#### Test Bank for Maternal and Child Nursing Care 4th Edition by London IBSN 9780133046007

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| Quest        |     |   |       | L |

Id: 136207 Question Title:

Type: MCSA Difficulty Level:

**Calculator:** 

#### **Question Stem**

A 7-year-old client tells you that "Grandpa, Mommy, Daddy, and my brother live at my house." The nurse identifies this family type as:

#### Stimulus

| Answer      |   |
|-------------|---|
| Choice 1    | Traditional.  |
| Rationale 1 | The traditional nuclear family consists of an employed provider parent, a homemaking parent, and the biologic children of this union.   |
| Answer 1    | false   |
| Choice 2    | Binuclear.  |
| Rationale 2 | A binuclear family includes the divorced parents, who have joint custody of their biologic children, who alternate spending varying amounts of time in the home of each parent. |
| Answer 2    | false   |
| Choice 3    | Extended.   |
| Rationale 3 | An extended family contains a parent or a couple who share the house with their children and another adult relative.  |
| Answer 3    | true  |
| Choice 4    | Gay or lesbian.   |
| Rationale 4 | A gay or lesbian family is composed of two same-sex domestic partners; they might or might not have children.   |
| Answer 4    | false   |

#### Global Rationale

Meta 1

Cognitive Level: Understanding

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| Client Need:                     | Health Promotion and Maintenance |
|----------------------------------|----------------------------------|
| Client Need Sub:                 |                                  |
| Nursing/Integrated Concepts:     | Nursing Process: Assessment      |
| Content Area:                    |                                  |
| Content Area Sub:                |                                  |
| Meta 2                           |                                  |
| Clinical Domain:                 |                                  |
| Topical Category:                |                                  |
| Topical SubCategory:             |                                  |
| Pearson Nursing Taxonomy #:      |                                  |
| <b>Taxonomy Category Comment</b> | s:                               |
| Key<br>Terms:                    |                                  |
| Strategy:                        |                                  |
| Meta 3                           |                                  |
| Reference:                       |                                  |
| Source Id:                       |                                  |
| Source Chapter Number:           |                                  |
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| Writer First Name:               |                                  |
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| Royalty:                         |                                  |
| Stakes:                          |                                  |
| Special Handling:                |                                  |
| Comments:                        |                                  |

| <b>Learning Outcome 1:</b>  | 2.1 Compare the characteristics of different types of families. |
|-----------------------------|---|
| <b>Learning Outcome 2:</b>  |   |
| <b>Learning Outcome 3:</b>  |   |
| Learning Outcome 4:         |   |
| <b>Learning Outcome 5:</b>  |   |
| Learning Outcome 6:         |   |
| Learning Outcome 7:         |   |
| Learning Outcome 8:         |   |
| Learning Outcome 9:         |   |
| <b>Learning Outcome 10:</b> |   |
| Learning Outcome 11:        |   |
| <b>Learning Outcome 12:</b> |   |
| Standard 1:                 |   |
| Standard 2:                 |   |
| Standard 3:                 |   |
| Standard 4:                 |   |
| Standard 5:                 |   |
| Standard 6:                 |   |
|                             |   |

#### **Question 136208**

Id: 136208 Question Title:

Type: MCSA Difficulty Level:

**Calculator:** 

#### **Question Stem**

A nurse is performing a family assessment. A father and mother who work are considered what type of family?

#### Stimulus

| Answer      |  |
|-------------|--|
| Choice 1    | A traditional nuclear family   |
| Rationale 1 | The traditional nuclear family is defined as a husband/provider, a wife who stays home, and children.                                      |
| Answer 1    | false  |
| Choice 2    | An extended kin family   |
| Rationale 2 | An extended kin family is a specific form of an extended family.   |
| Answer 2    | false  |
| Choice 3    | An extended family   |
| Rationale 3 | An extended family is defined as couples who share household and childrearing responsibilities with parents, siblings, or other relatives. |
| Answer 3    | false  |
| Choice 4    | A dual-career/dual-earner family   |
| Rationale 4 | A dual-career/dual-earner family is characterized by both parents working, by either choice or necessity.                                  |
| Answer 4    | true   |

#### Global Rationale

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Cognitive Level: Understanding

| Client Need:  | Health Promotion and Maintenance |
|---|----------------------------------|
| Client Need Sub:  |                                  |
| <b>Nursing/Integrated Concepts:</b>   |                                  |
| Content Area:   |                                  |
| Content Area<br>Sub:  |                                  |
| Meta 2  |                                  |
| Clinical Domain:  |                                  |
| <b>Topical Category:</b>  |                                  |
| Topical SubCategory:  |                                  |
| Pearson Nursing Taxonomy #:   |                                  |
| <b>Taxonomy Category Comment</b>  | S:                               |
| Key<br>Terms:   |                                  |
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| Meta 3  |                                  |
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| Meta 3 Reference: Source Id:  |                                  |
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| Meta 3 Reference: Source Id: Source Chapter Number: Source Chapter Title: Source Au Title Ed: Source Usage: Writer First Name: Writer Last Name: Royalty: |                                  |

| <b>Learning Outcome 1:</b>  | 2.1 Compare the characteristics of different types of families. |
|-----------------------------|---|
| <b>Learning Outcome 2:</b>  |   |
| <b>Learning Outcome 3:</b>  |   |
| Learning Outcome 4:         |   |
| <b>Learning Outcome 5:</b>  |   |
| Learning Outcome 6:         |   |
| Learning Outcome 7:         |   |
| Learning Outcome 8:         |   |
| Learning Outcome 9:         |   |
| <b>Learning Outcome 10:</b> |   |
| Learning Outcome 11:        |   |
| <b>Learning Outcome 12:</b> |   |
| Standard 1:                 |   |
| Standard 2:                 |   |
| Standard 3:                 |   |
| Standard 4:                 |   |
| Standard 5:                 |   |
| Standard 6:                 |   |
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| Question 136209 |        |                        |
|-----------------|--------|------------------------|
| Id:             | 136209 | <b>Question Title:</b> |
| Type:           | MCSA   | Difficulty Level:      |
| Calculate       | or:    |                        |

A nurse is comparing several different families' developmental stages. What serves as a marker for a family's developmental stage according to Duvall?

