



ANSWER KEY

Student Success for Health Professionals, Simplified, Third Edition

Laurie McCorry and Jeff Mason

Answer Key to Chapter Quizzes

Chapter 1

1. C
2. A
3. C
4. C
5. A
6. D
7. D
8. attitude
9. Planning ahead
10. Specific, measurable, achievable, relevant, and time-sensitive
11. reward, accountable
12. responsibility
13. your instructor, your classmates, yourself
14. patients, your supervisor, your workplace
15. Common dreams include improving one's lifestyle, supporting one's family, and gaining self-respect.
16. Possible reasons include self-enrichment, making more money, having a passion for learning, improved job prospects, and improved self-respect.
17. Answers will vary significantly from student to student but may include financial obstacles, relational obstacles, lack of confidence, and fear of failure.
18. Possible answers include positive self-talk; spending time with positive people; overcoming resistance to change; and overcoming fears.
19. Answers will vary significantly from student to student but may include friends, family members, coworkers, other students, and instructors.
20. Other life benefits of school success include the ability to apply your study skills to other areas of your life, a greater understanding of the course material, confidence and an improved self-image, improved grades and test scores, and better options in terms of salary and career.
21. Goal types include long-term (5–10 years away), intermediate (3–5 years away), short term (6 months to 2 years away), and immediate (1 day, 1 week, or 1 month away).
22. Answers will vary significantly.
23. Possible answers include avoiding getting into the habit; avoiding distractions; and avoiding conflict.

Chapter 2

1. C
2. C
3. D
4. A
5. A
6. B
7. C
8. C
9. D
10. materials list
11. realistic
12. test dates and quiz dates
13. specific

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14. completing a single task
15. It is important to schedule time for projects and group work because it is often difficult to schedule a block of time with several people who have busy schedules. If someone tries to cancel, group members can remind the person that the date was agreed on long ago and should be honored.
16. Possible tasks include homework assignments, papers or projects due, quizzes and tests, and assigned readings.
17. Common excuses include, "I'm not in the mood," "I feel like taking a break to celebrate finishing one chapter, and I'll read the second one afterward," "I'll do it tomorrow," "I've got plenty of time, there's no rush," "I don't know where to start," "I like working under pressure," and "I need to do other things first, or I won't be able to concentrate."
18. Possible strategies include doing a little bit at a time, breaking projects into smaller tasks, juggling deadlines, setting realistic goals, staying focused and warding off distractions, being confident about your decisions, and staying focused on long-term goals.
19. Answers will vary but should include three of the following: tutoring, learning labs, writing centers, computer labs, libraries, fitness centers, career placement services, and counseling services.
20. Answers will vary but should include two of the following: prepare to be successful by focusing on the positive; use the time of day when you're most focused; break up large projects into smaller pieces; do the most important studying first; if having trouble getting started, do an easier task first; ask for help if floundering; take a break when burned out or fatigued; use unscheduled free time to work ahead; maintain momentum by preventing distractions; reward yourself; be prepared to say "no" to interruptions; avoid overscheduling and missing out on life; use a calendar planner and daily to-do list.

Chapter 3

1. D
2. D
3. B
4. C
5. prioritizing (or setting priorities)
6. exercise
7. alcohol
8. 8
9. an emergency; urgent
10. budget, control your spending
11. calculating all sources of income; calculating all expenditures; making adjustments to budget and lifestyle as needed
12. flexible payment plans, loans, grants, scholarships, or work-study programs
13. eustress and distress
14. Possible short-term physical symptoms include faster breathing, faster heart rate, tightening in muscles, clammy hands and feet, feeling of "butterflies" in stomach, feeling physically ill, dry mouth, or unsteady hands and knees.
15. Simplifying strategies listed in the text include combining errands, watching less TV, letting your voice mail take messages, reducing obligations to send greeting cards or other correspondence, not attending functions that you don't enjoy, not accepting all invitations, and committing time to relaxing.
16. Answer should include two of the following: when going out, stay with friends; do not give out your personal contact information to people you don't know; be careful if your date is drinking heavily or using drugs; stay in public places where there are other people; do not invite a date to your home until your relationship is well established; practice safe sex.
17. A support network can allow you to discuss and resolve your problems or frustrations. They might also be able to give advice or offer new perspectives, and they care about you and encourage you to meet your goals.
18. Regular exercise helps to keep the mind and body healthy and to control stress.
19. Student responses will vary. Some possible choices include setting priorities, simplifying day-to-day life, learning how to say no occasionally, and keeping mind and body healthy.
20. Answer should include three of the following: write down everything you spend for a month; use cash instead of credit; look for less expensive alternatives; plan ahead to avoid impulse spending; make and take along your own lunches; read newspapers and magazines online or in the library instead of purchasing them; cancel cable TV and watch programs online for free; use free campus and local Wi-Fi spots and cancel your home high-speed Internet; cancel your health club membership and use a free facility; avoid ATM fees by using in-network machines; carry small amounts of cash; look for free fun instead of going to movies and concerts; conserve energy to lower your energy bills; make sure to pass your classes to avoid taking any of them twice.

