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| **True / False** |

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| 1. The Scope of Practice encompasses the range of roles, activities, and regulations within which nutrition and dietetics practitioners perform.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 2. Hospice facilities focus on integrated, multidisciplinary assistance for recovery from acute or chronic illness and/or surgical procedures.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 3. With a minimum of 1,000 hours of related practice and at least 90 continuing education credits, a registered dietitian may become a lactation consultant.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 4. Medical doctors are commonly responsible for the initial nutrition screening of patients and for notifying the dietitian if a patient’s intake is inadequate.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 5. ​Some states provide Medicaid benefits for nutrition services, but there is significant variability between states.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 6. To provide optimal nutritional care, all aspects of a patient’s life must be considered.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 7. Evidence-based practice can best be defined as purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference upon which that judgment is based.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 8. The cognitive processes that a dietitian goes through to make clinical judgments are known as practice standards.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 9. The steps of the decision-making process do not necessarily take place in a particular sequence.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 10. The AND’s Code of Ethics and Standards of Professional Performance requires that outcomes are measurable and evidence-based.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| **Multiple Choice** |

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| 11. A hospital that is owned or managed by the community or a religious organization rather than a group of investors is classified as:​   |  |  |  | | --- | --- | --- | |  | a. | ​private profit. | |  | b. | ​veterans/military. | |  | c. | ​private not for profit. | |  | d. | ​public not for profit. | |  | e. | ​public for profit. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 12. What is an example of a tool used by a dietitian to track his or her professional progress as part of the Practice Management and Advancement Standard?​   |  |  |  | | --- | --- | --- | |  | a. | ​Scope of Practice for the RD and DTR | |  | b. | ​CDR Professional Development Portfolio | |  | c. | ​Nutrition Care Process Reference Manual | |  | d. | ​Scope of Practice Decision Tool | |  | e. | ​Dietetics Career Development Guide |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 13. Reviewing productivity reports, hiring and training employees, and developing policies are all major tasks of the:​   |  |  |  | | --- | --- | --- | |  | a. | ​clinical nutrition manager. | |  | b. | ​dietetic assistant. | |  | c. | ​clinical dietitian. | |  | d. | ​diet clerk. | |  | e. | ​dietetic technician (DTR) |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 14. Processing diet orders, checking menus against standards, and setting up standard nourishment are all major tasks of the:​   |  |  |  | | --- | --- | --- | |  | a. | ​dietetic technician (DTR) | |  | b. | ​clinical nutrition manager. | |  | c. | ​clinical dietitian. | |  | d. | ​diet clerk. | |  | e. | ​registered dietitian nutritionist. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 15. What is an advantage of working as a registered dietitian in a long-term care facility over other settings?​   |  |  |  | | --- | --- | --- | |  | a. | ​Shorter working hours due to decreased need for services | |  | b. | ​More leadership positions available among health professionals at the same facility | |  | c. | ​More flexibility to take paid holidays and time off on weekends | |  | d. | ​More hours available for menu planning | |  | e. | ​Greater autonomy and flexibility with scheduling |  |  |  | | --- | --- | | *ANSWER:* | e | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 16. ​One primary role of the pediatric RD is to:   |  |  |  | | --- | --- | --- | |  | a. | ​provide information about community resources for nutrition services. | |  | b. | ​educate the child about maintaining an appropriate diet for his age. | |  | c. | ​assist pediatric patients with performing activities of daily living. | |  | d. | ​optimize nutrition while promoting growth and development. | |  | e. | ​assess for and prescribe enteral feedings and total parenteral nutrition. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 17. A registered dietitian is assessing a patient who reports that it is challenging to eat because she cannot pick up the fork or knife. Who would the RD consult with regard to this issue?​   |  |  |  | | --- | --- | --- | |  | a. | ​physical therapist | |  | b. | ​occupational therapist | |  | c. | nurse​ | |  | d. | ​diet clerk | |  | e. | ​social worker |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 18. In a neurological setting where swallowing problems are common, the dietitian would have to work closely with which member of the interdisciplinary team?