Philadelphia University

Faculty of Nursing

[Therapeutic Communication and Communication Skills]

 [Second Semester] - [2023/2024]

[Quiz]

Date of the exam: [22/05/2024]

Duration of the exam: [12 minutes]

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| **Student Data** |
| Student’s Name: ..........................................................................................Student’s University Number: ....................................................................Section Number: [1] |
| **Examiner (s)**  |
| Name/Title of Examiner: [Dr. Mohammad Al-Ma’ani] |
| **Questions** |
| Type of Questions | Number of Questions | Assigned Marks | Obtained |
| MCQs  | 10 | **10** |  |
| Matching  |  |  |  |
| Short answer  |  |  |  |
| Chart  |  |  |  |
| Essay |  |  |  |
| **Total** | **10** | **10** |  |

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| **Program outcome competencies (JNC+HEAC)** | **Questions covering the competency** | **Number of questions covering the competency** | **Percentage of questions covering the competency**  | **Targeted percentage of the competency** |
| 1. Safe & effective care environment  |  |  |  | 25 – 35% |
| 2. Health promotion/prevention and maintenance  | Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10 | 10 | 100% | 10 – 15% |
| 3. Physiological integrity |  |  |  | 25 – 35% |
| 4. Psychosocial integrity |  |  |  | 5 – 10% |
| 5. Global health and health economics  |  |  |  | 5 – 10% |
| **Total** |  | **10** | **100%** | **100%** |

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| **Number** | **CLO** | **Questions covering the CLO** | **Number of questions covering the CLO** | **Percentage of questions covering the CLO** |
| K1 | Integrate evidenced-based knowledge principles drawn from nursing, psychology, and related theoretical frameworks. To enhance the nurse-client relationship through proven communication strategies as well as successful patient care and positive outcomes.  | Q1, Q4, Q7, Q9, Q10 | 5 | 50% |
| S3 | Engaging new content relating to current issues, while also emphasizing interdisciplinary communication competencies | Q2, Q5, Q8 | 3 | 30% |
| S4 | Determine the effective communication skills for successful patient care and positive outcomes | Q3, Q6 | 2 | 20% |
| **Total** |  |  | **10** | **100%** |

**Answer Sheet**

**Kindly write down your answers in the following answer sheet.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question #** |  |  |  |  |  |  |  |  |  |  |
| **Answer** |  |  |  |  |  |  |  |  |  |  |

**Kindly answer the following [10] questions and write down your answer on the answer sheet**

1. **Which description is a characteristic of a secondary group?**
2. There is not a designated leader.
3. They have a prescribed structure.
4. They lack identified specific goals.
5. The group remains together even when goals are achieved.
6. **The nurse cares for a patient with a large extended family. The nurse recognizes the patient is part of which group type?**
7. Focus.
8. Educational.
9. Primary.
10. Secondary.
11. **A breast cancer support group is the best example of which type of group structure?**
12. Closed.
13. Private.
14. Homogenous.
15. Heterogenous.
16. **Regardless of their uniqueness, are strong emotional ties and membership durability characterized by element?**
17. Family function.
18. Family process.
19. Family relationships.
20. Family ecomap.
21. **When focusing on family interrelationships and the impact a serious health alteration has on individual family members and the equilibrium of the family system, the nurse should use which tactic?**
22. Equifinality.
23. Diffuse boundaries.
24. Interventive questions.
25. Morphostasis.
26. **When interviewing the family of a patient newly diagnosed with Alzheimer’s disease, the nurse’s primary goal is to help the family members sort out their personal fears and identify family strengths through the use of which method?**
27. Interventive questioning.
28. Genogram.
29. Ecomap.
30. Commendation.
31. **Which instance is an example of tertiary prevention?**
32. Mammogram.
33. Smoking cessation.
34. Safe sex counseling.
35. Diabetic meal planning class.
36. **Which guideline for teaching should the nurse implement when working with a low-literacy patient?**
37. Teach the largest amount possible in each teaching session.
38. Assume the primary care provider has discussed relevant information with the patient.
39. Avoid information overload.
40. Rely on abstract concepts.
41. **Which of the following is not a disease prevention level?**
42. Primary.
43. Secondary.
44. Tertiary.
45. Quadrary.
46. **Which of the following is not considered an institutional factor?**
47. Gender.
48. Intellect.
49. Personality.
50. Social.

**Good luck**