Learner Feedback Questions #318

1. With toddlers who have type 1 diabetes, it is best if the parent:
   a. explains why the child needs blood draws and insulin injections and shows materials
   b. is organized and prepares for finger pricks and insulin injections out of the toddler’s sight
   c. schedules a time-out if the toddler has a temper tantrum when receiving care
   d. knows the usual age for a toddler to accept the blood draws and insulin injections is about 4 months

2. When doing the finger pricks with toddlers, the parent should say:
   a. “Here’s a little pinch.”
   b. “This will just feel like a bug bite.”
   c. “This won’t hurt.”
   d. “We need to do this to keep you healthy.”

3. With toddlers, if the parents are unsure if the child’s behaviors indicate hypoglycemia, they should:
   a. have the child drink one-third to one-half cup of fruit juice or eat two sleeves of Smarties
   b. review the list of symptoms of hypoglycemia they have been given
   c. test the child’s blood sugar until they have more experience knowing their child’s symptoms
   d. call the child’s primary-care provider

4. Preschoolers have the ability to:
   a. be taught the procedure of a finger prick
   b. understand which foods are permitted and not permitted
   c. independently wash their hands before they receive the insulin injection
   d. cognitively understand what diabetes it

5. A preschool-age child experiencing symptoms of hypoglycemia:
   a. can usually describe the symptoms easily
   b. will try to hide the symptoms from parents
   c. will probably say generally they are not feeling well
   d. may be exaggerated by the child for attention

6. For school-age children, the biggest developmental milestone is:
   a. the child being able to communicate his needs clearly to the school nurse
   b. the child’s ability to read and understand more about his condition
   c. knowing how to apply the rule of 15
   d. being able to independently self-inject their insulin

7. With adolescents with type 1 diabetes, the best treatment goal should be:
   a. help teens identify their issues with their diabetes and know resources to resolve them
   b. continuously reinforce mismanagement of their diabetes leads to life-threatening events
   c. assess the teen’s ability to manage his diabetes with an insulin pump
   d. set up monthly appointments with parents, teen and school nurse to ensure compliance

8. How does magical thinking, common in preschool children, affect the management of diabetes?
   a. Storytelling is effective when teaching children.
   b. Language and explanations need to remain simple to reinforce reality.
   c. Allow the child’s imagination of his illness decrease his anxiety.
   d. Magical thinking often helps the child develop more self-control.

9. Which of the following is NOT a development task of school-age children?
   a. need to be involved in care
   b. able to understand cause and effect
   c. able to describe exercise plan
   d. able to explain personal management plan to school bus driver

10. When a toddler has a tantrum every time an insulin injection is due, the best intervention is to:
    a. ignore the tantrum and reschedule the injection
    b. have two people hold the child down during a tantrum and administer the injection; tell him you love him afterward
    c. try to explain to the child how the insulin injection will keep him healthy
    d. reassure the child several times you’re not trying to hurt him and ask him to calm down

Diabetes: Toddlers to Teens

Earn 1 Contact Hour NOW!

Registration/Answer Form #318

LEARNER FEEDBACK QUESTIONS

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

EVALUATION

1. I can identify common issues experienced by children of various ages who have type 1 diabetes.
   a. strongly agree
   b. agree
   c. neutral
   d. disagree
   e. strongly disagree

2. I can discuss possible solutions with parents and caregivers whose children are experiencing problems typical of children who have type 1 diabetes.
   a. strongly agree
   b. agree
   c. neutral
   d. disagree
   e. strongly disagree

3. I can determine when a child is developmentally ready to take responsibility for different aspects of diabetes care, and when the child is having difficulty managing care.
   a. strongly agree
   b. agree
   c. neutral
   d. disagree
   e. strongly disagree

4. The objectives relate to the overall goal of the article.
   a. strongly agree
   b. agree
   c. neutral
   d. disagree
   e. strongly disagree

5. The article is well-written and logically organized, and defines terms adequately.
   a. strongly agree
   b. agree
   c. neutral
   d. disagree
   e. strongly disagree

Evaluation

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E

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