​   |  |  |  | | --- | --- | --- | |  | a. | ​pharmacist | |  | b. | ​physical therapist | |  | c. | ​speech-language pathologist | |  | d. | ​nurse | |  | e. | ​social worker |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 19. ​Which professional would most likely be involved with changing the amount of nutrients delivered via parenteral nutrition support?   |  |  |  | | --- | --- | --- | |  | a. | ​nurse | |  | b. | ​occupational therapist | |  | c. | ​pharmacist | |  | d. | ​social worker | |  | e. | ​speech-language pathologist |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 20. ​A patient needs assistance with buying food after he is discharged from the hospital. Which professional should be consulted?   |  |  |  | | --- | --- | --- | |  | a. | ​pharmacist | |  | b. | ​social worker | |  | c. | ​medical doctor | |  | d. | ​nurse | |  | e. | ​speech-language pathologist |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 21. A patient needs a prescription for total parenteral nutrition to ensure adequate electrolyte balance. This is the responsibility of the:​   |  |  |  | | --- | --- | --- | |  | a. | ​nurse. | |  | b. | ​social worker. | |  | c. | ​occupational therapist. | |  | d. | ​speech-language pathologist. | |  | e. | ​medical doctor. |  |  |  | | --- | --- | | *ANSWER:* | e | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 22. Of those insured Americans under age 65, what percent of people have private insurance?​   |  |  |  | | --- | --- | --- | |  | a. | ​15% | |  | b. | ​33% | |  | c. | ​46% | |  | d. | ​64% | |  | e. | ​78% |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 23. Approximately what percentage of the U.S. population did not have health insurance in 2012?​   |  |  |  | | --- | --- | --- | |  | a. | ​4% | |  | b. | ​15% | |  | c. | ​24% | |  | d. | ​39% | |  | e. | ​55% |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 24. Under the Affordable Care Act (ACA), nutrition services are expected to expand. Why is this?​   |  |  |  | | --- | --- | --- | |  | a. | ​Dietitians will need to conduct fewer screening exams. | |  | b. | ​There will be a decreased need for treatment of malnutrition. | |  | c. | ​There will be more requirements for preventative services. | |  | d. | ​Families will be required to pay for nutrition services. | |  | e. | ​Individual state programs will no longer serve low-income Americans. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 25. ​The dietitian’s knowledge base:   |  |  |  | | --- | --- | --- | |  | a. | ​is fulfilled upon graduation from an accredited school. | |  | b. | ​remains at a level of minimum standards based on the Accreditation Standards for Didactic Programs in Nutrition. | |  | c. | ​constantly expands and evolves in order to apply to new practice developments. | |  | d. | ​is diminishing due to current evidence-based practices. | |  | e. | ​is considered insufficient until s/he has finished a dietetics internship. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom’s: Analyze | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 26. One step used in the scientific method competency is to:​   |  |  |  | | --- | --- | --- | |  | a. | ​assess all options before collecting data. | |  | b. | ​weigh the options against standard sets of criteria. | |  | c. | ​consider the consequences of a decision. | |  | d. | ​test the hypothesis through experimentation. | |  | e. | ​make a final conclusion. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 27. The dietitian’s continuing education and reflection on the practice are examples of which component of critical thinking?​   |  |  |  | | --- | --- | --- | |  | a. | ​specific knowledge base | |  | b. | ​experience | |  | c. | ​competence | |  | d. | ​attitudes | |  | e. | ​intellectual standards |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 28. Learning from patients, observations, and interactions with other health professionals are examples of which component of critical thinking?​   |  |  |  | | --- | --- | --- | |  | a. | ​specific knowledge base | |  | b. | ​competence | |  | c. | ​experience | |  | d. | ​attitudes | |  | e. | ​intellectual standards |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 29. The ability to identify problems and make decisions regarding the most appropriate solutions is an example of which component of critical thinking? ​   |  |  |  | | --- | --- | --- | |  | a. | ​specific knowledge base | |  | b. | ​competence | |  | c. | ​experience | |  | d. | ​attitudes | |  | e. | ​intellectual standards |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 30. ​The decision-making process includes:​   |  |  |  | | --- | --- | --- | |  | a. | ​identifying a phenomenon. | |  | b. | ​formulating a hypothesis. | |  | c. | ​weighing each option against a set of criteria. | |  | d. | ​testing a hypothesis through experimentation. | |  | e. | ​evaluating a hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 31. A dietitian has completed an assessment on a patient and determined that he is not meeting his intake needs. The patient is prescribed a nutritional supplement. A few days later, the dietitian visits him to see if he is drinking the provided supplement. During this visit, the dietitian is:​   |  |  |  | | --- | --- | --- | |  | a. | ​identifying a phenomenon. | |  | b. | ​testing a hypothesis. | |  | c. | ​formulating a hypothesis. | |  | d. | ​describing a phenomenon. | |  | e. | ​evaluating the hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | e | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 32. The incorporation of systematically reviewed scientific findings into food and nutrition practice is known as:​   |  |  |  | | --- | --- | --- | |  | a. | ​scientific inquiry. | |  | b. | ​research methods. | |  | c. | ​evidence-based practice. | |  | d. | ​continuing education. | |  | e. | ​data-driven analysis. