

a. Role playing

b. Peer teaching

c. Printed materials

d. Lecture-discussion

12. The nurse and the patient who is diagnosed with hypertension develop this goal: “The patient will select a 2-gram sodium diet from the hospital menu for the next 3 days.” Which evaluation method will be best for the nurse to use when determining whether teaching was effective?

a. Have the patient list substitutes for favorite foods that are high in sodium.

b. Check the sodium content of the patient’s menu choices over the next 3 days.

c. Ask the patient to identify which foods on the hospital menus are high in sodium.

d. Compare the patient’s sodium intake before and after the teaching was implemented.

13. The nurse prepares written handouts to be used as part of the standardized teaching plan for patients who have been recently diagnosed with diabetes. What statement would be appropriate to include in the handouts?

a. Eating the right foods can help in keeping blood glucose at a near-normal level.

b. Polyphagia, polydipsia, and polyuria are common symptoms of diabetes mellitus.

c. Some diabetics control blood glucose with oral medications, injections, or nutritional interventions.

d. Diabetes mellitus is characterized by chronic hyperglycemia and the associated symptoms than can lead to long-term complications.

14. The hospital nurse implements a teaching plan to assist an older patient who lives alone to independently accomplish daily activities. How would the nurse best evaluate the patient’s long-term response to the teaching?

a. Make a referral to the home health nursing department for home visits.

- b. Have the dietitian meet with the patient and caregiver to discuss a low sodium diet.
 - c. Teach the caregiver how to take the patient's BP using a manual blood pressure cuff.
 - d. Ask the patient and caregiver to select information from a list of high BP teaching topics.
19. A postoperative patient and caregiver need discharge teaching. Which actions included in the teaching plan can the nurse delegate to unlicensed assistive personnel (UAP)?
- a. Evaluate whether the patient and caregiver understand the teaching.
 - b. Show the caregiver how to accurately check the patient's temperature.
 - c. Schedule the discharge teaching session with the patient and caregiver.
 - d. Give the patient a pamphlet reinforcing teaching already done by the nurse.
19. A family caregiver tells the home health nurse, "I feel like I can never get away to do anything for myself." Which action is best for the nurse to take?
- a. Assist the caregiver in finding respite services.
 - b. Assure the caregiver that the work is appreciated.
 - c. Encourage the caregiver to discuss feelings openly with the nurse as needed.
 - d. Teach the caregiver that family members can also provide excellent patient care.
20. The nurse plans to provide instructions about diabetes to a patient who has a low literacy level. Which teaching strategies should the nurse use (select all that apply)?
- a. Discourage use of the Internet as a source of health information.
 - b. Avoid asking the patient about reading abilities and level of education.
 - c. Provide illustrations and photographs showing various types of insulin.
 - d. Schedule one-to-one teaching sessions to practice insulin administration.
 - e. Obtain CDs and DVDs that illustrate how to perform blood glucose testing.

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- c. Patient who is sneezing after having subcutaneous immunotherapy
- d. Patient with multiple chemical sensitivities who has muscle stiffness
6. Ten days after receiving a bone marrow transplant, a patient develops a skin rash. What would the nurse suspect is the cause of this patient's skin rash?
- a. The donor T cells are attacking the patient's skin cells.
- b. The patient's antibodies are rejecting the donor bone marrow.
- c. The patient is experiencing a delayed hypersensitivity reaction.
- d. The patient will need treatment to prevent hyperacute rejection.
7. The nurse teaches a patient about drug therapy after a kidney transplant. Which statement by the patient would indicate a need for further instructions?
- a. "After a couple of years, it is likely that I will be able to stop taking the cyclosporine."
- b. "If I develop an acute rejection episode, I will need to have other types of drugs given IV."
- c. "I need to be monitored closely because I have a greater chance of developing malignant tumors."
- d. "The drugs are given in combination because they inhibit different ways the kidney can be rejected."
8. The charge nurse is assigning rooms for new admissions. Which patient would be the most appropriate roommate for a patient who has acute rejection of an organ transplant?
- a. A patient who has viral pneumonia
- b. A patient with second-degree burns
- c. A patient who is recovering from an anaphylactic reaction to a bee sting
- d. A patient with graft-versus-host disease after a recent bone marrow transplant
9. A patient who has received allergen testing using the cutaneous scratch method has developed itching and swelling at the skin site. Which action should the nurse take first?
- a. Administer epinephrine.

- b. Give oral calcium citrate tablets.
- c. Check parathyroid hormone level.
- d. Administer vitamin D supplements.

33. During the admission process, the nurse obtains information about a patient through the physical assessment and diagnostic testing. Based on the data shown in the accompanying figure, which nursing diagnosis is appropriate?

- a. Deficient fluid volume
- b. Impaired gas exchange
- c. Risk for injury: Seizures
- d. Risk for impaired skin integrity

ANSWER

1. The patient will select the most appropriate colon cancer therapy.
 2. Choosing not to follow the diet is the behavior that resulted in non-learning.
 3. Teach the patient at each meal about the amounts of sodium in various foods.
 4. Teach glucose self-monitoring and medication administration.
 5. Preparation
 6. Written materials should be provided with verbal instructions.
 7. "You have already accomplished changes that are important for the health of your heart."
 8. "What information do you think you need right now?"
 9. The patient states that dietary changes have not made any difference at all.
 10. The patient will list three ways to protect the feet from injury by discharge.
 11. Role playing
 12. Check the sodium content of the patient's menu choices over the next 3 days.
 13. Eating the right foods can help in keeping blood glucose at a near-normal level.
 14. Make a referral to the home health nursing department for home visits.
 15. Ineffective health maintenance related to tobacco use
 16. Ask the patient to record the intake of all foods and beverages for a 3-day period.
 17. Demonstrate how to draw up and administer insulin.
 18. Ask the patient and caregiver to select information from a list of high BP teaching topics.
 19. Give the patient a pamphlet reinforcing teaching already done by the nurse.
 19. Assist the caregiver in finding respite services.
 20. Provide illustrations and photographs showing various types of insulin.
- Schedule one-to-one teaching sessions to practice insulin administration.
Obtain CDs and DVDs that illustrate how to perform blood glucose testing.

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1. Symptoms indicating that the patient should contact the health care provider