Chapter 4

1. B
2. A
3. D
4. C
5. C

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6. A
7. A
8. teaching style or communication style
9. network
10. focused
11. academic counselors
12. cultural diversity
13. Diversity
14. race
15. Ethnicity
16. Advantages include better anticipating the instructor's next move; knowing how to study for exams; taking more effective notes; and knowing how to participate in class.
17. Benefits include that you are less likely to miss important information, and you can hear instructions and responses to other students' questions.
18. Note-taking helps to identify the instructor's teaching style; helps to identify material that the instructor considers important; allows you to focus on and engage with the lecture; helps you to retain information; and encourages you to remember and study the material after class.
19. Possible reasons for introducing yourself are to distinguish yourself from the other students in the class; to show the instructor that you are serious about learning and succeeding in the course; to make a good impression; to find out how the instructor prefers to be contacted; to ask additional questions about the course or course content; and to practice communicating and introducing yourself for future clinical experience.
20. During the instructor's office hours.
21. Possible answers include keeping classmates' phone numbers and addresses secret, keeping passwords to online message boards hidden, and not allowing new unknown members.
22. Possible benefits of networking include having someone to study and discuss class content with, getting tips for success based on others' experiences, being able to borrow notes for a missed class, making new friends, and giving and receiving moral support.
23. Answers will vary but should include two of the following: the school's website; club or activity fairs; open houses; bulletin boards around campus; and the student affairs or student activities office.

Chapter 5

1. A
2. B
3. C
4. D
5. B
6. Neurons
7. Application
8. Understanding your strengths allows you to improve your studying and test-taking skills, compensate for weakness, get more out of your courses, experience better interaction with your instructors and other students, and enjoy the learning process.
9. Answers will vary but should include two of the following: pay close attention to visual presentations; take notes using visual cues; highlight in your textbook and make notes in the margins; make flashcards that include visual cues; and visualize the instructor's board notes or PowerPoint presentations while studying.
10. The five learning styles are visual, auditory, kinesthetic, global, and detail. Visual learners prefer to learn from visual materials or watching demonstrations. Auditory learners prefer to learn from hearing class discussion, reading aloud, or giving speeches. Kinesthetic learners prefer to learn by actively participating with the content. Global learners like to summarize and make connections between content and "the big picture." Detail learners prefer to learn information presented in an organized, logical manner.
11. To analyze information and form judgments about it
12. Knowledge, comprehension, application, analysis, synthesis, evaluation
13. Synthesis
14. Responses will vary widely and will depend on the career paths of your students. For example, a student may plan to use critical thinking skills to prioritize patients as a triage nurse.
15. Some ways to become a self-directed learner in class are to find additional resources, meet with a study group, or work to store information in long-term memory. As a healthcare professional, one can continue to be a self-directed learner by keeping up to date with new information, by observing difficult procedures, and by improving job-related skills.

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Chapter 6

1. D
2. D
3. A
4. B
5. A
6. B
7. D
8. A
9. Signal words
10. Ideas, Notes
11. memorize
12. shorthand
13. vocabulary
14. chapter summary
15. (1) Avoid doing things that can distract you from listening, (2) identify main ideas, (3) pay attention to the speaker's transition cues, (4) mentally organize information as you hear it, and (5) take effective notes.
16. Answer should include two of the following: pause to allow students to write down information in their notes; repeat facts or definitions; emphasize certain information with tone of voice; state directly what information is important; use gestures and facial expressions to draw attention to key information; use visual aids; and direct students to certain pages in the textbook.
17. Text-dependent lecture material closely follows the text, whereas text-independent lectures are drawn from other media that supports the text. When the instructor presents text-dependent lectures, the student should complete assigned readings before class, bring text to class and follow along, highlight important terms and concepts in the text, and take notes in the margin. When the instructor presents text-independent lectures, the student should take effective notes to capture information not in the textbook, organize lecture content by outlining notes, review lectures with classmates, and use supplementary materials to review concepts presented.
18. To help you connect with the material in different ways
19. Answers will vary but should include three of the following: familiarizes you with the instructor's teaching style; helps you remember information; provides memory cues for later studying; clarifies what material the instructor considers important; and helps you stay focused during the lecture.
20. A note-taking outline is prepared before the lecture begins and highlights the main points and key ideas. This helps the student to follow the lecture and ensure that all important information is recorded.
21. Outline format organizes content in a logical, structured hierarchy. Asymmetrical columns format arranges content in parallel columns. Compare/contrast format shows how two concepts are related. The concept map format shows ideas, anecdotes, or examples related to a central concept.
22. It is important to read assigned material because this allows you to become familiar with the material, note questions or confusing concepts, come to class prepared, and understand the concepts more fully.
23. Answer should include two of the following: read aloud; take notes or draw graphics while reading; write down questions about confusing concepts or ideas; think about how information relates to the chapter as a whole; and make a note of difficult sections that you'll need to reread.
24. (1) Look at the general layout of the chapter and note each section's length; (2) Read the introductory paragraph for main ideas; (3) Review graphs, charts, and diagrams; (4) Search for bolded or italic words; (5) Look over your notes, highlighted passages, and questions; and (6) Read the closing paragraph.