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 33. What is a systematically developed statement based on scientific evidence that assists practitioner and patient decisions about appropriate health care for specific clinical circumstances?​   |  |  |  | | --- | --- | --- | |  | a. | ​guideline | |  | b. | ​diagnostic | |  | c. | ​evidence-based rule | |  | d. | ​scientific analysis | |  | e. | ​decision report |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 34. What term refers to a series of clinical judgments that result in an informal judgment or a formal diagnosis?​   |  |  |  | | --- | --- | --- | |  | a. | ​problem solving | |  | b. | ​decision making | |  | c. | ​diagnostic reasoning | |  | d. | ​critical thinking | |  | e. | ​evidence-based practice |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 35. A patient has cirrhosis of the liver. The dietitian plans specific nutrition interventions for her, and continues to monitor her and observe for clinical and laboratory values that are consistent with cirrhosis. This type of thinking is most reflective of:​   |  |  |  | | --- | --- | --- | |  | a. | ​risk taking. | |  | b. | ​diagnostic reasoning. | |  | c. | ​problem solving. | |  | d. | ​decision making. | |  | e. | ​continuing education. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 36. A clinical dietitian attends a nutrition conference and another dietitian presents her research in a specific area of nutrition science. The clinical dietitian then implements what she has learned into practice at her facility. This is an example of:​   |  |  |  | | --- | --- | --- | |  | a. | ​evidence-based practice. | |  | b. | ​outcomes research. | |  | c. | ​nutritional diagnosis. | |  | d. | ​the nutrition coding process. | |  | e. | ​the decision-making process. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 37. The dietitian’s values, fairness, and responsibility in reaching solutions are most indicative of which component of critical thinking?​   |  |  |  | | --- | --- | --- | |  | a. | ​specific knowledge base | |  | b. | ​attitudes | |  | c. | ​experience | |  | d. | ​competence | |  | e. | ​intellectual standards |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 38. Admitting limitations, rethinking a situation, and seeking additional knowledge illustrate which type of attitude?​   |  |  |  | | --- | --- | --- | |  | a. | ​creativity | |  | b. | ​risk taking | |  | c. | ​fairness | |  | d. | ​curiosity | |  | e. | ​humility |  |  |  | | --- | --- | | *ANSWER:* | e | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 39. Evaluation of care that focuses on the status of participants after receiving care is known as:​   |  |  |  | | --- | --- | --- | |  | a. | ​the scientific method. | |  | b. | ​outcomes research. | |  | c. | ​nutritional diagnosis. | |  | d. | ​the nutrition coding process. | |  | e. | ​medical problem solving. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 40. Application of intellectual standards focuses on:​   |  |  |  | | --- | --- | --- | |  | a. | ​a rigorous approach to critical thinking. | |  | b. | ​utilizing personal beliefs to make decisions. | |  | c. | ​continuing education to promote effective practice. | |  | d. | ​limited use of clinical education and extensive personal knowledge. | |  | e. | ​an understanding of values and beliefs. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Bloom's: Analyze | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 41. What is one type of intellectual standard that universally applies to critical thinking?​   |  |  |  | | --- | --- | --- | |  | a. | ​humility | |  | b. | ​confidence | |  | c. | ​accuracy | |  | d. | ​fairness | |  | e. | ​curiosity |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 42. The practice of always asking “why?” and finding out as much information as possible before making a judgment most illustrates which attitude?​   |  |  |  | | --- | --- | --- | |  | a. | ​creativity | |  | b. | ​curiosity | |  | c. | ​discipline | |  | d. | ​integrity | |  | e. | ​fairness |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 43. An entry-level dietitian’s level of critical thinking will most likely involve:​   |  |  |  | | --- | --- | --- | |  | a. | ​following rules set forth by authorities. | |  | b. | ​avoiding the use of critical thinking for decision-making. | |  | c. | ​assuming that the judgments of more seasoned dietitians are correct. | |  | d. | ​disconnecting from authorities and using her own judgment. | |  | e. | ​allowing others to make critical decisions until she is in a management position. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| ​  **Case Study Multiple Choice**  Ms. Lopez is a widowed 68-year-old Nicaraguan woman, and an immigrant who has lived in the United States for ten years. She lives in a second-floor walk-up apartment with her daughter and son-in-law and their four children. Ms. Lopez is admitted to the hospital, is diagnosed with a stroke, and has weakness in her left side. She complains of coughing when she drinks and feels that food sometimes gets caught in her throat. She has diabetes and high blood pressure and is on several oral medications. She does not, however, check her sugar because she does not feel comfortable pricking her finger. Her body mass index (BMI) is 33. Ms. Lopez is undocumented and uninsured.  ​ |

