

**MULTIPLE CHOICE**

1. A patient has been newly diagnosed with hypertension. The nurse reviews the need to develop a collaborative plan of care that includes a goal of adhering to the prescribed regimen. When the nurse is planning teaching for the patient, which is the *most* important initial learning goal?
- The patient will select the type of learning materials they prefer.
  - The patient will verbalize an understanding of the importance of following the regimen.
  - The patient will demonstrate coping skills needed to manage hypertension.
  - The patient will verbalize the side effects of treatment.

ANS: A

Adults learn best when given information they can understand that is tailored to their learning styles and needs. Verbalizing an understanding is important; however, the nurse will first need to teach the patient.

OBJ: NCLEX Client Needs Category: Health Promotion and Maintenance

2. After the nurse implements a teaching plan for a newly diagnosed patient with hypertension, the patient can explain the information but fails to take the medications as prescribed. What is the nurse's *next* action?
- Reeducate the patient, because learning did not occur because the patient's behavior did not change.
  - Review the patient's perception and attitude toward the risks associated with not taking their anti-hypertensives.
  - Take full responsibility for helping the patient make dietary changes.
  - Ask the provider to prescribe a different medication, because the patient does not want to take this medication.

ANS: B

Although the patient's behavior has not changed, the patient's ability to explain the information indicates that learning has occurred. The nurse would need to ask what the patient's perceptions are of taking the medications to determine if the patient understands the ramifications of not taking the medication. The patient may be in the contemplation or preparation state (see Health Belief Model). The nurse should reinforce the need for change and continue to provide information and assistance with planning for change.

OBJ: NCLEX Client Needs Category: Health Promotion and Maintenance

3. A diabetic patient presents to the diabetes clinic with A<sub>1c</sub> levels of 7.5%. The nurse has met this patient for the first time. When applying principles of Theory of Planned Behavior (TPB), which teaching strategy by the nurse is *most* likely to be effective?
- Provide information on the importance of blood glucose control in maintenance of long-term health and evaluate how the patient has been following the prescribed regime.
  - Establish a rapport with the patient by complimenting them on what they did correctly, and ask what strategies they have tried thus far.
  - Refer the patient to a certified diabetic educator, because the educator is an expert on management of diabetes complications.
  - Have the patient explain what medications they are on and what diet they should be following.

ANS: B

Principles of a TPB indicate that the patient will need to establish a good rapport with the nurse in order to talk about nonadherence. If the patient finds it difficult to discuss their diabetes self-management and adherence with the nurse, the patient may not open up to the nurse. Although a referral to an educator is a good idea, it would be better to use this resource as a follow-up for this visit. Having the patient verbalize medications and diet is not part of the TPB method.

OBJ: NCLEX Client Needs Category: Health Promotion and Maintenance

4. The nurse is reviewing a newly diagnosed diabetic, and the patient's readiness to learn about glucose monitoring. Before planning teaching activities, which approach would be *most* effective?
- Assist the patient with long-term goals and plan teaching according to these goals.
  - Provide the patient with all the latest research from the Internet on glucose monitoring.
  - Refer the patient to the diabetic specialist who can assist the patient with the glucometer.
  - Assist the patient in developing realistic short-term goals.

ANS: D

Concordance reflects development of an alliance with patients based on realistic expectations. Providing the patient with the research will not help with the practical skill of using the glucometer. Long-term goals are useful; however, the goals need to be immediate with a newly diagnosed patient learning a new skill. Referring the patient would be useful if the patient has not been able to grasp the concept after several attempts.

OBJ: NCLEX Client Needs Category: Health Promotion and Maintenance

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