

Chapter 05, Patient and Family Teaching

1. A client with hypertension and the client's caregiver wish to learn how to properly use a sphygmomanometer. The nurse will utilize which domain of learning to accomplish this teaching?
A) Psychomotor domain
B) Affective domain
C) Cognitive domain
D) Intellectual domain

Answer: A

Rationale: Measuring blood pressure is a physical skill, which falls under the psychomotor domain of learning. The cognitive or the intellectual domain involves intellectual activities such as thought, recall, decision making, and drawing conclusions. The affective domain involves the client's and the caregiver's attitudes, feelings, beliefs, and opinions.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 58, Learning Styles and Domains of Learning

2. A client with seasonal allergies has been prescribed a nasal spray and wants to know about the addictive nature of the nasal spray, the adverse reactions, and the harmful effects involved. Which nursing diagnosis should the nurse address while educating the client?
A) Ineffective Health Management
B) Anxiety
C) Deficient Knowledge
D) Readiness for Enhanced Health Management

Answer: D

Rationale: Readiness for Enhanced Health Management indicates a desire by the client to manage their own treatment regimen. It includes teaching about adverse drug reactions, harmful drug effects, and management of harmful effects.

Ineffective Health Management helps in teaching clients who have complicated post-discharge medical regimens. Anxiety is appropriate for the client who has uncertainty and fear related to the regimen, for example, a person who is apprehensive about self-injections. Deficient Knowledge is used for clients who are deficient in cognitive knowledge and psychomotor skills.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 5

Cognitive Level: Analyze

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 59, Nursing Diagnosis Checklist

3. A client is to be discharged to home and the nurse caring for the client has to provide education regarding the appropriate use of prescribed drugs. Which factor would be most important in promoting learning?
- A) Attitude
 - B) Motivation
 - C) Interest
 - D) Grasping power

Answer: B

Rationale: Motivation is probably the key factor in providing an impetus to the process of client learning and teaching. Attitude, interest, and grasping power may also help the learning process, but without motivation the client could be noncompliant to the treatment.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 4

Cognitive Level: Understand

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 58, Motivation

4. A nurse is teaching the caregiver of a client with cancer how to administer the supplementation oxygen from a cylinder once the client goes home. Which activity is most effective for the nurse to use when evaluating the client's caregiver's understanding?
- A) Ask questions such as "Do you understand?"
 - B) Ask the client's sibling to demonstrate the procedure.
 - C) Ask the client's sibling to document the technique.
 - D) Ask the client's sibling questions related to the procedure.

Answer: B

Rationale: To determine the effectiveness of teaching in this case, the nurse must evaluate the client's caregiver's knowledge of the materials presented. This can be done by asking the client's caregiver to demonstrate or explain the presented information. The nurse should not ask questions such as "Do you understand?" as the client may be uncomfortable admitting a lack of understanding. Asking questions related to the procedure may confuse the person. Asking the client's caregiver to document the technique would not provide enough information about whether or not the caregiver does understand what to do.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 5
Cognitive Level: Analyze
Client Needs: Health Promotion and Maintenance
Integrated Process: Teaching/Learning
Reference: p. 62, Evaluation

5. A client in a local health care center is presented information on drug administration by the nurse. Which factors would the nurse identify as having the least impact on the client's learning?
- A) Client's financial status
 - B) Prior knowledge
 - C) Prior perceptions
 - D) Previous experiences

Answer: A

Rationale: Financial status would not have an impact on the client's learning. To interpret information using the cognitive domain, the client uses prior knowledge, perceptions, and previous experiences. The client's opinions and feelings are used in the affective domain.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

6. A client admitted to a hospital has difficulty with information recall, decision making, and conclusion-drawing skills. The client also lacks proper psychomotor knowledge. Which nursing diagnosis would the nurse most likely identify for this client?
- A) Knowledge Deficit
 - B) Ineffective Health Management
 - C) Readiness for Enhanced Health Management
 - D) Anxiety

Answer: A

Rationale: The nursing diagnosis used for clients with deficient cognitive knowledge and psychomotor skills is Deficient Knowledge. Ineffective Health Management is useful in discharge teaching. Readiness for Enhanced Health Management describes a client who is successfully managing the medication regimen. Anxiety would reflect a client who is fearful or expresses concern regarding the drug regimen or shows a total lack of adherence to the drug regimen.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 5

Cognitive Level: Analyze

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 59, Nursing Diagnosis Checklist