#### Stimulus

| The father's age  |
|---|
| The mother's age, the youngest child's age, and the father's age are not markers, according to Duvall.  |
| false   |
| The oldest child's age  |
| The oldest child's age serves as a marker for the family's developmental stage, except in the last two stages, when children are no longer present. |
| true  |
| The youngest child's age  |
| The mother's age, the youngest child's age, and the father's age are not markers, according to Duvall.  |
| false   |
| The mother's age  |
| The mother's age, the youngest child's age, and the father's age are not markers, according to Duvall.  |
| false   |
|   |

#### Global Rationale

#### Meta 1

**Cognitive Level:** 

| Client Need:                     | Health Promotion and Maintenance |
|----------------------------------|----------------------------------|
| Client Need Sub:                 |                                  |
| Nursing/Integrated Concepts:     | Analysis                         |
| Content Area:                    |                                  |
| Content Area<br>Sub:             |                                  |
| Meta 2                           |                                  |
| Clinical Domain:                 |                                  |
| <b>Topical Category:</b>         |                                  |
| Topical SubCategory:             |                                  |
| Pearson Nursing Taxonomy #:      |                                  |
| <b>Taxonomy Category Comment</b> | s:                               |
| Key<br>Terms:                    |                                  |
| Strategy:                        |                                  |
| Meta 3                           |                                  |
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| Royalty:                         |                                  |
| Stakes:                          |                                  |
| Special Handling:                |                                  |
| Comments:                        |                                  |

| <b>Learning Outcome 1:</b>  | 2.2 Identify the stages of a family life cycle. |
|-----------------------------|---|
| <b>Learning Outcome 2:</b>  |   |
| Learning Outcome 3:         |   |
| Learning Outcome 4:         |   |
| <b>Learning Outcome 5:</b>  |   |
| <b>Learning Outcome 6:</b>  |   |
| Learning Outcome 7:         |   |
| Learning Outcome 8:         |   |
| Learning Outcome 9:         |   |
| Learning Outcome 10:        |   |
| Learning Outcome 11:        |   |
| <b>Learning Outcome 12:</b> |   |
| Standard 1:                 |   |
| Standard 2:                 |   |
| Standard 3:                 |   |
| Standard 4:                 |   |
| Standard 5:                 |   |
| Standard 6:                 |   |

# | Question 136210 | Question Title: | Type: MCSA | Difficulty Level: | Calculator:

#### **Question Stem**

The nurse is caring for a postpartal client who is of Hmong descent and immigrated to the United States five years ago. The client asks for the regular hospital menu because she likes American food. The nurse assesses this response to be related to which of the following cultural concepts?

## Stimulus

| Answer      |   |
|-------------|---|
| Choice 1    | Ethnocentrism   |
| Rationale 1 | Ethnocentrism refers to a social identity that is associated with shared behaviors and patterns.                                  |
| Answer 1    | false   |
| Choice 2    | Enculturation   |
| Rationale 2 | Enculturation is when culture is learned and passed on from generation to generation, and often happens when a group is isolated. |
| Answer 2    | false   |
| Choice 3    | Acculturation   |
| Rationale 3 | Acculturation (assimilation) is the correct assessment because she adapted to a new cultural norm in terms of food choices.       |
| Answer 3    | true  |
| Choice 4    | Stereotyping  |
| Rationale 4 | Stereotyping is assuming that all members of a group have the same characteristics.   |
| Answer 4    | false   |

| <b>Cognitive Level:</b>        | Applying                         |
|--------------------------------|----------------------------------|
| Client Need:                   | Health Promotion and Maintenance |
| Client Need Sub:               |                                  |
| Nursing/Integrated Concepts    |                                  |
| Content Area:                  |                                  |
| Content Area<br>Sub:           |                                  |
| Meta 2                         |                                  |
| Clinical Domain:               |                                  |
| <b>Topical Category:</b>       |                                  |
| Topical SubCategory:           |                                  |
| Pearson Nursing Taxonomy       | # <b>:</b>                       |
| <b>Taxonomy Category Comme</b> | nts:                             |
| Key<br>Terms:                  |                                  |
| Strategy:                      |                                  |
| Meta 3                         |                                  |
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| Royalty:                       |                                  |
| Stakes:                        |                                  |
| Special Handling:              |                                  |
| Comments:                      |                                  |

| Meta 4                     |   |
|----------------------------|---|
| <b>Learning Outcome 1:</b> | 2.3 Identify prevalent cultural norms related to childbearing and childrearing. |
| <b>Learning Outcome 2:</b> |   |
| Learning Outcome 3:        |   |
| Learning Outcome 4:        |   |
| Learning Outcome 5:        |   |
| Learning Outcome 6:        |   |
| Learning Outcome 7:        |   |
| Learning Outcome 8:        |   |
| Learning Outcome 9:        |   |
| Learning Outcome 10:       |   |
| Learning Outcome 11:       |   |
| Learning Outcome 12:       |   |
| Standard 1:                |   |
| Standard 2:                |   |
| Standard 3:                |   |
| Standard 4:                |   |
| Standard 5:                |   |
| Standard 6:                |   |
|                            |   |

# Question 136211 Id: 136211 Question Title: Type: MCSA Difficulty Level: Calculator:

#### **Question Stem**

A home health nurse has set up a home visit with a Korean couple to follow up on their jaundiced 4-day-old baby, who was discharged home yesterday. Considering family power structure, what family members might the nurse expect to see in the home?