Chapter 7

1. A
2. C
3. A
4. D
5. binder
6. organizing and memorizing data
7. sensory memory
8. Association
9. acronym, acrostic
10. Metalearning
11. predict
12. Answer should include two of the following: The syllabus provides key information such as reading assignments and due dates, which allows you to plan a road map for studying throughout the course; study guides and lecture outlines can help you focus your

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reading and studying using the points covered in them; practice exercises can help you drill and also cover information that you know is important; and assignment instructions can tell you exactly how certain assignments should be done.

13. Setting a goal and a plan for achieving it prevents unfocused, unproductive studying.
14. Answers will vary but should include two of the following: Why is this information important? What does this information tell me about other topics? Is this information fact or opinion? What if I looked at this material in a different way? How can I compare and contrast different information? Does this material remind me of something else I've learned?
15. Common distractions in a working environment include other people, television or radios, ringing phones, loud music or other noise, hot or cold temperatures, food odors, cramped space, and inadequate lighting.
16. When the body is uncomfortable, it is hard for the brain to focus.
17. Possible strategies include taking a short walk or meditating before studying, avoiding caffeine, studying when you're most awake and alert, focusing on one topic at a time, keeping your brain active by using different study strategies, and taking short breaks.
18. Two of the following: selection, association, organization, rehearsal
19. Teaching others is a good way to learn because explaining difficult concepts to someone else will help you grasp them as well; going over course material with others can help set the information in long-term memory.
20. Committed group members are interested in learning the material; contributors are group members willing to share their knowledge; compatible group members are able to overlook differences and focus on studying together; and considerate group members are willing to arrive at meetings on time.
21. The gatekeeper makes sure the group stays focused on appropriate topics.
22. Answers will vary but can include practice quizzes, sample tests, games, interactive exercises, podcasts, tutorials, practice exercises, simulations, assessments, animations, and videos.
23. The text describes math-related tasks as measuring solutions, figuring dosages, converting weights and measurements, creating department budgets, scheduling staff assignments, and handling patients' claims and bills.
24. A calculator can perform basic functions and calculations, but it cannot interpret or understand the problem, nor does it explain the theory behind the solution process. A calculator is a useful tool, but math students should not be dependent on it.
25. Resources for math students include the instructor, the textbook, a tutor or online tutoring site, and math study guides.
26. Working with a partner allows the student to gain another point of view, increases personal accountability, creates an audience for explaining concepts, and generates praise and encouragement.
27. To reduce calculation errors, write down each step of the calculation, read the question carefully, read the question out loud, and work slowly and carefully.
28. Health care is largely based on science, from the basic biology of the human body, to the physics of X-ray technology, to scientific language.

Chapter 8

1. B
2. A
3. D
4. C
5. D
6. statistics
7. Ratios, proportions
8. angles, degrees
9. military time

Chapter 9

1. C
2. C
3. A
4. C
5. C
6. A
7. B
8. D
9. C
10. B
11. B
12. C
13. B
14. B

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15. A
16. Eustress
17. choke or freeze up
18. short answer, essay
19. extreme
20. grammar
21. syllabus
22. licensure
23. Ways to reduce stress include regular exercise, sufficient rest, balanced diet, and breathing and relaxation techniques.
24. Ways to rest and relax include getting enough sleep, changing activities from time to time, exercising regularly, allowing yourself breaks, and practicing breathing exercises or meditation.
25. Types of anxiety include freeze-up; panic; worry about grade; becoming easily distracted; feeling nervous; experiencing physical symptoms; and feeling disinterested or not caring.
26. Cramming is ineffective. It's not possible to take in and remember all the information in one short sitting. Cramming can also be exhausting, leading to poor test performance.
27. Answers will vary but should include two of the following: use the textbook to create a master study outline; use the textbook's index and glossary to review key material; make a study sheet; review your notes for key terms and their definitions; and give yourself a practice test.
28. Possible steps include rest; eat small meals; avoid caffeine; exercise; have test materials ready to go; arrive on time; pay attention to the instructions; and budget time efficiently.
29. To write an outline, start with a thesis statement; choose a title; use the five-paragraph format (introduction, first point, second point, third point, conclusion). Reasons for writing an outline include guiding your writing; keeping you on track; taking the guesswork out of where to go next; and being able to turn in something to show your comprehension if you fail to complete the essay.
30. Answer should include one of the following: avoid decoy answer choices that look correct but aren't; try to determine the part of speech (noun, verb, etc.) and choose grammatically correct answers only; try to remember how you've heard the word used; look to prefixes, suffixes, and root words for clues about meaning; and apply your knowledge of other languages.
31. Reasons to review past tests include identifying specific concepts or problems that you didn't grasp, understanding the instructor's comments and expectations, learning whether you could prepare better next time, seeing whether you made careless mistakes and figuring out how to avoid them next time, and learning from your mistakes.
32. Students should write their calculation steps, which may resemble the following: 4:30 p.m. = 16:30 – 8 = 8.5 hours. $8.5 - (1 + .5) = 7$ hours. $(7 \text{ hours})(4 \text{ appointments per hour}) = 28$ patients, or $(7 \text{ hours})(60 \text{ minutes}) = 420 \text{ minutes} / 15 \text{ minutes} = 28$ patients.
33. Number problems and word problems.
34. Strategies for number problems include working carefully and deliberately; writing out all the steps; estimating first; making sure your calculations use all the information given in the problem; reading each question twice; and being persistent.
35. Strategies for word problems include looking at the big picture and completing the easiest problems first; planning well to be sure you have enough time to complete the problems; mark key words and numbers; sketch a diagram; list possible relevant formulas; and think about similar practice problems and how you solved them. If all other strategies fail, guess at a reasonable answer.
36. Knowing your current grade helps you determine whether you are on track to meet your goals and allows you to react early if your grades are not satisfactory.
37. 87%
38. Grade point average
39. The beginning of the program, so you'll have time to prepare.