7. The nurse prepares a teaching plan to help a client with viral influenza learn how to administer the prescribed drugs at home. Which factor would the nurse be alert to as posing an obstacle in the client's learning process?
- A) Varied or different literacy levels
 - B) Lack of high grasping skills
 - C) Previous experience
 - D) Prior knowledge

Answer: A

Rationale: Varied literacy levels pose obstacles in the client's learning levels. Lack of high grasping skills, previous experience, and prior knowledge do not pose obstacles in the client's learning process.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 3

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 57, Identifying Limited Health Literacy

8. The nurse determines a client is a kinesthetic learner. Which would the nurse focus on when teaching this client about drug administration?
- A) Doing the actual steps of the procedure
 - B) Watching the nurse perform the procedure
 - C) Listening to the nurse's instructions
 - D) Observing how to perform the steps

Answer: A

Rationale: A kinesthetic learner learns by moving, touching, and doing. Therefore, the nurse would focus on having the client perform the actual steps of the procedure. Watching the nurse perform the procedure and observing how to perform the steps would be appropriate for a client who is a visual learner. Listening to the nurse's instructions would be appropriate for an auditory learner.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

9. A group of nursing students are examining information about the client–nurse relationship and the various factors affecting it. The instructor determines a need for additional review when which factor is chosen?
- A) Health care reform
 - B) Health care practice attitudes
 - C) Increased rates of chronic illness
 - D) Increased cultural diversity

Answer: D

Rationale: Factors that affect the client–nurse relationship include changes in health care delivery and health care reform, change in attitudes of health care practices, the aging population, and the increase in chronic illness. Cultural diversity affects health communication.

Question Format: Multiple Choice

Chapter: 5

Learning Objective: 2

Cognitive Level: Analyze

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 55, Client–Nurse Relationship

10. A nurse has been actively teaching a client how to properly administer daily insulin injections. The nurse determines that teaching is successful when which outcome is achieved? Select all that apply.
- A) Improved client outcomes
 - B) Decreased adherence with drug regimen
 - C) Increased ability of client to manage drug therapy
 - D) Lengthened time for client outcomes
 - E) Limited ability of client to manage drug therapy

Answer: A, C

Rationale: Client teaching improves the client outcome of being able to manage drug therapy. By understanding the reason for the prescribed medications, the client is more likely to be adherent to the treatment plan and get better.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 2

Cognitive Level: Understand

Client Needs: Physiological Integrity: Reduction of Risk Potential

Integrated Process: Teaching/Learning

Reference: p. 58, Teaching/Learning Process

11. A nurse is preparing a teaching plan for a client. When developing this plan, which actions would the nurse do to improve a client's motivation to learn? Select all that apply.
- A) Educate the client about the disease process.
 - B) Do not include caregivers in the education process as it is a HIPAA violation.
 - C) Create an accepting and positive atmosphere.

- D) Ignore the client's questions until the teaching is complete.
- E) Encourage client participation in goal planning.

Answer: A, C, E

Rationale: The nurse can improve a client's motivation by educating the client about the disease process, creating an accepting and positive learning atmosphere, and encouraging the client to participate in goal planning.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 58, Motivation

12. After teaching a group of students about the domains of learning, the instructor determines that the teaching was successful when the students choose which domains? Select all that apply.
- A) Cognitive domain
 - B) Affective domain
 - C) Physical domain
 - D) Psychological domain
 - E) Psychomotor domain

Answer: A, B, E

Rationale: The three domains of learning are the cognitive, affective, and psychomotor domains. The physical and psychological domains comprise the psychomotor domain.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 58, Learning Styles and Domains of Learning

13. A nurse is preparing a teaching plan to address the domains of learning. Which factors would the nurse address when focusing on the cognitive domain? Select all that apply.
- A) Thought
 - B) Feelings
 - C) Beliefs
 - D) Recall
 - E) Decision making

Answer: A, D, E

Rationale: The cognitive domain refers to intellectual activities such as thought, recall, decision making, and drawing conclusions. The affective domain involves feelings and beliefs.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

14. A group of nursing students are preparing a presentation explaining the various domains of learning. The student correctly illustrates the affective domain by including which factors? Select all that apply.
- A) Thought
 - B) Feelings
 - C) Beliefs
 - D) Recall
 - E) Decision making

Answer: B, C

Rationale: The affective domain includes attitudes, feelings, beliefs, and opinions of the client or caregiver. The cognitive domain includes thought, recall, and decision making.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Analyze