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| 44. Assessing whether Ms. Lopez’s left-sided weakness is affecting her ability to perform activities of daily living is the job of which member of the interdisciplinary team?​   |  |  |  | | --- | --- | --- | |  | a. | ​occupational therapist | |  | b. | ​nurse | |  | c. | ​social worker | |  | d. | ​speech-language pathologist | |  | e. | ​medical doctor |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | | *PREFACE NAME:* | Ms. Lopez | |

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| 45. Assessing whether Ms. Lopez has any difficulty swallowing is the job of which member of the interdisciplinary team?​   |  |  |  | | --- | --- | --- | |  | a. | ​pharmacist | |  | b. | ​nurse | |  | c. | ​social worker | |  | d. | ​speech-language pathologist | |  | e. | ​medical doctor |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | | *PREFACE NAME:* | Ms. Lopez | |

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| 46. The dietitian has assessed Ms. Lopez and identified a potential problem with her food and fluid intake because of her stroke. What best describes the next step of the scientific method of problem solving in this situation?​   |  |  |  | | --- | --- | --- | |  | a. | ​Formulate a hypothesis. | |  | b. | ​Evaluate a hypothesis. | |  | c. | ​Collect data about the phenomenon. | |  | d. | ​Test the hypothesis. | |  | e. | ​Identify the phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | | *PREFACE NAME:* | Ms. Lopez | |

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| 47. The dietitian recommends a soft food diet and the physician has ordered a swallowing study for Ms. Lopez. After 24 hours on the diet, the dietitian checks with the staff to determine if Ms. Lopez has been finishing her food and contacts the physician to determine the outcome of the swallowing study. This process of monitoring and following up best illustrates:​   |  |  |  | | --- | --- | --- | |  | a. | ​evidence-based practice. | |  | b. | ​outcomes research. | |  | c. | ​medical problem solving. | |  | d. | ​scientific reasoning. | |  | e. | ​diagnostic reasoning. |  |  |  | | --- | --- | | *ANSWER:* | e | | *DIFFICULTY:* | Bloom's: Analyze | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | | *PREFACE NAME:* | Ms. Lopez | |

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| 48. A diabetic educator works with the clinical dietitian to help Ms. Lopez learn to check her blood glucose levels. Ms. Lopez is still unsure about pricking her finger for the glucose test and asks the dietitian to explain why she must be responsible for this. The dietitian explains to Ms. Lopez the importance of blood sugar testing and backs up the information given by the diabetic educator. The response of the dietitian best describes which attitude?​   |  |  |  | | --- | --- | --- | |  | a. | ​creativity | |  | b. | ​confidence | |  | c. | ​perseverance​ | |  | d. | risk taking | |  | e. | ​precision |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | | *PREFACE NAME:* | Ms. Lopez | |

