

Test Bank for Client Education Theory and Practice 4th Miller

Import Settings:
Base Settings: Brownstone Default
Information Field: Complexity
Information Field: Ahead
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Highest Answer Letter: D
Multiple Keywords in Same Paragraph: No
NAS ISBN13: 9781284298772, add to Ahead, Title tags

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
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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