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 62, Implementation

15. When teaching a client, the nurse interprets the client is utilizing the cognitive domain by applying which actions? Select all that apply.
- A) Form new beliefs
 - B) Process new information
 - C) Make a decision
 - D) Ask questions
 - E) Demonstrate a physical skill

Answer: B, C, D

Rationale: The client uses the cognitive domain to process the information, ask questions, and make decisions. Forming new beliefs is involved with the affective domain. Demonstrating a physical skill reflects the psychomotor domain.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

16. The nurse is implementing a teaching plan for a client diagnosed with diabetes and the client's caregiver. Which actions by the nurse reflects the use of the cognitive domain? Select all that apply.
- A) Instruction on the correct administration of insulin
 - B) Review of complications associated with diabetes
 - C) Review of adverse reactions associated with insulin
 - D) Review of how frequently to administer insulin
 - E) Instruction on how to use a glucometer

Answer: B, C, D

Rationale: The nurse makes use of the cognitive domain when giving information to the client or caregiver about the disease process, medication regimen, and adverse reactions. Instructions on correct administration of insulin and how to use a glucometer involve psychomotor skills, which reflect the psychomotor domain.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

17. The nurse makes use of the psychomotor domain when information is given to the client or caregiver about which concept? Select all that apply.
- A) Instruction on the correct administration of insulin
 - B) Review of complications associated with diabetes
 - C) Review of adverse reactions associated with insulin
 - D) Review of how frequently to administer insulin
 - E) Instruction on how to use a glucometer

Answer: A, E

Rationale: The nurse makes use of the psychomotor domain when information is given to the client or caregiver about a physical skill or task. A review of complications, adverse reactions, and frequency of administration involves the cognitive domain.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

18. After explaining the nursing process during a class discussion, an instructor determines that the teaching was successful when the class correctly chooses which activities as being involved? Select all that apply.
- A) Identifying client health needs
 - B) Reviewing client medications
 - C) Devising a plan of care
 - D) Initiating a nursing plan
 - E) Evaluating the effectiveness of a plan

Answer: A, C, D, E

Rationale: The nursing process is a systematic method of identifying client health needs, devising a plan of care to meet the identified needs, initiating the plan, and evaluating the plan's effectiveness. Reviewing client medication is part of the assessment process.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Analyze

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Client Teaching for Medication Information

19. To develop an effective teaching plan, the nurse must first determine a client's needs, which can include what information? Select all that apply.
- A) Information the client needs to know about a particular medication
 - B) Client's ability to read
 - C) Client's ability to learn the information presented
 - D) Client's ability to use the information presented
 - E) Client's ability to accept the information presented

Answer: A, B, C, D, E

Rationale: To develop an effective teaching plan, the nurse must first determine a client's needs, which can include information the client needs to know about a particular medication; the client's ability to learn, accept, and use information; and any barriers or obstacles to learning (which might include the client's ability to read).

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 59, Assessment

20. A nurse is preparing a teaching plan and is determining the best time for teaching. Which times would be inappropriate for client teaching? Select all that apply.
- A) When there are visitors
 - B) Immediately prior to discharge
 - C) The day of admission
 - D) While the client is sedated
 - E) While the client is in pain

Answer: A, B, D, E

Rationale: Client teaching is an ongoing process and should start on the day of admission but should not be performed when there are visitors (unless the visitor is a caregiver who will need the information once the client is home), immediately prior to discharge, or if the client is sedated or in pain.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 62, Implementation

21. After teaching a client, the nurse is evaluating the client's knowledge of the material presented. Which method would be most appropriate to use? Select all that apply.
- A) Client recitation of information
 - B) Client return demonstration
 - C) Open-ended questions
 - D) Closed-ended questions
 - E) Nurse review of information

Answer: A, B, C

Rationale: The nurse can use return demonstration, client recitation of information, and open-ended questions to evaluate a client's knowledge of the material presented.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 60, Developing an Individualized Teaching Plan

22. A nursing instructor is teaching a group of students about learning. The instructor determines that the teaching was successful when the students correctly choose which as a characteristic of adult learning? Select all that apply.
- A) Prefer a formal learning environment
 - B) Draw on past experiences to facilitate learning

- C) Learn best by listening
- D) Learn best by active learning
- E) Are most often visual learners

Answer: B, D, E

Rationale: The following are true of adult learners: they prefer an informal learning environment; they draw on past experiences to facilitate learning; most adults are visual learners; and adults learn best and retain more by active or hands-on learning.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 58, Adult Learning