## Stimulus

| Answer      |  |
|-------------|--|
| Choice 1    | The grandfather and parents  |
| Rationale 1 | The grandfather is the family member who plays a key role in decision making and who is likely to be present in this situation. Asians traditionally revere their elders and their wisdom. |
| Answer 1    | true   |
| Choice 2    | Just the parents   |
| Rationale 2 | Asians traditionally revere their elders and their wisdom. Just the parents, the grandmother, or the godparents would not have the last word in decision making for this family.           |
| Answer 2    | false  |
| Choice 3    | The godparents   |
| Rationale 3 | Asians traditionally revere their elders and their wisdom. Just the parents, the grandmother, or the godparents would not have the last word in decision making for this family.           |
| Answer 3    | false  |
| Choice 4    | The grandmother  |
| Rationale 4 | Asians traditionally revere their elders and their wisdom. Just the parents, the grandmother, or the godparents would not have the last word in decision making for this family.           |
| Answer 4    | false  |
|             |  |

| Meta 1                           |                                  |
|----------------------------------|----------------------------------|
| Cognitive Level:                 | Analyzing                        |
| Client Need:                     | Health Promotion and Maintenance |
| Client Need Sub:                 |                                  |
| Nursing/Integrated Concepts:     | Nursing Process: Implementation  |
| Content Area:                    |                                  |
| Content Area<br>Sub:             |                                  |
| Meta 2                           |                                  |
| Clinical Domain:                 |                                  |
| <b>Topical Category:</b>         |                                  |
| Topical SubCategory:             |                                  |
| Pearson Nursing Taxonomy #:      |                                  |
| <b>Taxonomy Category Comment</b> | S:                               |
| Key<br>Terms:                    |                                  |
| Strategy:                        |                                  |
| Meta 3                           |                                  |
| Reference:                       |                                  |
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| Royalty:                         |                                  |
| Stakes:                          |                                  |

| <b>Special Handling:</b>    |   |
|-----------------------------|---|
| Comments:                   |   |
|                             |   |
| Meta 4                      |   |
| <b>Learning Outcome 1:</b>  | 2.3 Identify prevalent cultural norms related to childbearing and childrearing. |
| <b>Learning Outcome 2:</b>  |   |
| <b>Learning Outcome 3:</b>  |   |
| <b>Learning Outcome 4:</b>  |   |
| Learning Outcome 5:         |   |
| <b>Learning Outcome 6:</b>  |   |
| <b>Learning Outcome 7:</b>  |   |
| <b>Learning Outcome 8:</b>  |   |
| <b>Learning Outcome 9:</b>  |   |
| <b>Learning Outcome 10:</b> |   |
| <b>Learning Outcome 11:</b> |   |
| <b>Learning Outcome 12:</b> |   |
| Standard 1:                 |   |
| Standard 2:                 |   |
| Standard 3:                 |   |
| Standard 4:                 |   |
| Standard 5:                 |   |
| Standard 6:                 |   |
|                             |   |

## Question 136212 Id: 136212 Question Title: Type: MCSA Difficulty Level: Calculator:

#### **Question Stem**

During the assessment, the nurse notices that a black baby has a darker, slightly bluish-hued patch about 5 cm by 7 cm on the buttocks and lower back. What is the nurse's next action?

### Stimulus

| Answer      |  |
|-------------|--|
| Choice 1    | Confer with the physician about the possibility of a bleeding tendency.  |
| Rationale 1 | If choosing to confer with the physician, the nurse will reveal ignorance in culturally competent assessments.   |
| Answer 1    | false  |
| Choice 2    | Ask the mother about the cause of the bruise.  |
| Rationale 2 | Asking the mother about the cause of the bruise reveals cultural ignorance in a less damaging manner than does calling DSS.  |
| Answer 2    | false  |
| Choice 3    | Call the Department of Social Services (DSS) to report this sign of abuse.   |
| Rationale 3 | The nurse who calls the DSS to report this patch as a sign of abuse will reveal ignorance in culturally competent assessments and possibly provoke harassment of the family. |
| Answer 3    | false  |
| Choice 4    | Chart the presence of a Mongolian spot.  |
| Rationale 4 | The nurse will chart the presence of a Mongolian spot, such as is observed in races with dark skin tones.  |
| Answer 4    | true   |

| Cognitive Level:             | Understanding               |
|------------------------------|-----------------------------|
| Client Need:                 | Physiological Integrity     |
| Client Need Sub:             |                             |
| Nursing/Integrated Concepts: | Nursing Process: Assessment |
| Content Area:                |                             |
| Content Area<br>Sub:         |                             |
| Meta 2                       |                             |
| Clinical Domain:             |                             |
| <b>Topical Category:</b>     |                             |
| Topical SubCategory:         |                             |
| Pearson Nursing Taxonomy #:  |                             |
| Taxonomy Category Comment    | ts:                         |
| Key<br>Terms:                |                             |
| Strategy:                    |                             |
| Meta 3                       |                             |
| Reference:                   |                             |
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| Royalty:                     |                             |
| Stakes:                      |                             |
| Special Handling:            |                             |
| Comments:                    |                             |

| Meta 4               |  |
|----------------------|--|
| Learning Outcome 1:  | 2.4 Summarize the importance of cultural competency in providing nursing care. |
| Learning Outcome 2:  |  |
| Learning Outcome 3:  |  |
| Learning Outcome 4:  |  |
| Learning Outcome 5:  |  |
| Learning Outcome 6:  |  |
| Learning Outcome 7:  |  |
| Learning Outcome 8:  |  |
| Learning Outcome 9:  |  |
| Learning Outcome 10: |  |
| Learning Outcome 11: |  |
| Learning Outcome 12: |  |
| Standard 1:          |  |
| Standard 2:          |  |
| Standard 3:          |  |
| Standard 4:          |  |
| Standard 5:          |  |
| Standard 6:          |  |

# Question 136213 Id: 136213 Question Title: Type: MCSA Difficulty Level: Calculator:

#### **Question Stem**

A woman of Korean descent has just given birth to a son. Her partner wishes to give her sips of hot broth from a thermos they brought with them. They have refused your offer of ice chips or other cold drinks for the client. The nurse should:

### Stimulus

| Explain to the couple that food can't be brought from home, but that the nurse will make hot broth for them.  |
|---|
| Explaining to the couple that food can't be brought from home but that you will make hot broth for them is an incorrect response.   |
| false   |
| Encourage the client to have the broth, after the nurse takes it to the kitchen and boils it first.   |
| Encouraging the client to have broth after you take it to the kitchen and boil it first is an incorrect response.   |
| false   |
| Encourage the partner to feed the client sips of their broth. Ask if the client would like you to bring her some warm water to drink as well.   |
| Encouraging the partner to feed the client sips of their broth and asking if the client would like you to bring her some warm water to drink are approaches that show cultural sensitivity. The equilibrium model of health, based on the concept of balance between light and dark, heat and cold, is the foundation for this belief and practice. |
| true  |
| Explain to the client that she can have the broth if she will also drink cold water or juice.   |
| Explaining to the client that she can have broth if she will drink cold water or juice first does not show cultural sensitivity and does not respect the client's beliefs.  |
| false   |
|   |