Chapter 10

1. C
2. B
3. C
4. C
5. D
6. C
7. C
8. organize
9. two to three
10. introduction
11. 70 to 90%
12. bibliography, references
13. index cards
14. outline

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- suffix
- commitment, self-discipline
- Participating in a group discussion is a good way to practice speaking up in class. Another benefit is helping students to gain confidence for other situations. Additionally, practicing speaking up now will help students prepare for when they might need to clarify physician and supervisor instructions as healthcare professionals.
- Answer should include two of the following: (1) Analyze your audience and your goals; (2) Plan, research, and organize your content; (3) Draft and revise the presentation; (4) Prepare visual aids; (5) Practice the presentation; and (6) Deliver the presentation.
- Within the health professions, possible real-life applications of good writing skills include completing patient charts and medical records, creating a resume, and writing effective email messages.
- Answer should be one of the following: a quotation that relates to or sums up your thesis; a question for the reader to consider; encouragement for the reader to act in support of your idea; and one last example or story to reiterate your point.
- The nine steps described in the text are: (1) determine a schedule, (2) select a topic, (3) collect information, (4) organize the information, (5) evaluate the information, (6) create an outline, (7) write a first draft, (8) revise the first draft, and (9) finalize the paper.
- Answer should include two of the following: the table of contents in the textbook; lecture notes; brainstorming sessions with your study group; magazines and journals; and websites.
- A paper can be made stronger by including differing points of view and defending the thesis against them. Sources that contain counterpoint material also help determine how well the thesis holds up against arguments.
- Answer should include two or more of the following: books, journals, reference manuals, indexes of articles, specialized reference works, and librarians.
- If an Internet search is unsuccessful, you may broaden your search terms, rephrase your keywords, look up related terms, try a different search engine, or check for advanced search options.
- Answers will vary, but possible responses include communicating by email, scheduling appointments, and researching insurance information.
- The student must recognize that all forms of communication, even those that seem casual, require professionalism and that anything said or written online may be captured or saved.

Chapter 11

Practice 11-1: Practice with Nouns

Identify the types of nouns in bold print as proper nouns (PN), common nouns (CN), or collective nouns. Underline all noncountable nouns.

- John (PN)** has been a **member (CN)** of the college **faculty (CO)** since he arrived in **Baltimore (PN)**.
- Dr. Martin (PN)** has some **experience (CN)** with elderly **patients (CN)**.
- Mrs. Murphy's **daughter (CN)** will accompany her during the **examination (CN)**.
- I think you can find the **thermometer (CN)** in the **cabinet (CN)** above the **sink (CN)**.
- The **information (CN)** in the **chart (CN)** is not accurate, according to **Dr. Benson (PN)**.

Practice 11-2: Practice with Pronouns

Identify the pronouns in bold print by marking them as personal pronouns (PP), indefinite pronouns (IP), or relative pronouns (RP).

- Mr. Henin is the patient **who (RP)** insists on bringing **his (PP)** dog with **him (PP)** to all appointments.
- Is there **anyone (IP)** here **who (RP)** can tell me where Dr. Jett left **his (PP)** stethoscope?
- I (PP)** understand what **you (PP)** just told **me (PP)**, but **I (PP)** still insist that the book is **mine (PP)**.
- The patient gave the nurse **his (PP)** medical history without having **his (PP)** daughter there to remember everything for **him (PP)**.
- The nurse said **she (PP)** knows **someone (IP)** in dining services **who (RP)** can come up and speak with **my (PP)** mother.

Practice 11-3: Practice with Verbs

Identify the verbs in bold print in the sentences below as transitive verbs (TV), intransitive verbs (IV), or linking verbs (LV).