23. A nurse is working with a client on ways to safely adapt drug administration in the home. Which suggestion would be appropriate? Select all that apply.
- A) Preparing a daily calendar
 - B) Utilizing a pill box
 - C) Providing written instructions
 - D) Keeping all medications locked up
 - E) Developing a clear, easy-to-read dosing schedule

Answer: A, B, C, E

Rationale: The nurse can employ the following methods to help the client adapt drug administration in the home: prepare a daily calendar, utilize a pill box, provide written instructions, and develop a clear, easy-to-read dosing schedule. Medications should be stored in a safe place, out of the reach of children, however, do not necessarily require that they are locked up.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 6

Cognitive Level: Apply

Client Needs: Physiological Integrity: Pharmacological Therapies

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 62, Preparing the Client and Family for Drug Administration in the Home

24. A nurse is formulating a teaching plan for a client receiving a new drug. What information would the nurse include in the teaching plan? Select all that apply.
- A) Adverse reactions to expect from the drug
 - B) Adverse reactions to report to the health care provider
 - C) Therapeutic response to expect from the drug
 - D) The route of administration

E) The dose of drug to administer

Answer: A, B, C, D, E

Rationale: The following information should be included in the teaching plan when discussing a new drug with the client: adverse reactions to expect from the drug, adverse reactions to report to the health care provider, therapeutic response to expect from the drug, the route of administration, and the dose of drug to administer.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Physiological Integrity: Pharmacological Therapies

Integrated Process: Teaching/Learning

Reference: p. 60, Box 5.4 Important Information to Include in Any Medication Teaching Plan

25. To facilitate the teaching and learning process, the nurse prepares to develop a therapeutic relationship with a client. The nurse would ensure development of which factors? Select all that apply.
- A) Trust
 - B) Education
 - C) Commitment
 - D) Dedication
 - E) Respect

Answer: A, E

Rationale: Development of a therapeutic relationship with a client is based on trust and respect. Optimizing the relationship helps accomplish the task of client teaching. Education, commitment, and dedication are not involved.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 2

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 56, Figure 5.1 Client-centered care

26. As the nurse prepares to teach a client about a new drug, the nurse is aware which dosage forms would most likely require relatively little client teaching? Select all that apply.
- A) Injectables
 - B) Inhalers
 - C) Tablets
 - D) Capsules
 - E) Transdermal patches

Answer: C, D

Rationale: Tablets and capsules are dosage forms that require relatively little client teaching because they often have simple uses in comparison to other forms such as injectables, inhalers, transdermal patches, suppositories, nasal sprays, and eye or ear drops.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Physiological Integrity: Pharmacological Therapies

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 59, Assessment

27. A nurse is assessing a client's ability to learn. Which factors would be most important for the nurse to consider? Select all that apply.
- A) Literacy level
 - B) Language
 - C) Presence of a learning impairment
 - D) Visual impairment
 - E) Hearing impairment

Answer: A, B, C, D, E

Rationale: When a nurse assesses a client's ability to learn, the nurse takes the following into consideration: client's literacy level, language, presence of a learning impairment, and hearing or visual impairment.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 59, Assessment

28. Client goals are set during the planning stage of the client's teaching plan. When the nurse is developing client-specific goals, which factors concerning goals should the nurse keep in mind? Select all that apply.
- A) Measurable
 - B) Attainable
 - C) Set mainly by the client
 - D) Set mainly by the health care provider
 - E) Set mainly by the nurse

Answer: A, B

Rationale: When the nurse is developing client-specific goals, the nurse should keep in mind that goals should be measurable and attainable and should include all parties involved, including the health care provider's, nurse's, and client's input.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 58, Motivation

29. The nurse is teaching a client how to use a glucometer. Which goals could the nurse and client determine as appropriate? Select all that apply.
- A) Demonstration of appropriate testing procedure
 - B) Understanding of steps to take in the case of low blood glucose
 - C) Understanding of blood glucose goals
 - D) Understanding of the pathophysiology of diabetes
 - E) Understanding of frequency of blood glucose testing

Answer: A, B, C, E

Rationale: Demonstration of appropriate testing procedure, understanding of steps to take in the case of low blood glucose, understanding of blood glucose goals, and understanding of frequency of blood glucose testing would be considered appropriate client goals for the nurse to set when teaching a client how to use a glucometer. Understanding of the pathophysiology of diabetes may be too much information for the client to grasp during instruction on how to use a glucometer. (This may be discussed at a later time.)

