurse identifies content that would address the client's diagnosis of Deficient Knowledge. The nurse will ensure time is allocated for client instruction because:

1	the client cannot be discharged without it.
2	it is a legal component of the nursing process.

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3	it is a nice thing to do for a client.
4	the physician has written an order for instruction.

ANS: 2

Patient education is a legal component of the nursing process that was identified in the Patients Bill of Rights. Patient education is a necessary function of nursing care. The client could be discharged without receiving instructions. Education is not done because it is a nice thing to do for a client. Client education does not necessitate a physicians order.

PTS:1DIF:ApplyREFatient Education

5.The nurse is engaged in an information teaching session with a client. Which of the following would be appropriate to instruct during an informal teaching session?

1	Expected effects of a new medication
2	Instruction on leg exercises to be used after surgery
3	How to use an incentive spirometer
4	Diet and medications to manage a new diagnosis of diabetes mellitus

ANS: 1

Instruction can be either informal or formal. Informal instruction occurs intermittently and frequently during the course of client care. These instructions are simple, relate to the disease process, and answer client questions. Providing the expected effects of a new medication is a type of information instruction. Formal instructions are deliberate with specific goals and an evaluation process. Instructing on postoperative leg exercises, the use of an incentive spirometer, and diet and medications to manage a new health diagnosis are all examples of formal instruction.

PTS: 1 DIF: Apply REF: Formal and Informal Patient Education

6.The nurse is planning a presentation to a group of senior citizens as part of a wellness program. Which of the following topics would be appropriate for the nurse to instruct this client population?

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1	Importance of taking medications as prescribed
2	Ways to follow a physicians treatment plan
3	Ease of changing an abdominal dressing
4	Strategies to reduce salt in the diet and increase activity

ANS: 4

Some educational topics can be instructed in a group setting. Strategies to reduce salt intake and increase activity are two topics that would be appropriate for a group instruction. The other choices are appropriate for individual instruction.

PTS: 1 DIF: Apply REF: Individual and Group Patient Education

7.A client is considering several changes in personal habits to improve his health. Which of the following critical thinking strategies can the nurse use to help this client?

1	Ask the client to identify his goals to improve his health.
2	Remind the client that the physician has to approve all changes in his health improvement plan.
3	Suggest the client wait until he is discharged before planning to make personal habit changes.
4	Recommend that immediate changes are made to confuse the bodys responses.

ANS: 1

Critical thinking is a self-directed, deliberate, self-corrected, results-oriented reasoning process that strives to problem-solve client care issues by combining logic, intuition, and creativity. The goal of critical thinking is to assist clients to use what they already know and work with the client to make changes that they identify through self-discovery. Asking the client to identify goals to improve health is one strategy that the nurse can use when implementing critical thinking with client education. The other choices do not support critical thinking with client education.

PTS: 1 DIF: Apply REF: Critical Thinking and Patient Education