- The nutritionist **gave (TV)** the patient a brochure on diabetic diets.
- The nurse **looked (LV)** sad after hearing that her former patient **had died (IV)**.
- Dr. Jameson **felt (TV)** the patient's neck for swollen lymph nodes.
- The medical assistant **called (TV)** the pharmacist with the new prescription.
- Mrs. Benitez **drove (TV)** her car to the oncologist's office for the first round of chemotherapy.
- The basketball coach **felt (LV)** bad when one of his players was injured in the game.
- The patient **slept (IV)** quietly after the surgery.
- Martin **watched (TV)** the instructional video on the proper method of taking a patient's blood pressure.
- This wound **looks (LV)** infected.
- The doctor **wrote (TV)** the prescription, but the pharmacist could not **read (TV)** it.

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Practice 11-4: Practice with Verbs and Verb Tenses

Underline the correct verb tense in each of the sentences.

1. Mr. Bernard (**came/will come**) in for his pulmonary function test yesterday.
2. As soon as I finish tomorrow's biology test, I (**will go/go**) to my internship site.
3. The patient (**has been waiting/was waiting**) for over an hour now.
4. The last time she was here, Miss Vega (**spoke/has spoken**) to the physical therapist.
5. Dr. Dickenson has not called me yet. I (**am still waiting/still wait**) by the phone.

Practice 11-5: Practice with Adjectives and Adverbs

Identify the words in bold print below as adjectives (ADJ) or adverbs (ADV). Draw an arrow to the word each one modifies or describes.

1. The patient responded **quickly (ADV)** to the **physical (ADJ)** therapy.
2. During his long convalescence after a **near-fatal (ADJ)** crash, Mr. Simpson made **good (ADJ)** use of his time by learning to speak Spanish **fluently (ADV)**.
3. The ACE bandage was wrapped **tightly (ADV)** around Mr. Pilgrim's **left (ADJ)** wrist.
4. The medicine tasted so **bad (ADJ)** that the patient **firmly (ADV)** refused to take another swallow.
5. The doctor spoke **quietly (ADV)** with the patient's family about the **upcoming (ADJ)** surgery.

Practice 11-6: Practice with Prepositions and Prepositional Phrases

Identify the prepositions below by circling them, and then cross out any prepositional phrases.

1. The patient sat in ~~the examination room~~ waiting for ~~the nurse~~.
2. Martha went ~~to the library~~ to find a book ~~on gingivitis~~.
3. Both ~~of the medical assistants~~ enjoyed working ~~with the phlebotomy nurse~~ ~~during~~ blood gas draws.
4. ~~After his MRI~~, Mr. Gilroy hoped to find out what the source ~~of pain~~ was ~~in his right shoulder~~.
5. Drinking two liters ~~of contrast agent~~ took John 30 minutes. When he was finished, he put the glass down on ~~the bedside table~~ and climbed out of ~~bed~~.

Practice 11-7: Practice with Conjunctions and Prepositions

Identify the words in bold print as coordinating conjunctions (CC), subordinating conjunctions (SC), or prepositions (PREP).

1. **When (SC)** Mary arrived at the clinic, she turned **on (PREP)** all the lights **and (CC)** unlocked the examination rooms.
2. Mr. Ford came **in (PREP)** for his physical **after (PREP)** work.
3. **If (SC)** Dr. Rodriguez calls **before (PREP)** 6 p.m., can you tell him that the patient is **at (PREP)** the pharmacy waiting **for (PREP)** the prescription?
4. I don't know the answer **to (PREP)** that question **about (PREP)** mitosis, **but (CC)** I know all the material **on (PREP)** mitosis.
5. Can you explain the difference **between (PREP)** white blood cells **and (CC)** red blood cells?
6. Mary has worked as a nurse **in (PREP)** this clinic **since (SC)** she passed her licensure examination **in (PREP)** 1997.
7. **Because (SC)** he was careful not to violate any of the hospital's patient privacy policies, Andrew told the newspaper reporters he could not confirm or deny **that (SC)** the star quarterback was currently undergoing knee surgery. He directed all calls **to (PREP)** the hospital's public relations office **on (PREP)** the fifth floor.
8. **During (PREP)** the long surgery, the patient's family waited **in (PREP)** the reception area eating cookies **and (CC)** drinking coffee.
9. **After (SC)** he finished answering the test's multiple choice questions, Barry began answering the short answer **and (CC)** matching questions.
10. David held the stethoscope **against (PREP)** the mannequin's chest, **but (CC)** he could not hear a heartbeat.

Practice 11-8: Practice with Periods, Question Marks, and Exclamation Marks

Proofread and correct the following passage, adding periods, question marks, and exclamation marks where necessary. You should find eight (8) errors to correct.

David, a medical assistant, was working on Saturday at the nursing station in the Department of Hematology/Oncology. Part of his job was to greet patients' friends and family members who came to the department on visits.

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At about 10 a.m., an elderly woman came up to the nursing station with a question.¹ She was a short woman who had to stand on her toes to see over the desk to speak to David. She seemed very confused.²

"Do you know where the Department of Cardiology is?"³ she asked. "Is this the Department of Cardiology?"⁴

David knew that cardiology was over in the next wing of the hospital and two floors up. He worried that if he gave the woman directions, she may get lost again.⁵ He wanted to provide the best service possible to her.