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 60, Developing an Individualized Teaching Plan

30. A nurse caring for a client with liver cirrhosis is collaborating on an individualized teaching plan to help the client administer the post-discharge medications. What would the nurse need to integrate into the plan? Select all that apply.
- A) The nurse's teaching ability
 - B) The prescribed drug
 - C) The client's learning skills
 - D) The client's need to know the drugs
 - E) The health care provider's preference

Answer: B, D, E

Rationale: Individualized teaching plans vary depending on the prescribed drug, health care provider's preference for facts to include and exclude, and what the client needs to know to take the drug correctly. Factors such as the client's learning skills and the nurse's teaching abilities are not considered when formulating an individualized teaching plan.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 5

Cognitive Level: Apply

Client Needs: Physiological Integrity: Pharmacological Therapies

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 60, Developing an Individualized Teaching Plan

31. A nurse presents information to a client with diabetes regarding injections to be administered at home after discharge. Which intellectual activities are involved when the client interprets this information using the cognitive domain of learning? Select all that apply.
- A) Recall
 - B) Opinions
 - C) Thought
 - D) Attitude
 - E) Decision making

Answer: A, C, E

Rationale: To interpret information using the cognitive domain, the client uses intellectual activities such as recall, thought, and decision making. Opinions and attitude come under the affective domain of learning.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

32. A nurse needs to teach a 70-year-old client with diabetes about the administration of newly prescribed oral medications. Which activities would be most appropriate in helping the nurse learn about the client's affective behavior? Select all that apply.
- A) Developing a therapeutic relationship with the client
 - B) Overlooking the concern of the client's family
 - C) Approaching the client with respect
 - D) Nurturing a relationship based on trust and respect
 - E) Avoiding the client's queries on sensitive issues

Answer: A, C, D

Rationale: To learn about the client's affective behavior, the nurse should always approach the client with respect and try to develop a therapeutic relationship with the client. Such a relationship must be based on trust and respect. Overlooking the concern of the client's family and avoiding the client's queries on sensitive issues will not help the nurse to learn about the client's affective behavior.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 4

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 59, Box 5.2 Learning Styles and Domains of Learning

33. The nurse is assessing a client and suspects that the client may have limited health literacy. Which actions would support this suspicion? Select all that apply.
- A) Clear description of how to take the medication
 - B) Difficulty naming the medication
 - C) Problems filling out forms accurately
 - D) English as the primary language
 - E) Inability to explain the purpose of the medication

Answer: B, C, E

Rationale: Behaviors indicating limited health literacy include filling out forms incompletely or inaccurately, an inability to name or give the purpose of medications, and an inability to describe how to take the medications. Higher rates of low health literacy are found in individuals with English as a second language.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 3

Cognitive Level: Analyze

Client Needs: Health Promotion and Maintenance

Integrated Process: Clinical Problem-solving Process (Nursing Process)

Reference: p. 57, Box 5.1 Identifying Limited Health Literacy

34. A nurse is engaged in teaching a client with low health literacy. Which statement would be most appropriate? Select all that apply.
- A) "Your test results are all negative."
 - B) "Your doctor wants you to take this analgesic."
 - C) "This medication will help your tumor get smaller."
 - D) "You should take this pain killer when you start to hurt."
 - E) "This cream is for the lesion on your arm."

Answer: C, D

Rationale: When teaching a client with limited health literacy, use simple and clear language. People who are highly literate can have problems understanding language used in health care. The word "negative" is a positive finding when discussing an infection or cancer. This can be confusing to those who use negative in a different context. The nurse should avoid medical terms and instead use everyday language, for example, saying "pain killer" instead of "analgesic" when talking to clients. Other examples include "wound" instead of "lesion" or "tumor" instead of "carcinoma."

Question Format: Multiple Select

Chapter: 5

Learning Objective: 3

Cognitive Level: Apply

Client Needs: Health Promotion and Maintenance

Integrated Process: Communication/Documentation

Reference: p. 57, Box 5.1 Identifying Limited Health Literacy

35. After teaching a group of nursing students about health communication, the instructor determines that the teaching was successful when the students choose which factors being important? Select all that apply.
- A) Health literacy
 - B) Learning style
 - C) Cultural competency
 - D) Identification of limited English proficiency
 - E) Learning domain

Answer: A, C, D

Rationale: Three important factors to good health communication include health literacy, cultural competency, and identification of limited English proficiency. Learning style and learning domain are two aspects to consider for the teaching and learning process.

Question Format: Multiple Select

Chapter: 5

Learning Objective: 3

Cognitive Level: Analyze

Client Needs: Health Promotion and Maintenance

Integrated Process: Teaching/Learning

Reference: p. 57, Health Communication