

Chapter 3--Health Education and Promotion

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

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.
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 Patient's 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 physician's order.

PTS: 1 DIF: Apply REF: Patient 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?
 1. Importance of taking medications as prescribed
 2. Ways to follow a physician's 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 body's 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

8. A client has several identified learning needs. Which of the following should the nurse assess prior to planning instruction for this client?
1. Home address
 2. Client's learning style
 3. Living arrangements
 4. Financial resources

ANS: 2

Areas to include in the assessment of a client's learning needs include the client's ability to learn, style of learning, information about a health condition, cultural background, and other information as required. The client's home address, living arrangements, and financial resources are not a part of a client's assessment of learning needs.

PTS: 1 DIF: Apply REF: Patient Education and the Nursing Process

9. Which of the following teaching strategy would best support a client who needs to learn how to self-administer insulin injections?
1. Discussion
 2. Role-playing
 3. Demonstration
 4. Programmed instruction

ANS: 3

Demonstration is a practical strategy used when teaching a new skill such as self-injection of insulin. Discussion is an exchange of information and does not provide an opportunity for the client to learn a new skill. Role playing allows the client to apply knowledge in a simulated environment. This strategy does not support learning a new skill. Programmed instruction is intended for use without the nurse. This strategy does not support learning a new skill.

PTS: 1 DIF: Apply REF: Teaching Strategies

10. A client tells the nurse that she uses audio CDs in her vehicle when driving to and from work to keep current with educational requirements for her job. The nurse would assess this client as preferring which type of learning style?
1. Auditory
 2. Visual
 3. Kinesthetic
 4. Anesthetic

ANS: 1

The client who learns by hearing prefers an auditory learning style. The client who learns by reading uses a visual learning style. The client who learns by doing or touching is using a kinesthetic learning style. Anesthetic is not a type of learning style but rather a medication used for surgery.

PTS: 1 DIF: Analyze REF: Teaching Strategies

11. The nurse is attempting to instruct a client on ways to eliminate smoking. The client tells the nurse that he has no health problems because of smoking and does not understand why he needs to quit. Which of the following is interfering with the nurse's ability to instruct the client in health promotion behaviors?
1. Motivation
 2. Perception
 3. Self-image
 4. Maintenance

ANS: 2

Perception is a client's sense and understanding of his current health status. If the client does not perceive a problem with current health maintenance activities, the nurse should not intervene at this time. Motivation is the internal drive or external stimulus to perform an action or thought. Maintenance is practicing a new behavior for an extended period of time. The client's self-image is not interfering with the nurse's ability to instruct the client in health promotion behaviors.

PTS: 1 DIF: Analyze REF: Characteristics of Health Maintenance

12. The nurse is planning instruction to support health promotion behaviors. Which of the following clients would benefit the most from these instructions?
1. 60-year-old client diagnosed with type 2 diabetes mellitus
 2. 83-year-old client with hypertension
 3. 75-year-old client recovering from a total hip replacement
 4. 35-year-old client desiring to begin an exercise program

ANS: 4

Health promotion interventions are for healthy individuals and are intended to maximize their health status. The 35-year-old client who wants to begin an exercise program would benefit from health promotion instruction. The other clients are considered to be ill and would not benefit from instruction in health promotion behaviors.

PTS: 1 DIF: Analyze REF: Health Promotion

13. The nurse and client have determined that goals established for health maintenance behaviors have not been achieved. In which step of the nursing process are the nurse and client working at this time?
1. Evaluation
 2. Assessment
 3. Planning
 4. Implementation

ANS: 1

The nurse and client together measure how well the client has achieved the goals for health maintenance in the plan of care. Goals that have not been achieved are evaluated and adjusted. This is an activity done during the evaluation step of the nursing process. Evaluation of goals is not done during the assessment, planning, or implementation steps of the nursing process.

PTS: 1 DIF: Analyze REF: Evaluation of Outcomes

MULTIPLE RESPONSE

1. A client is demonstrating behaviors consistent with normal health maintenance. Which of the following has this client demonstrated? (Select all that apply.)
1. Motivation
 2. Health encouragement

3. Readiness
4. Maintenance
5. Health activities
6. Perception

ANS: 1, 4, 6

The three characteristics of health maintenance are: 1) perception, 2) motivation, and 3) maintenance. Health encouragement, readiness, and health activities are not behaviors consistent with normal health maintenance.

PTS: 1 DIF: Analyze REF: Characteristics of Health Maintenance

2. The nurse is planning an instructional session with a client. When planning this session, the nurse should incorporate which teaching/learning principles? (Select all that apply.)
 1. Assessment of how the client organizes knowledge
 2. Motivation and self-efficacy
 3. Setting goals
 4. Developmental level of the client
 5. Time management
 6. Self-engagement

ANS: 1, 2, 3, 4, 6

Principles of the teaching/learning process include how knowledge is organized by the learner, self-motivation and self-efficacy, setting measurable goals, developmental level of the learner, and self-engagement. Time management is not a teaching/learning principle.

PTS: 1 DIF: Apply
REF: Patient Education and Teaching/Learning Principles

3. The nurse is planning client instruction interventions to support critical thinking. Which of the following are characteristics of critical thinking in the client education process? (Select all that apply.)
 1. Organized
 2. Clearly explained with examples
 3. Vague
 4. Task-oriented
 5. Knowledge-oriented
 6. Moral and ethically focused

ANS: 1, 2, 5, 6

Characteristics of critical thinking with client education include organized and clearly explained with the use of examples, aimed at positive health outcomes, is knowledge-oriented, and is focused on making moral and ethical decisions. Critical thinking is not vague nor task-oriented.

PTS: 1 DIF: Analyze REF: Table 3-1 What is Critical Thinking?

4. The nurse is utilizing the technique of motivational interviewing to instruct a client on ways to limit alcohol intake. Which of the following are techniques used when implementing motivational interviewing? (Select all that apply.)
 1. Express empathy
 2. Develop discrepancy
 3. Avoid arguing
 4. Roll with resistance
 5. Support self-efficacy
 6. Contract for goal achievement

ANS: 1, 2, 3, 4, 5

Motivational interviewing has five specific techniques: 1) expressing empathy, 2) developing discrepancy, 3) avoiding argument, 4) rolling with resistance, and 5) supporting self-efficacy. Contracting for goal achievement is not a technique of motivational interviewing.

PTS: 1 DIF: Apply REF: Motivational Interviewing

5. Which of the following self-examination techniques is a health maintenance behavior for the nurse to instruct a client? (Select all that apply.)
1. Breast self-examination
 2. Capillary blood glucose testing
 3. Testicular self-examination
 4. Skin examination
 5. Application of hydrocortisone cream for a skin disorder
 6. Elevating edematous lower extremities

ANS: 1, 3, 4

Physical self-examination is a health maintenance behavior that does not require any special equipment but requires proper instruction on the correct procedure. Examples of self-examinations that a nurse can instruct a client include breast self-examination, testicular self-examination, and skin examination. Capillary blood glucose testing needs the use of a glucometer. Application of hydrocortisone cream is a medication used for a diagnosed skin disorder. Elevating edematous lower extremities is an intervention for a peripheral vascular or cardiac disorder.

PTS: 1 DIF: Apply REF: Physical Self-Examination Techniques