| Meta 1                           | A 1 ·                            |
|----------------------------------|----------------------------------|
| Cognitive Level:                 | Applying                         |
| Client Need:                     | Health Promotion and Maintenance |
| Client Need Sub:                 |                                  |
| Nursing/Integrated Concepts:     | Nursing Process: Implementation  |
| Content Area:                    |                                  |
| Content Area<br>Sub:             |                                  |
| Meta 2                           |                                  |
| Clinical Domain:                 |                                  |
| Topical Category:                |                                  |
| Topical SubCategory:             |                                  |
| Pearson Nursing Taxonomy #:      |                                  |
| <b>Taxonomy Category Comment</b> | s:                               |
| Key<br>Terms:                    |                                  |
| Strategy:                        |                                  |
| Meta 3                           |                                  |
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| Royalty:                         |                                  |
| Stakes:                          |                                  |

| Comments:                   |  |
|-----------------------------|--|
|                             |  |
| Meta 4                      |  |
| Learning Outcome 1:         | 2.4 Summarize the importance of cultural competency in providing nursing care. |
| <b>Learning Outcome 2:</b>  |  |
| <b>Learning Outcome 3:</b>  |  |
| <b>Learning Outcome 4:</b>  |  |
| <b>Learning Outcome 5:</b>  |  |
| <b>Learning Outcome 6:</b>  |  |
| <b>Learning Outcome 7:</b>  |  |
| <b>Learning Outcome 8:</b>  |  |
| <b>Learning Outcome 9:</b>  |  |
| <b>Learning Outcome 10:</b> |  |
| <b>Learning Outcome 11:</b> |  |
| <b>Learning Outcome 12:</b> |  |
| Standard 1:                 |  |
| Standard 2:                 |  |
| Standard 3:                 |  |
| Standard 4:                 |  |
| Standard 5:                 |  |
| Standard 6:                 |  |
|                             |  |

**Special Handling:** 

# Id: 136214 Question Title: Type: MCSA Difficulty Level: Calculator:

#### **Question Stem**

The nurse is working with a child newly enrolled into an English-as-a-second-language class. The nurse wants to teach the child about the importance of handwashing before meals and of not eating food dropped on the exam room floor. The best way to assimilate the nurse's cultural values about hygienic nutrition is to:

### Stimulus

| Answer      |  |  |  |
|-------------|--|--|--|
| Choice 1    | Have the child repeat his interpretation of the information that was taught.   |  |  |
| Rationale 1 | 3. When an interpreter is not available, asking the client to repeat her understanding of what was taught reveals how concepts were understood.  |  |  |
| Answer 1    | true   |  |  |
| Choice 2    | Schedule a medical interpreter to accompany the client to his next visit.  |  |  |
| Rationale 2 | In working with families with limited English proficiency, it is optimal to have a medical interpreter present for the entire visit. When teaching has been done, the nurse has a responsibility to assess client understanding; thus, an interpreter at the next visit will not help the nurse or the client now. |  |  |
| Answer 2    | false  |  |  |
| Choice 3    | Have the nurse model proper handwashing before examining the child and throw out the dropped cookie.   |  |  |
| Rationale 3 | Assimilation is described as adopting and incorporating traits of the new culture within one's practices. Information must be understood before it is assimilated. The purpose of modeled behavior might be misunderstood if it is not accompanied by an explanation.  |  |  |
| Answer 3    | false  |  |  |
| Choice 4    | Provide written materials in English about hygiene and diet for the client to take home.   |  |  |
| Rationale 4 | Written materials in English hold minimal value for clients with limited understanding.  |  |  |
| Answer 4    | false  |  |  |

| Meta 1                           |                                  |  |  |  |
|----------------------------------|----------------------------------|--|--|--|
| Cognitive Level:                 | Analyzing                        |  |  |  |
| Client Need:                     | Health Promotion and Maintenance |  |  |  |
| Client Need Sub:                 |                                  |  |  |  |
| Nursing/Integrated Concepts:     | Nursing Process: Implementation  |  |  |  |
| Content Area:                    |                                  |  |  |  |
| Content Area<br>Sub:             |                                  |  |  |  |
| Meta 2                           |                                  |  |  |  |
| Clinical Domain:                 |                                  |  |  |  |
| <b>Topical Category:</b>         |                                  |  |  |  |
| Topical SubCategory:             |                                  |  |  |  |
| Pearson Nursing Taxonomy #:      |                                  |  |  |  |
| <b>Taxonomy Category Comment</b> | S:                               |  |  |  |
| Key<br>Terms:                    |                                  |  |  |  |
| Strategy:                        |                                  |  |  |  |
| Meta 3                           |                                  |  |  |  |
| Reference:                       |                                  |  |  |  |
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| Stakes:                          |                                  |  |  |  |

| <b>Special Handling:</b>    |  |
|-----------------------------|--|
| Comments:                   |  |
|                             |  |
| Meta 4                      |  |
| <b>Learning Outcome 1:</b>  | 2.5 Discuss the use of a cultural assessment tool as a means of providing culturally sensitive care. |
| <b>Learning Outcome 2:</b>  |  |
| <b>Learning Outcome 3:</b>  |  |
| <b>Learning Outcome 4:</b>  |  |
| <b>Learning Outcome 5:</b>  |  |
| <b>Learning Outcome 6:</b>  |  |
| <b>Learning Outcome 7:</b>  |  |
| <b>Learning Outcome 8:</b>  |  |
| <b>Learning Outcome 9:</b>  |  |
| <b>Learning Outcome 10:</b> |  |
| <b>Learning Outcome 11:</b> |  |
| <b>Learning Outcome 12:</b> |  |
| Standard 1:                 |  |
| Standard 2:                 |  |
| Standard 3:                 |  |
| Standard 4:                 |  |
| Standard 5:                 |  |
| Standard 6:                 |  |
|                             |  |

#### **Question 136215**

Id: 136215 Question Title:

Type: MCSA Difficulty Level:

**Calculator:** 

#### **Question Stem**

The charge nurse is reviewing the care plans written by the unit's staff nurses. The charge nurse recognizes that the NANDA nursing diagnosis most likely to be construed as culturally biased and possibly offensive is:

#### Stimulus

| Spiritual Distress related to discrepancy between beliefs and prescribed treatment.   |  |  |
|---|--|--|
| This option seeks to explain how the culturally sensitive nurse can partner with the families more effectively.   |  |  |
| false   |  |  |
| Interrupted Family Processes related to a shift in family roles secondary to demands of illness.  |  |  |
| This option seeks to explain how the culturally sensitive nurse can partner with the families more effectively.   |  |  |
| false   |  |  |
| Noncompliance related to impaired verbal communication secondary to recent immigration from non—English-speaking area.  |  |  |
| The phrase "impaired verbal communication" might be offensive because speaking a different language is not equivalent to being impaired, and noncompliance does not stem from misunderstanding. |  |  |
| true  |  |  |
| Fear related to separation from support system during hospitalization.  |  |  |
| This option seeks to explain how the culturally sensitive nurse can partner with the families more effectively.   |  |  |
| false   |  |  |
|   |  |  |

| Meta 1                              |                            |
|-------------------------------------|----------------------------|
| <b>Cognitive Level:</b>             | Analyzing                  |
| Client Need:                        | Psychosocial Integrity     |
| Client Need Sub:                    |                            |
| <b>Nursing/Integrated Concepts:</b> | Nursing Process: Diagnosis |
| Content Area:                       |                            |
| Content Area Sub:                   |                            |
| Meta 2                              |                            |
| Clinical Domain:                    |                            |
| Topical Category:                   |                            |
| Topical SubCategory:                |                            |
| Pearson Nursing Taxonomy #:         |                            |
| <b>Taxonomy Category Comment</b>    | ts:                        |
| Key<br>Terms:                       |                            |
| Strategy:                           |                            |
| Meta 3                              |                            |
| Reference:                          |                            |
| Source Id:                          |                            |
| Source Chapter Number:              |                            |
| Source Chapter Title:               |                            |
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| Source Usage:                       |                            |
| Writer First Name:                  |                            |
| Writer Last Name:                   |                            |
| Royalty:                            |                            |
| Stakes:                             |                            |
| Special Handling:                   |                            |
| Comments:                           |                            |

| Meta 4               |  |
|----------------------|--|
| Learning Outcome 1:  | 2.5 Discuss the use of a cultural assessment tool as a means of providing culturally sensitive care. |
| Learning Outcome 2:  |  |
| Learning Outcome 3:  |  |
| Learning Outcome 4:  |  |
| Learning Outcome 5:  |  |
| Learning Outcome 6:  |  |
| Learning Outcome 7:  |  |
| Learning Outcome 8:  |  |
| Learning Outcome 9:  |  |
| Learning Outcome 10: |  |
| Learning Outcome 11: |  |
| Learning Outcome 12: |  |
| Standard 1:          |  |
| Standard 2:          |  |
| Standard 3:          |  |
| Standard 4:          |  |
| Standard 5:          |  |
| Standard 6:          |  |

# Question 136216 Id: 136216 Question Title: Type: MCSA Difficulty Level: Calculator:

#### **Question Stem**

A nurse is working in a clinic where children from several cultures are seen. As a first step toward the goal of personal cultural competence, the nurse will:

### Stimulus

| Answer      |   |  |  |
|-------------|---|--|--|
| Choice 1    | Enhance cultural skills.  |  |  |
| Rationale 1 | Ways to enhance cultural skill include learning a prevalent language or learning how to recognize health-manifesting skin color variations in different races.  |  |  |
| Answer 1    | false   |  |  |
| Choice 2    | Acquire cultural knowledge.   |  |  |
| Rationale 2 | Another early step, although not the first step, is acquiring cultural knowledge, and includes studying information about the beliefs, biological variations, and favored treatments of specific cultural groups.   |  |  |
| Answer 2    | false   |  |  |
| Choice 3    | Seek cultural encounters.   |  |  |
| Rationale 3 | During daily interactions with clients from diverse backgrounds, these cultural encounters allow the nurse to appreciate the uniqueness of individuals from varying backgrounds.  |  |  |
| Answer 3    | false   |  |  |
| Choice 4    | Gain cultural awareness.  |  |  |
| Rationale 4 | Campinha-Bacote's theory of cultural competence sees the health care professional in a state of ever-increasing cultural competence. One begins by gaining cultural awareness or by gaining an effective and cognitive self-awareness of personal worldview biases, beliefs, etc. |  |  |
| Answer 4    | true  |  |  |

| Meta 1                           |                           |
|----------------------------------|---------------------------|
| Cognitive Level:                 | Applying                  |
| Client Need:                     | Psychosocial Integrity    |
| Client Need Sub:                 |                           |
| Nursing/Integrated Concepts:     | Nursing Process: Planning |
| Content Area:                    |                           |
| Content Area<br>Sub:             |                           |
| Meta 2                           |                           |
| Clinical Domain:                 |                           |
| Topical Category:                |                           |
| Topical SubCategory:             |                           |
| Pearson Nursing Taxonomy #:      |                           |
| <b>Taxonomy Category Comment</b> | s:                        |
| Key<br>Terms:                    |                           |
| Strategy:                        |                           |
| Meta 3                           |                           |
| Reference:                       |                           |
| Source Id:                       |                           |
| Source Chapter Number:           |                           |
| Source Chapter Title:            |                           |
| Source Au Title Ed:              |                           |
| Source Usage:                    |                           |
| Writer First Name:               |                           |
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| Royalty:                         |                           |
| Stakes:                          |                           |

| <b>Special Handling:</b>    |  |
|-----------------------------|--|
| Comments:                   |  |
|                             |  |
| Meta 4                      |  |
| <b>Learning Outcome 1:</b>  | 2.5 Discuss the use of a cultural assessment tool as a means of providing culturally sensitive care. |
| <b>Learning Outcome 2:</b>  |  |
| <b>Learning Outcome 3:</b>  |  |
| <b>Learning Outcome 4:</b>  |  |
| <b>Learning Outcome 5:</b>  |  |
| <b>Learning Outcome 6:</b>  |  |
| <b>Learning Outcome 7:</b>  |  |
| <b>Learning Outcome 8:</b>  |  |
| <b>Learning Outcome 9:</b>  |  |
| <b>Learning Outcome 10:</b> |  |
| <b>Learning Outcome 11:</b> |  |
| <b>Learning Outcome 12:</b> |  |
| Standard 1:                 |  |
| Standard 2:                 |  |
| Standard 3:                 |  |
| Standard 4:                 |  |
| Standard 5:                 |  |
| Standard 6:                 |  |
|                             |  |