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| 49. ​The dietitian should ensure that a nutritional diagnosis is \_\_\_\_ and \_\_\_\_ the assessment data collected.   |  |  |  | | --- | --- | --- | |  | a. | ​error-free; critical of | |  | b. | ​open-ended; critical of | |  | c. | ​open-ended; consistent with | |  | d. | ​plausible; critical of | |  | e. | ​plausible; consistent with |  |  |  | | --- | --- | | *ANSWER:* | e | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 50. ​The attitude of thinking independently is best demonstrated by:   |  |  |  | | --- | --- | --- | |  | a. | ​listening to both sides of a discussion. | |  | b. | ​admitting limitations. | |  | c. | ​asking for help when needed. | |  | d. | ​not settling for quick solutions. | |  | e. | ​basing decisions on your own conclusions. |  |  |  | | --- | --- | | *ANSWER:* | e | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 51. A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ health care facility is often owned or managed by the county or state government.​   |  |  | | --- | --- | | *ANSWER:* | public not for profit​ | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 52. The three components of the Scope of Practice are Practice Management and Advancement, Practice Resources, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | Practice Standards​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 53. Examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ include the National Guideline Clearinghouse and the Evidence Analysis Library.​   |  |  | | --- | --- | | *ANSWER:* | Practice Resources​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 54. A health professional who requires a four-year post-bachelor degree, an internship and residency, and licensing to practice, is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | medical doctor, physician​ | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 55. A licensed health professional who compounds and dispenses medications is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | pharmacist | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 56. Currently, the system of health care in the United States is structured around \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | health insurance​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 57. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ extends the availability of health insurance to all Americans.​   |  |  | | --- | --- | | *ANSWER:* | ​Affordable Care Act (ACA), ACA, Affordable Care Act | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 58. Individual state \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ programs are expanding to serve lower-income Americans.​   |  |  | | --- | --- | | *ANSWER:* | Medicaid​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 59. ​Under the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, children 3–18 years old and their families will be able to see an RD for nutrition counseling.   |  |  | | --- | --- | | *ANSWER:* | ​Alliance Healthcare Initiative | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 60. Nutritional care requires \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ among members of the entire health care team.​   |  |  | | --- | --- | | *ANSWER:* | collaboration​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 61. Five components have been identified as essential in critical thinking: specific knowledge base, experience, competencies, attitudes, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​standards | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 62. The path to becoming an RD requires both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | education; practice  practice; education​ | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 63. The dietitian must reflect on her or his practice in order to anticipate and react appropriately to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | change​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 64. Methods used for problem solving that utilize competencies as a component of critical thinking include the scientific method, problem solving, evidence-based practice, diagnostic reasoning, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​decision making | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 65. Dietetics practice should not be based on tradition but on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ research.​   |  |  | | --- | --- | | *ANSWER:* | ​evidence-based | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 66. Dietitians continually use the process of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to determine the nutrition diagnosis and monitor a patient’s progress and/or response to nutrition therapy.​   |  |  | | --- | --- | | *ANSWER:* | diagnostic reasoning​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 67. Listening to both sides of a discussion and weighing all the facts are examples of an attitude of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​fairness | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 68. Being thorough at all times and following established procedures are examples of an attitude of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | discipline​ | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 69. The dietitian’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ base is continually changing and expanding.​   |  |  | | --- | --- | | *ANSWER:* | ​knowledge | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 70. Attitudes reflect the dietitian’s values and should ensure that clinical judgment is made \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​fairly; responsibly  responsibly; fairly | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| **Subjective Short Answer** |

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| 71. ​List the three different categories of the dietetics Scope of Practice and give an example of each.   |  |  | | --- | --- | | *ANSWER:* | The first area is of the Scope of Practice is Practice Standards; an example would be the Code of Ethics. Practice Management and Advancement is the second category and an example is the Scope of Practice Decision Tool. Practice Resources is the third component and an example is the National Guideline Clearinghouse.​ | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 72. ​Describe the major tasks of the clinical dietitian.   |  |  | | --- | --- | | *ANSWER:* | The clinical dietitian is responsible for nutritional screening and assessment of patients to determine the presence or risks of developing a nutrition-related problem. The clinical dietitian is also involved with development of nutritional diagnosis, nutrition intervention, and monitoring and evaluation of the nutrition care plan.​ | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | The Registered Dietitian in Clinical Practice | |

