Health Professional as Educator 2nd edition Bastable Test Bank

SKU: 9781284186475-TEST-BANK

1. The primary goal of health professionals as educators is to:
a) reduce morbidity.
*b) prepare clients for self-care.
c) prevent client complications through staff, student, and client education.
d) meet professional regulatory standards.
?Subject: Chapter 1 A-Head: Purposes, Goals, and Benefits of Patient, Staff, and Student Education

2. One of the key steps in the education process is:
*a) creating a teaching plan to meet mutually determined learning outcomes.
b) developing educational materials to use with specific age groups.
c) undertaking learner self-assessment to determine learning needs.
d) conducting self-evaluation to enhance the teaching process.
?Subject: Chapter 1 A-Head: The Education Process Defined

3. The goal of teaching is to:
a) grade learning.
*b) change behavior.
c) share information and experiences with learners.
d) keep learners abreast of current trends.
?Subject: Chapter 1 A-Head: The Education Process Defined

4. One method to increase health professionals' confidence and competence in teaching skills would be to:
a) improve documentation.
b) advocate for third-party reimbursement.
*c) provide professional development on effective instructional methods.
d) assign a clinical educator responsible for patient education.
?Subject: Chapter 1 A-Head: Purposes, Goals, and Benefits of Patient, Staff, and Student Education

5. A paradigm shift that impacts the role of the educator is:
a) focusing on tightly managing the process.
*b) facilitating education for learner independence.
c) making the learner the recipient of knowledge.
d) emphasizing memorization of information.
?Subject: Chapter 1 A-Head: The Contemporary Role of the Health Professional as Educator

6. Factors influencing the growth of patient education began during the formative period, which took place approximately during:
a) 1800–1849.
*b) 1850–1900.
c) 1900–1950.
d) the late 1900s.
?Subject: Chapter 1 A-Head: Historical Foundations for Patient Education in

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Health Care

7. In which of the following did Florence Nightingale advocate school teaching of health rules, as well as health teaching in the home?
a) Society for the Prevention of Tuberculosis
b) Division of Child Hygiene
c) *Patient Education and the Hospital Program*
*d) *Health Teaching in Towns and Villages*
?Subject: Chapter 1 A-Head: Historical Foundations for Patient Education in Health Care

8. Significant changes occurred in patient education under which president?
*a) Nixon
b) Roosevelt
c) Kennedy
d) Hoover
?Subject: Chapter 1 A-Head: Historical Foundations for Patient Education in Health Care

9. Health professionals today must educate not only patients, but also:
a) colleagues.
b) community members.
c) students.
*d) All are correct.
?Subject: Chapter 1 A-Head: The Evolution of the Teaching Role of Health Professionals

10. The single most important action of a healthcare professional as an educator is educating:
a) students.
*b) patients.
c) colleagues.
d) interns.
?Subject: Chapter 1 A-Head: Purposes, Goals, and Benefits of Patient, Staff, and Student Education

11. Special considerations for the healthcare professional as educator include:
a) diverse populations.
b) nontraditional settings.
c) cost effectiveness.
*d) All are correct.
?Subject: Chapter 1 A-Head: State of the Evidence

12. The term *teachable moment* is *best* defined as the time when:
a) the nurse feels educationally prepared to teach.
*b) the patient views new and different situations as challenges rather than defeats.
c) illness suddenly forces an individual to take a less active role in his or her care.

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d) an informed patient complies with medical treatment plans.
?Subject: Chapter 1 A-Head: Purposes, Goals, and Benefits of Patient, Staff, and Student Education

13. The education process is best described as:
a) a purposeful activity with a definite planned goal to be achieved in a specified period of time.
b) the implementation of instructional activities and experiences to meet intended learner outcomes.
c) an intent to impart content about a specific cognitive, psychomotor, or affective skill.
*d) a systematic, logical, planned course of action leading to mutually desired behavior changes.
?Subject: Chapter 1 A-Head: The Education Process Defined

14. Professional standards and legal guidelines mandate the role of the health professional as educator. Which of the following represents the legal mandate to teach?
*a) State practice acts
b) National accreditation guidelines
c) Pew Commission competencies
d) AHA's *A Patient's Bill of Rights*
?Subject: Chapter 1 A-Head: The Evolution of the Teaching Role of Health Professionals

15. Barriers to education can best be described as factors that:
a) negatively impact on the learner's efforts to establish a mutual partnership with the health professional educator.
b) interfere with the learner's ability to attend to and process information.
c) limit the health professional's focus to conducting only formal, intended teaching and learning encounters.
*d) impede the health professional's ability to deliver educational services to the learner.
?Subject: Chapter 1 A-Head: Barriers to Teaching and Obstacles to Learning

16. The common factor that serves as both a barrier to education and an obstacle to learning is:
a) lack of privacy to carry out teaching and learning in the hospital environment.
*b) lack of time to teach and learn.
c) inadequate administrative support for teaching and learning.
d) inadequate reimbursement to cover the cost of teaching and learning.
?Subject: Chapter 1 A-Head: Barriers to Teaching and Obstacles to Learning

17. An update to the core competencies for interprofessional education (IPE) included which of the following?
a) Reaffirmed importance of core competencies
b) Organized competencies
c) Broadened competencies
*d) All are correct.
?Subject: Chapter 1 A-Head: Interprofessional Education

18. To fully respond to a patient's needs, healthcare professionals need to be respectful of each

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patient's:
*a) preferences.
b) work history.
c) medication compliance.
d) knowledge of institutional systems.
?Subject: Chapter 1 A-Head: Patient-Centered Care

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