## Question 136217 Id: 136217 Question Title: Type: MCSA Difficulty Level:

**Calculator:** 

#### **Question Stem**

The nurse is working with a child whose religious beliefs differ from those of the general population. The best nursing intervention to use to meet the specific spiritual needs of this child and family is to:

#### Stimulus

| Answer      |  |  |  |
|-------------|--|--|--|
| Choice 1    | Show respect while allowing time and privacy for religious rituals.  |  |  |
| Rationale 1 | Showing respect while allowing time and privacy for religious rituals is an intervention.                        |  |  |
| Answer 1    | true   |  |  |
| Choice 2    | Ask "What do you think caused the child's illness?"  |  |  |
| Rationale 2 | This may be part of the spiritual assessment process.  |  |  |
| Answer 2    | false  |  |  |
| Choice 3    | Ask "How do the child's and family's religious/spiritual beliefs impact their practices for health and illness?" |  |  |
| Rationale 3 | This may be part of the spiritual assessment process.  |  |  |
| Answer 3    | false  |  |  |
| Choice 4    | Identify health care practices forbidden by religious or spiritual beliefs.                                      |  |  |
| Rationale 4 | This may be part of the spiritual assessment process.  |  |  |
| Answer 4    | false  |  |  |
|             |  |  |  |

#### Global Rationale

| _     | _    |     |     |      |
|-------|------|-----|-----|------|
| 10.7  | -    |     | 4   | li i |
| - 111 | VA I | ray | HU. | - 1  |
|       |      |     |     |      |

Cognitive Level: Applying

| Client Need:                        | Psychosocial Integrity          |  |
|-------------------------------------|---------------------------------|--|
| Client Need Sub:                    |                                 |  |
| <b>Nursing/Integrated Concepts:</b> | Nursing Process: Implementation |  |
| Content Area:                       |                                 |  |
| Content Area Sub:                   |                                 |  |
| Meta 2                              |                                 |  |
| Clinical Domain:                    |                                 |  |
| Topical Category:                   |                                 |  |
| Topical SubCategory:                |                                 |  |
| Pearson Nursing Taxonomy #:         |                                 |  |
| <b>Taxonomy Category Comment</b>    | s:                              |  |
| Key<br>Terms:                       |                                 |  |
| Strategy:                           |                                 |  |
| Meta 3                              |                                 |  |
| Reference:                          |                                 |  |
| Source Id:                          |                                 |  |
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| Royalty:                            |                                 |  |
| Stakes:                             |                                 |  |
| Special Handling:                   |                                 |  |
| Comments:                           |                                 |  |

| <b>Learning Outcome 1:</b> | 2.6 Identify key considerations in providing spiritually sensitive care. |
|----------------------------|--|
| Learning Outcome 2:        |  |
| Learning Outcome 3:        |  |
| Learning Outcome 4:        |  |
| Learning Outcome 5:        |  |
| Learning Outcome 6:        |  |
| Learning Outcome 7:        |  |
| Learning Outcome 8:        |  |
| Learning Outcome 9:        |  |
| Learning Outcome 10:       |  |
| Learning Outcome 11:       |  |
| Learning Outcome 12:       |  |
| Standard 1:                |  |
| Standard 2:                |  |
| Standard 3:                |  |
| Standard 4:                |  |
| Standard 5:                |  |
| Standard 6:                |  |
|                            |  |

| Question 136218 |        |                   |
|-----------------|--------|-------------------|
| Id:             | 136218 | Question Title:   |
| Type:           | MCMA   | Difficulty Level: |
| Calculator      | 3      |                   |

The dramatic increase in complementary and alternative therapies that began in the final decade of the twentieth century probably was the result of which of the following factors? Select all that apply.

| Standard Text<br>Select all that apply. |  |
|---|--|
| Select all that apply.                  |  |
|   |  |
|   |  |
|   |  |
| Stimulus                                |  |
|   |  |
|   |  |

| Answer      |  |
|-------------|--|
| Choice 1    | Increased international travel   |
| Rationale 1 | The advent of the Internet, along with increased consumer awareness of the limitations of the current conventional medicine and increased international travel, has received increased media attention.  |
| Answer 1    | true   |
| Choice 2    | Increased media attention  |
| Rationale 2 | The advent of the Internet, along with increased consumer awareness of the limitations of the current conventional medicine and increased international travel, has received increased media attention.  |
| Answer 2    | true   |
| Choice 3    | Increased consumer awareness of the limitations of conventional medicine   |
| Rationale 3 | The advent of the Internet, along with increased consumer awareness of the limitations of the current conventional medicine and increased international travel, has received increased media attention.<br>-4. The advent of the Internet, along with increased consumer awareness of the limitations of the |
| Answer 3    | true   |
| Choice 4    | The use of traditional Western medicine for treatment  |
| Rationale 4 | The use of traditional Western medicine for treatment often has stopped the use of complementary therapies and forced clients to hide the fact they use them from their health care providers.   |

| Answer 4                     | false   |  |  |  |
|------------------------------|---|--|--|--|
| Choice 5                     | The advent of the Internet  |  |  |  |
| Rationale 5                  | The advent of the Internet, along with increased consumer awareness of the limitations of the current conventional medicine and increased international travel, has received increased media attention. |  |  |  |
| Answer 5                     | true  |  |  |  |
| Global Rationale             |   |  |  |  |
|                              |   |  |  |  |
|                              |   |  |  |  |
| Meta 1                       |   |  |  |  |
| Cognitive Level:             | Applying  |  |  |  |
| Client Need:                 | Health Promotion and Maintenance  |  |  |  |
| Client Need Sub:             |   |  |  |  |
| Nursing/Integrated Concepts: | Nursing Process: Assessment   |  |  |  |
| Content Area:                |   |  |  |  |
| Content Area<br>Sub:         |   |  |  |  |
| Meta 2                       |   |  |  |  |
| Clinical Domain:             |   |  |  |  |
| Горіcal Category:            |   |  |  |  |
| Горіcal SubCategory:         |   |  |  |  |
| Pearson Nursing Taxonomy #:  |   |  |  |  |
| Гахопоту Category Comment    | ts:   |  |  |  |
| Key<br>Ferms:                |   |  |  |  |
| Strategy:                    |   |  |  |  |
| Meta 3                       |   |  |  |  |
| Reference:                   |   |  |  |  |
| Source Id:                   |   |  |  |  |
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| Stakes:                    |  |
| Special Handling:          |  |
| Comments:                  |  |
|                            |  |
| Meta 4                     |  |
| <b>Learning Outcome 1:</b> | 2.7 Differentiate between complementary and alternative therapies. |
| Learning Outcome 2:        |  |
| Learning Outcome 3:        |  |
| Learning Outcome 4:        |  |
| Learning Outcome 5:        |  |
| Learning Outcome 6:        |  |
| Learning Outcome 7:        |  |
| Learning Outcome 8:        |  |
| Learning Outcome 9:        |  |
| Learning Outcome 10:       |  |
| Learning Outcome 11:       |  |
| Learning Outcome 12:       |  |
| Standard 1:                |  |
| Standard 2:                |  |
| Standard 3:                |  |
| Standard 4:                |  |
| Standard 5:                |  |
| Standard 6:                |  |

