

- Providing patient education is a key nursing role in any setting. Nurses have higher compliance scores in this area of responsibility if they:
 - use the latest and best commercial teaching aides
 - schedule a 10-minute time period with each patient at the beginning of the shift
 - distribute teaching materials, instruct patient to read and follow up with patient right before discharge
 - find a teaching moment in each patient encounter and use innovative teaching methods
- The best way to estimate a patient's level of knowledge about his health is to:
 - give him an oral or written basic pre-test
 - use "tell me" statements like "tell me your routine about taking all your meds for a day"
 - ask him to tell you what he learned at your last session
 - ask him to tell you if he thinks he will remember what you taught him when he is discharged
- After the nurse has taught the patient "need-to know" information, the best way to evaluate he learned what he was taught is to:
 - evaluate the questions he asks
 - ask him to repeat what the nurse just taught
 - ask him to teach the lesson as if instructing a family member
 - ask him what further questions he has
- The following points should be followed when using graphics for teaching EXCEPT:
 - use visuals that enhance the message
 - use negative or gory messages if this is the only way to get a point across
 - outdated graphics distract the learner even if the message is correct
 - use line drawings rather than photographs when possible
- Using comics as teaching aids:
 - consumes too much preparation time for benefits received
 - is seen by many learners as insulting to their intelligence
 - are effective with those with different learning needs and styles
 - are effective if only pictures, not words, are used
- When there is silence from learners when you ask them a question, it is probably because of all of the following EXCEPT:
 - they may not understand any medical terms, even simple ones
 - in certain cultures, people don't ask questions because they are taught not to question authority
 - they may feel others will think their question reflects unintelligence
 - they have understood the teaching and have no need to ask questions
- The National Library of Medicine's MedlinePlus:
 - is not a reliable source of information for RNs and MDs
 - is available to all U.S. citizens if they pay a nominal annual fee
 - provides high-quality interactive tutorials on numerous health conditions and is free
 - cannot be copied and shared with others because of copyright laws

- When the nurse previews educational material, which criterion is most important to consider?
 - Is the material eye-catching and colorful?
 - Does the content include the latest evidence?
 - Will it appeal to all learning styles?
 - Will it capture the learner's fantasy?
- The best technique to encourage learners to ask questions is to:
 - tell them to write it down and give it to you
 - tell them if they think of any after the session, ask the question at the next session
 - take the attention away from the patient and shift it to the types of questions other patients have had
 - directly ask them to tell you why they aren't asking questions
- You can reward successful learning:
 - if the learner is successful, but not if the learner has learning gaps
 - by providing positive feedback, then correct any misconceptions
 - by giving him a tangible reward, such as a certificate
 - when all your sessions with the patient are completed

Evaluation

- I can use an organized approach to prepare for and complete patient education sessions.
 - strongly agree
 - agree
 - neutral
 - disagree
 - strongly disagree
- I can apply the concepts of Plain Language to create or review health education materials.
 - strongly agree
 - agree
 - neutral
 - disagree
 - strongly disagree
- I can use illustrations and other visuals effectively.
 - strongly agree
 - agree
 - neutral
 - disagree
 - strongly disagree
- I can encourage evaluation of learning by helping patients ask questions.
 - strongly agree
 - agree
 - neutral
 - disagree
 - strongly disagree
- The objectives relate to the overall goal of the article.
 - strongly agree
 - agree
 - neutral
 - disagree
 - strongly disagree
- The article is well-written and logically organized, and defines terms adequately.
 - strongly agree
 - agree
 - neutral
 - disagree
 - strongly disagree

Health Education and Promotion

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- A B C D
- A B C D
- A B C D
- A B C D
- A B C D
- A B C D
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- A B C D

EVALUATION

- A B C D E
- A B C D E
- A B C D E
- A B C D E
- A B C D E
- A B C D E

How many minutes did you need to complete this CE offering?

Minutes: _____

Before September 26, 2013, print this page, complete the multiple choice questions by circling the correct answer and mail or fax to: *ADVANCE for Nurses*, Learning Scope, 2900 Horizon Dr., King of Prussia, PA 19406; 610-278-1426.

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- Manager/Supervisor
- Nursing Administrator
- Nursing Faculty
- Private Practice
- Staff Development
- Staff Nurse
- Program Director

Nursing School Student

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- LPN
- Grad. date ____/____/____
- Senior
- Non-Senior (Digital Only)
- Nursing School.

LPN

- Manager/Supervisor
- Nursing Administrator
- Nursing Faculty
- Private Practice
- Staff Development
- Staff Nurse

PRACTICE SETTING that best describes your setting (fill in just one circle completely)

- | | | | |
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