"It's quite a ways from here," he said. "I'd be happy to escort you there to make sure you find it."

The elderly woman smiled a bright smile to David.⁶ "Thank you so much!"⁷ That's the nicest thing anyone's done for me today."⁸

Practice 11-9: Practice with Commas

Proofread the following passage. Add commas where necessary. You should add at least 23 commas.

Michael,¹ a first-year nursing student,² has a medical terminology exam and a biology paper due tomorrow. He has been studying medical terminology all week,³ and he has written much of the paper. In fact,⁴ the biology paper is almost finished. Michael figures that he has four,⁵ maybe five,⁶ more hours to work on it. He has just arrived in the library with his book bag. In the book bag,⁷ he has his laptop computer,⁸ his biology textbook,⁹ his medical terminology textbook,¹⁰ his note cards,¹¹ and his notebooks. If he finishes his biology paper,¹² he will not have enough time to study for his medical terminology exam. If he studies for medical terminology,¹³ he will not have enough time to write his biology paper.

The library is crowded. After 15 minutes of looking around the library,¹⁴ Michael cannot find an open seat at any of the tables or cubicles. The school has just over 7,000¹⁵ students,¹⁶ and it seems to Michael that at least 6,999¹⁷ of them are already there in the library.

After another 10 minutes of looking,¹⁸ Michael decides to go back to his room. His room is cramped,¹⁹ cluttered,²⁰ and crowded. Still,²¹ he figures that if he stays up all night,²² he might have enough time to finish the biology paper and study for his medical terminology exam. It's going to be a long,²³ long night.

Practice 11-10: Practice with Semicolons and Colons

Proofread the following passage from a letter, adding semicolons and colons where necessary. You should find at least eight (8) places to correct errors.

Dear Mr. Pierre:¹

At 9:15² last Wednesday morning, I called your office to ask about the status of my application for the open nursing assistant position that was advertised in *The Herald*. I left a message with Jane, the receptionist, who told me she would return my call later that day,³ however, a week has passed, and I have not heard back yet. I believe my credentials closely match those listed in the advertisement:⁴ an associate's degree in a health-related major;⁵ two years' experience working in a healthcare setting;⁶ a desire to help patients, especially elderly patients;⁷ and basic telephone and computer skills.

I would very much like to discuss with you the ways I may contribute to Longmeadow Medical Associates. I can be reached at my home phone:⁸ 818-987-9876.

Sincerely,
Melanie Johnston

Practice 11-11: Practice with Apostrophes and Hyphens

Proofread the following sentences. Insert apostrophes and hyphens where needed.

1. Mrs. Smith's daughter-in-law is coming in to meet with Dr. Rodriguez to discuss Mrs. Smith's care plan.
2. Dr. Chen always sees the glass as half_full. Dr. Johnson sees the glass as half_empty. However, Dr. Chen's nurse sees the glass as two-thirds_full.
3. Meghan came to visit Cara 23 times last week after Cara's appendix was removed.
4. Dr. Martin wants to have a face_to_face meeting with Mr. Hernandez's future son_in_law.
5. One_half of all babies born in the period 1960_1970 were inoculated.

Practice 11-12: Practice with Quotation Marks and Capital Letters

Proofread the following sentences. Add quotation marks and capital letters where appropriate.

1. Suzanne has just published an article entitled "Meeting New Patients' Needs" in the latest issue of *The Journal of Nursing*.
2. Mr. Keller's exact words were: "Just try to give me that flu shot. I'll show you."

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3. Cheryl is going to Madrid, Spain, for Thanksgiving.
4. The former president wanted to do more to restructure the HMO than President Cranston does.
5. Before he went in for his abdominal surgery, Mr. Martinez kept singing that old Beatles song “Don’t Let Me Down.”

Practice 11-13: Practice with Numbers

Proofread the following sentences. Make any corrections necessary with numbers.

1. Seventy-eight patients were sitting in the lobby for 30 minutes waiting for flu shots.
2. Marcia is very good at drawing blood. I’m sure she’s drawn blood from a few hundred patients this year.
3. The article said that 55% of newborns in that state had fewer than 2 siblings.
4. The new suture kits cost \$39 each.
5. Dr. Rashad said he would be here at 10 a.m. sharp.

Practice 11-14: Practice with Subjects and Predicates

Identify the complete subjects (CS) and complete predicates (CP) in each sentence.

1. The patient (CS) survived (CP).
2. These medications (CS) control James’s asthma (CP).
3. Mr. Adjani (CS) will call Dr. Williamson tomorrow morning about the test results (CP).
4. The examination rooms (CS) are all clean (CP).
5. Dr. Rodriguez (CS) is the only cardiologist who came out for the hospital charity’s Valentine’s Day party (CP).

Practice 11-15: Practice with Phrases

In the sentences below, identify the phrases in bold print as prepositional (P), infinitive (I), gerund (G), or participial (Part).

