Client Education Theory and Practice 4th edition Miller Test Bank

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Client Education: Theory and Practice, Fourth Edition
Mary A. Miller, Pamella Rae Stoeckel
Chapter Quizzes
Chapter 1

Import Settings:
Base Settings: Brownstone Default
Information Field: Complexity
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Highest Answer Letter: D
Multiple Keywords in Same Paragraph: No
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Chapter: Chapter 01 – Quiz

Multiple Choice

1. The purpose and goal of health education is to:
A) change clients' ideas about health.
B) shift clients' thinking to curing illness.
C) promote, retain, and restore health.
D) empower health educators.
Ans: C
Complexity: Easy
Ahead: Purposes and Goals of Health Education
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Remembering/Understanding

2. The use of conceptual models in health education serves what purpose?
A) Explain how to educate clients
B) Guide practice and research
C) Provide guidelines for how to conduct research
D) Guide nurse educators on how to complete a teaching plan
Ans: B
Complexity: Easy
Ahead: The Miller–Stoeckel Client Education Model
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Remembering/Understanding

3. The Miller–Stoeckel Client Education Model is composed of which main concepts?
A) The Nurse as Educator, Client as Learner, Nurse Client Relationship, and Client Education Outcomes
B) Assessment, analysis, planning, implementation, and evaluation
C) Cultural Caring, Communication, Collaboration, and Negotiation
D) Health, Illness, and Health Education

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Ans: A
Complexity: Easy
Ahead: The Miller–Stoeckel Client Education Model
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Remembering/Understanding

4. The Miller–Stoeckel Client Education Model uses the term client instead of patient for what reason?
A) Clients pay for services and insurance pays for patients.
B) Patients sign contracts before receiving health care.
C) Patients need to have a designated physician to receive health care.
D) Clients are free to refuse to accept services, counsel, and teaching that nurses offer.
Ans: D
Complexity: Moderate
Ahead: Client as Learner
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Applying/Analyzing

5. The embedded concepts that shape the environment of the Nurse–Client Relationship in the Miller–Stoeckel Client Education Model are:
A) health and illness.
B) formative and summative evaluation.
C) teaching learning theories and teaching styles.
D) Cultural Caring, Collaboration, Communication, and Negotiation.
Ans: D
Complexity: Easy
Ahead: Nurse–Client Relationship
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Remembering/Understanding

6. The teaching role of nurses is drawn from a historical context that was set by all the following organizations *except*:
A) the National League for Nursing (NLN).
B) the American Medical Association (AMA).
C) American Nurses Association (ANA).
D) American Hospital Association (AHA).
Ans: B
Complexity: Moderate
Ahead: Nurse as Educator
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Applying/Analysis

7. Which example demonstrates the summative evaluation process?

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A) The client verbalizes that the learning environment is distracting.
B) The client utilizes the teaching successfully in daily life.
C) The client verbalizes understanding of the goal of the learning session.
D) The client expresses gratitude to the nurse after a learning experience.
Ans: B
Complexity: Difficult
Ahead: Client Education Outcomes
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Applying/Analyzing

8. The reason that nurses as educators rely on substantiated research is because:
A) most educational research is unreliable.
B) steps in the research process may be missing in educational research.
C) it is difficult to find research on health education.
D) it ensures use of current effective health education practices and teaching strategies.
Ans: D
Complexity: Moderate
Ahead: Nurse–Client Relationship
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Applying/Analyzing

9. The purpose of the Stoeckel Wellness–Illness Continuum is to:
A) plot health factors on a continuum to get a holistic picture of the client's health.
B) determine the client's degree of acute illness.
C) explore clients' experiences with health promotion issues.
D) describe past medical treatments.
Ans: A
Complexity: Difficult
Ahead: Definitions
Subject: Chapter 1
Title: Overview of the Miller–Stoeckel Client Education Model
Taxonomy: Applying/Analyzing

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