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| 73. ​Explain the impact of the Affordable Care Act on nutrition services.   |  |  | | --- | --- | | *ANSWER:* | The Affordable Care Act will require more preventative services, such as counseling regarding obesity, weight loss, healthy diet, and exercise. It will also expect more services for educating adults about dietary practices to control hyperlipidemia and other known risk factors for cardiovascular and other chronic, diet-related diseases. Under the Affordable Care Act, nutrition services are expected to expand.​ | | *DIFFICULTY:* | Bloom's: Analyze | | *REFERENCES:* | Health Care Services and Reimbursement for Medical Nutrition Therapy (MNT) | |

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| 74. ​Describe the dietitian’s knowledge base as used in clinical practice.   |  |  | | --- | --- | | *ANSWER:* | The knowledge base is the dietitian’s knowledge about nutrition and its role in health and disease. It includes information and theories related to communications, physical and biological sciences, research, food science, nutrition, management, informatics, and governance of dietetics practice.​ | | *DIFFICULTY:* | Bloom's: Understand | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 75. ​List the basic steps of the scientific method.   |  |  | | --- | --- | | *ANSWER:* | The basic steps in the scientific method are to identify the phenomenon, collect data about the phenomenon, formulate a hypothesis to explain the phenomenon, test the hypothesis through experimentation, and evaluate the hypothesis.​ | | *DIFFICULTY:* | Bloom's: Remember | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| **Essay** |

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| 76. Describe a scenario in which a patient is admitted to the hospital for dehydration and pneumonia. List the members of the interdisciplinary healthcare team and describe the potential roles of each member in this patient’s care.​   |  |  | | --- | --- | | *ANSWER:* | In the health care setting, individuals from different disciplines communicate with each other regularly in order to best care for their patients. Dietitians are integral members of the patient’s health care team and collaborate with physicians, pharmacists, nurses, speech pathologists, occupational therapists, social workers, and many others when providing nutritional treatment. Dietitians must know the roles of the other team members in order to be effective and to ensure optimal patient care.​ | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Other Health Professionals—Interdisciplinary Teams | |

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| 77. Explain the importance of experience on critical thinking skills in clinical practice.​   |  |  | | --- | --- | | *ANSWER:* | ​The component of critical thinking evolves from experience within dietetic practice. Dietitians do not learn from textbooks alone; they also learn by observing, listening to patients, interacting with other health care professionals, reading patients’ medical charts, and reflecting on the situations that arise. | | *DIFFICULTY:* | Bloom's: Analyze | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 78. Describe a situation in which a dietitian would use evidence-based practice to update a facility’s policy regarding total parenteral nutrition.​   |  |  | | --- | --- | | *ANSWER:* | ​Changes in nutrition therapy recommendations are inevitable because of new developments in science and medicine, including ongoing research in nutrition therapy. A dietitian must be able to critically review research findings by utilizing the research methodology skills learned during dietetics education. Dietetics practice should not be based on tradition but on evidenced-based research. A search of medical literature reveals research articles that may support change that could be implemented into facility policy. | | *DIFFICULTY:* | Bloom's: Analyze | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 79. Use the decision-making process to describe an example of making a decision for a patient who needs dietary changes due to celiac disease.​   |  |  | | --- | --- | | *ANSWER:* | ​The activities involved in decision making include identifying and defining a problem or situation, assessing all options for solving the problem, weighing each option against a set of criteria, testing possible options, considering the consequences of the decision, and making a final decision. | | *DIFFICULTY:* | Bloom's: Apply | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |

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| 80. Describe the application of intellectual standards to determine the suitability of nutrition diagnoses and interventions for a patient with diverticulitis.​   |  |  | | --- | --- | | *ANSWER:* | ​In treating a client with diverticulitis, intellectual standards should be used so a nutrition diagnosis can be determined and an intervention plan developed. The RD should seek to ensure that the dietary information obtained is adequate, that any confusing statements made by the client are clarified, and that the nutrition diagnosis is plausible and consistent with the assessment data collected. | | *DIFFICULTY:* | Bloom's: Analyze | | *REFERENCES:* | Developing Critical Thinking Skills and Professional Performance | |