| Question 136219 |        |                   |
|-----------------|--------|-------------------|
| Id:             | 136219 | Question Title:   |
| Type:           | MCMA   | Difficulty Level: |
| Calculator:     |        |                   |

Complementary and alternative therapies have many benefits for the childbearing family and others. However, many of these remedies have associated risks. Which of the following situations would be considered a risk? Select all that apply.

| Standard Text          |  |  |
|------------------------|--|--|
| Select all that apply. |  |  |
| 11 7                   |  |  |
|                        |  |  |
|                        |  |  |
|                        |  |  |
| Stimulus               |  |  |
|                        |  |  |
|                        |  |  |
|                        |  |  |
|                        |  |  |
|                        |  |  |

| Answer      |   |
|-------------|---|
| Choice 1    | Getting a massage from a licensed massage therapist for back pain, prescribed by the primary caregiver  |
| Rationale 1 | Getting a massage from a licensed massage therapist for back pain and prescribed by the primary caregiver is a perfectly good use of complementary therapies.   |
| Answer 1    | true  |
| Choice 2    | Joining a group that practices tai chi weekly to help with physical fitness and movement  |
| Rationale 2 | Joining a group that practices tai chi weekly to help with physical fitness and movement is a perfectly good use of complementary therapies.  |
| Answer 2    | true  |
| Choice 3    | Taking an herbal preparation suggested by a health food store worker for treatment of leg pain  |
| Rationale 3 | Lack of standardization, lack of regulation and research to substantiate their safety and effectiveness, and inadequate training and certification of some healers make some therapies risky. Taking an herbal preparation suggested by a health food store worker for treatment of leg pain is a risk factor when considering these therapies. |
| Answer 3    | false   |
| Choice 4    | Trying out a homeopathic medicine from a friend to reduce swelling in the legs  |
| Rationale 4 | Lack of standardization, lack of regulation and research to substantiate their safety and effectiveness, and inadequate training and certification of some  |

|   | healers make some therapies risky. Trying out a homeopathic medicine from a friend to reduce swelling in your legs is a risk factor when considering these therapies. |  |  |
|---|---|--|--|
| Answer 4  | false   |  |  |
| Choice 5  | Getting a chiropractic treatment for lower back pain due to discomforts of pregnancy without telling the primary health care provider                                 |  |  |
| Lack of standardization, lack of regulation and research to substantia safety and effectiveness, and inadequate training and certification of healers make some therapies risky. Getting a chiropractic treatment f back pain due to discomforts of pregnancy without telling the primar care provider is a risk factor when considering these therapies. |   |  |  |
| Answer 5  | false   |  |  |
| Global Rationale  |   |  |  |
| Meta 1  |   |  |  |
| Cognitive Level:  | Applying  |  |  |
| Client Need:  | Safe Effective Care Environment   |  |  |
| Client Need Sub:  |   |  |  |
| Nursing/Integrated Concepts:  | Nursing Process: Assessment   |  |  |
| Content Area:   |   |  |  |
| Content Area<br>Sub:  |   |  |  |
| Meta 2  |   |  |  |
| Clinical Domain:  |   |  |  |
| Topical Category:   |   |  |  |
| Topical SubCategory:  |   |  |  |
| Pearson Nursing Taxonomy #:   |   |  |  |
| <b>Taxonomy Category Comment</b>  | s:  |  |  |
| Key<br>Terms:   |   |  |  |
| Strategy:   |   |  |  |
| Meta 3  |   |  |  |
| Reference:  |   |  |  |
| Source Id:  |   |  |  |

| <b>Source Chapter Number:</b> |   |
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| <b>Source Chapter Title:</b>  |   |
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| Stakes:                       |   |
| Special Handling:             |   |
| Comments:                     |   |
|                               |   |
| Meta 4                        |   |
| <b>Learning Outcome 1:</b>    | 2.8 Determine the benefits and risks of complementary and alternative therapies |
| <b>Learning Outcome 2:</b>    |   |
| <b>Learning Outcome 3:</b>    |   |
| <b>Learning Outcome 4:</b>    |   |
| <b>Learning Outcome 5:</b>    |   |
| <b>Learning Outcome 6:</b>    |   |
| Learning Outcome 7:           |   |
| Learning Outcome 8:           |   |
| Learning Outcome 9:           |   |
| Learning Outcome 10:          |   |
| Learning Outcome 11:          |   |
| Learning Outcome 12:          |   |
| Standard 1:                   |   |
| Standard 2:                   |   |
| Standard 3:                   |   |
| Standard 4:                   |   |

| Standard 5: |  |  |
|-------------|--|--|
| Standard 6: |  |  |

| Question 136220 |        |                        |
|-----------------|--------|------------------------|
| Id:             | 136220 | <b>Question Title:</b> |
| Type:           | MCSA   | Difficulty Level:      |
| Calculator:     |        |                        |

A pregnant client is interested in the use of herbs during her pregnancy. There are basic principles the nurse should follow in advising the client. Which of the following would not be considered a basic principle?