1. Mr. Vieira did not say a word to me **during the entire physical examination (P)**.
2. **Skipping meals (G)** is not a healthy way **to lose weight (I)**.
3. Fists clenched, the little boy screamed **at the nurse (P)** who had given him a shot **in his arm (P)**.
4. **Helping patients better understand their treatment options (G)** is the only responsible course to take.
5. Mrs. O’Donnell’s daughter-in-law went out to the lobby to wait **during the 3-hour procedure (P)**.

Practice 11-16: Practice with Independent and Dependent Clauses

Identify the clauses in bold print as either independent (I) or dependent (D).

1. **If Mrs. Robertson can come for her physical on Thursday morning at 11:00 (D)**, Dr. Rodriguez has an opening on his schedule.
2. **Mr. Solomon needs to go down to radiology for his chest CT (I)**.
3. **The patient’s prescription won’t be ready for an hour (I)** because the whole computer system went down, and a backlog has formed.
4. Patients won’t know about the women’s health workshop **unless we tell them (D)**.
5. **I don’t know (I)** where Dr. Marin put her stethoscope.

Practice 11-17: Practice with Subject-Verb Agreement

In the sentences below, choose the correct verb.

1. Both of the patients (**is/are**) in the examination rooms.
2. Bringing in family members to speak with the healthcare team members (**is/are**) what many elderly patients do to help them understand their treatment options.
3. Neither of the nurses (**has/have**) seen the patients’ test results.
4. Many of the patients in this practice (**prefers/prefer**) the early morning schedule.
5. Each of the physicians in the department (**sees/see**) over 50 patients per week.

Practice 11-18: Practice with Correcting Run-ons

Use any of the four methods described above to correct these run-ons.

1. Not all elderly patients are good historians those who have trouble giving their medical histories should bring a family member to medical appointments.
Correct Versions
 - Not all elderly patients are good historians. Those who have trouble giving their medical histories should bring a family member to medical appointments.
 - Not all elderly patients are good historians; those who have trouble giving their medical histories should bring a family member to medical appointments.

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- Not all elderly patients are good historians, and those who have trouble giving their medical histories should bring a family member to medical appointments.
 - Since not all elderly patients are good historians, those who have trouble giving their medical histories should bring a family member to medical appointments.
2. Dr. Rodman wrote an order for a chest X-ray for Mr. Smith two hours ago, however, the medical assistant from radiology has not arrived yet to pick Mr. Smith up.
- Correct Versions**
- Dr. Rodman wrote an order for a chest X-ray for Mr. Smith two hours ago. However, the medical assistant from radiology has not arrived yet to pick Mr. Smith up.
 - Dr. Rodman wrote an order for a chest X-ray for Mr. Smith two hours ago; however, the medical assistant from radiology has not arrived yet to pick Mr. Smith up.
 - Dr. Rodman wrote an order for a chest X-ray for Mr. Smith two hours ago, but the medical assistant from radiology has not arrived yet to pick Mr. Smith up.
 - Although Dr. Rodman wrote an order for a chest X-ray for Mr. Smith two hours ago, the medical assistant from radiology has not arrived yet to pick Mr. Smith up.
3. James Albertson called to renew his asthma prescription, Dr. Babson wants James to come in for an examination before renewing the prescription.
- Correct Versions**
- James Albertson called to renew his asthma prescription. Dr. Babson wants James to come in for an examination before renewing the prescription.
 - James Albertson called to renew his asthma prescription; Dr. Babson wants James to come in for an examination before renewing the prescription.
 - James Albertson called to renew his asthma prescription, but Dr. Babson wants James to come in for an examination before renewing the prescription.
 - Although James Albertson called to renew his asthma prescription, Dr. Babson wants James to come in for an examination before renewing the prescription.
4. Maria studied all night for her medical ethics final, she's still not sure she understands the debate on stem cell research.
- Correct Versions**
- Maria studied all night for her medical ethics final. However, she's still not sure she understands the debate on stem cell research.
 - Maria studied all night for her medical ethics final; however, she's still not sure she understands the debate on stem cell research.
 - Maria studied all night for her medical ethics final, but she's still not sure she understands the debate on stem cell research.
 - Even though Maria studied all night for her medical ethics final, she's still not sure she understands the debate on stem cell research.
5. Mr. Matwick arrived 25 minutes late for his neurology appointment Dr. Lowe was still able to see Mr. Matwick promptly.
- Correct Versions**
- Mr. Matwick arrived 25 minutes late for his neurology appointment. Dr. Lowe was still able to see him promptly.
 - Mr. Matwick arrived 25 minutes late for his neurology appointment; however, Dr. Lowe was still able to see him promptly.
 - Mr. Matwick arrived 25 minutes late for his neurology appointment, but Dr. Lowe was still able to see him promptly.
 - Despite the fact that Mr. Matwick arrived 25 minutes late for his neurology appointment, Dr. Lowe was still able to see him promptly.

Practice 11-19: Practice with Correcting Fragments

Correct each of the fragments below. (Note: Not all of the groups of words are fragments.)