### Stimulus

| Consult with your health care provider before taking any herbs, even as teas.  |
|--|
| Avoiding the use of any herbs during the first trimester, avoiding the use of highly concentrated extracts of herbs, and consulting with a health care provider before taking any herbs, even as teas, are the basic principles. |
| false  |
| Avoid highly concentrated extracts of herbs.   |
| Avoiding the use of any herbs during the first trimester, avoiding the use of highly concentrated extracts of herbs, and consulting with a health care provider before taking any herbs, even as teas, are the basic principles. |
| false  |
| Avoid the use of any herbs throughout pregnancy.   |
| Avoiding the use of any herbs throughout pregnancy is not necessary. Many herbal preparations can be used after the first trimester if the basic principles found in the other answers are followed.                             |
| true   |
| Avoid the use of any herbs during the first trimester.   |
| Avoiding the use of any herbs during the first trimester, avoiding the use of highly concentrated extracts of herbs, and consulting with a health care provider before taking any herbs, even as teas, are the basic principles. |
| false  |
|  |

| Meta 1                       |                                 |  |
|------------------------------|---------------------------------|--|
| Cognitive Level:             | Applying                        |  |
| Client Need:                 | Safe Effective Care Environment |  |
| Client Need Sub:             |                                 |  |
| Nursing/Integrated Concepts: | Nursing Process: Planning       |  |
| Content Area:                |                                 |  |
| Content Area<br>Sub:         |                                 |  |
| Meta 2                       |                                 |  |
| Clinical Domain:             |                                 |  |
| Topical Category:            |                                 |  |
| Topical SubCategory:         |                                 |  |
| Pearson Nursing Taxonomy #:  |                                 |  |
| Taxonomy Category Comment    | is:                             |  |
| Key<br>Terms:                |                                 |  |
| Strategy:                    |                                 |  |
| Meta 3                       |                                 |  |
| Reference:                   |                                 |  |
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| Royalty:                     |                                 |  |
| Stakes:                      |                                 |  |
| Special Handling:            |                                 |  |
| Comments:                    |                                 |  |

| Meta 4                     |   |  |
|----------------------------|---|--|
| Learning Outcome 1:        | 2.9 Summarize complementary therapies appropriate for the nurse to use with childbearing and childrearing families. |  |
| <b>Learning Outcome 2:</b> |   |  |
| Learning Outcome 3:        |   |  |
| Learning Outcome 4:        |   |  |
| Learning Outcome 5:        |   |  |
| Learning Outcome 6:        |   |  |
| Learning Outcome 7:        |   |  |
| Learning Outcome 8:        |   |  |
| Learning Outcome 9:        |   |  |
| Learning Outcome 10:       |   |  |
| Learning Outcome 11:       |   |  |
| Learning Outcome 12:       |   |  |
| Standard 1:                |   |  |
| Standard 2:                |   |  |
| Standard 3:                |   |  |
| Standard 4:                |   |  |
| Standard 5:                |   |  |
| Standard 6:                |   |  |

| Question 136221 |        |                   |
|-----------------|--------|-------------------|
| Id:             | 136221 | Question Title:   |
| Type:           | MCSA   | Difficulty Level: |
| Calculator:     |        |                   |

A nurse is reviewing research related to use of complementary and alternative therapies medicine. The nurse discovers that the people most likely to use complementary and alternative therapies medicine are:

### Stimulus

| Answer      |  |
|-------------|--|
| Choice 1    | Elderly women who are middle-class.  |
| Rationale 1 | Elderly women who are middle-class use complementary therapies less than affluent middle-aged women do. Eighty percent of all people who do use them also use conventional medicine.           |
| Answer 1    | false  |
| Choice 2    | Affluent middle-aged women.  |
| Rationale 2 | Research suggests that middle-aged women who are affluent use complementary medicine most often. Eighty percent of all people who do use them also use conventional medicine.                  |
| Answer 2    | true   |
| Choice 3    | Affluent middle-aged men.  |
| Rationale 3 | Middle-aged men who are affluent use complementary therapies less than affluent middle-aged women do. Eighty percent of all people who do use them also use conventional medicine.             |
| Answer 3    | false  |
| Choice 4    | Women in their twenties who are middle-class.  |
| Rationale 4 | Women in their twenties who are middle-class use complementary therapies less than affluent middle-aged women do. Eighty percent of all people who do use them also use conventional medicine. |
| Answer 4    | false  |

| Meta 1                       |                                 |  |
|------------------------------|---------------------------------|--|
| Cognitive Level:             | Remembering                     |  |
| Client Need:                 | Safe Effective Care Environment |  |
| Client Need Sub:             |                                 |  |
| Nursing/Integrated Concepts: | Nursing Process: Assessment     |  |
| Content Area:                |                                 |  |
| Content Area<br>Sub:         |                                 |  |
| Meta 2                       |                                 |  |
| Clinical Domain:             |                                 |  |
| Topical Category:            |                                 |  |
| Topical SubCategory:         |                                 |  |
| Pearson Nursing Taxonomy #:  |                                 |  |
| Taxonomy Category Comment    | is:                             |  |
| Key<br>Terms:                |                                 |  |
| Strategy:                    |                                 |  |
| Meta 3                       |                                 |  |
| Reference:                   |                                 |  |
| Source Id:                   |                                 |  |
| Source Chapter Number:       |                                 |  |
| Source Chapter Title:        |                                 |  |
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| Writer Last Name:            |                                 |  |
| Royalty:                     |                                 |  |
| Stakes:                      |                                 |  |
| Special Handling:            |                                 |  |
| Comments:                    |                                 |  |

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| Meta 4               |   |  |
|----------------------|---|--|
| Learning Outcome 1:  | 2.9 Summarize complementary therapies appropriate for the nurse to use with childbearing and childrearing families. |  |
| Learning Outcome 2:  |   |  |
| Learning Outcome 3:  |   |  |
| Learning Outcome 4:  |   |  |
| Learning Outcome 5:  |   |  |
| Learning Outcome 6:  |   |  |
| Learning Outcome 7:  |   |  |
| Learning Outcome 8:  |   |  |
| Learning Outcome 9:  |   |  |
| Learning Outcome 10: |   |  |
| Learning Outcome 11: |   |  |
| Learning Outcome 12: |   |  |
| Standard 1:          |   |  |
| Standard 2:          |   |  |
| Standard 3:          |   |  |
| Standard 4:          |   |  |
| Standard 5:          |   |  |
| Standard 6:          |   |  |