1. Marta is still not prepared for her anatomy test, despite the fact that she began studying last week.
2. When the nurse gave the little boy his flu shot, he began to cry. He was really loud.
3. Mr. Ortiz brought his daughter with him to his cardiology appointment to help translate during the examination.
4. Dr. Simpson wants Mrs. Donaldson to come back for a follow-up appointment in two weeks after she has been seen by neurology.
5. Because the nutritionist hasn't spoken to Mr. Barnes yet, Mr. Barnes is not ready to be discharged.

Practice 11-20: Practice with Tenses

Underline the correct tense of each verb in parentheses.

1. Yesterday Mr. Johnson (**calls/called**) to make an appointment for his physical examination.
2. Dr. Singh (**will be/has been**) out of the country until next Thursday. He has an opening at 3:30 p.m. on Friday.
3. When Dr. Gonzalez (**was/has been**) here last week, he renewed James's prescription for an asthma inhaler.
4. Janette (**works/has worked**) in this practice since 2002.
5. Before he finished school and passed his licensure exam, Jean (**works/had worked**) weekends as a unit clerk on the hematology ward.

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Practice with Paragraphs

For the paragraphs below, identify the topic sentence (TS), the supporting sentences (SS), and the concluding sentence (CS).

1. While the flu and the common cold are both respiratory illnesses that have similar symptoms and may be difficult to distinguish, these two illnesses are caused by different viruses (TS). The flu generally is worse than the common cold, and symptoms such as fever, body aches, extreme tiredness, and dry cough are more common and intense (SS). Colds are usually milder than the flu (SS). People with colds are more likely to have a runny or stuffy nose (SS). Colds usually do not result in serious health problems, such as pneumonia, bacterial infections, or hospitalizations (SS). Finally, the flu is caused by the influenza virus, which is a respiratory virus, whereas the common cold is caused by either the adenovirus or the corona virus, of which there are many different subsets (CS).
2. A healthcare professional—any professional, for that matter—needs to have effective interpersonal skills (TS). These are the skills one relies on most in order to have successful interaction with other people (SS). These skills—which include tactfulness, courtesy, respect, empathy, genuineness, appropriate self-disclosure, and assertiveness—usually do not stand alone in isolation but rather exist in concert with each other (SS). A healthcare professional who exhibits one of these skills as part of effective communication tends to exhibit others as well (CS).

Chapter 12

1. C
2. 300
3. course catalogue
4. empathy
5. self-regulating
6. Answer should include four of the following: cardiovascular technologist, clinical lab technician, CT technologist, cytotechnologist, diagnostic medical sonographer, ECG technician, EEG technologist, exercise physiologist, histotechnician, MRI technologist, medical technologist, nuclear medicine technologist, pathology assistant, phlebotomist, PET technologist, radiographer/radiologic technologist, sonographer.
7. Understanding your personality and interests
8. Answer should include three of the following: caring, integrity, dependability, trustworthiness, teamwork, openness to change, personal health.
9. Being dependable means that you'll always follow through and do what you're asked. It means that your coworkers, supervisors, and patients can feel comfortable putting their trust in you and relying on you to get the job done.
10. A career usually demands more complete involvement and care, and can therefore be more satisfying than a job worked merely for pay.
11. Answer should include two of the following: subscriptions to professional publications; access to online resources; professional conferences, conventions, and workshops; information on new technologies; ethics guidelines; access to patient education materials; networking opportunities; grant and scholarship opportunities.

Chapter 13

1. C
2. B
3. B
4. A
5. C
6. B
7. HIPAA
8. clinical mentor or clinical instructor
9. Professionalism, confidentiality, patient rights and safety, cultural diversity, and personal conduct
10. Elements of professionalism include being a team player, working within the limits of your knowledge and skills, following policies and procedures, and being honest, dependable, and trustworthy.
11. In health care, patients' lives can be at stake, so you must be absolutely certain of records, medication, tests, or other procedures.
12. Possible answers include patient safety, legal protection, and that it makes you trustworthy and professional.
13. Safeguards include protecting your password and logging off the computer when done; keeping patient charts closed when not in use; ensuring that faxes and computer printouts are not left unattended; properly disposing of unneeded patient information; keeping patient information out of your conversations; using a low voice when talking about patients with your supervisor; and removing patient identifying information before handing in class work.
14. Possible ways include proper handwashing; checking for trip-and-fall hazards; and taking responsibility for equipment safety.
15. It is important to establish a good relationship because your mentor is the one who will coach you through your clinical experience (e.g., help you reduce anxiety, answer your questions, explain dress code, provide rotation schedule, explain expectations). Ways

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to establish this relationship include not making unfair judgments; being polite and respectful; addressing your mentor according to stated preference; and learning about your mentor's background.

16. Advantages include learning the facility's mission statement, fire and safety procedures, and confidentiality rules; learning clinical objectives and evaluation procedures; learning your mentor's expectations of you; meeting your mentor; having time to ask questions; and receiving your computer password.
17. Clean and pressed clothing/uniform; clearly visible ID badge; appropriate shoes; simple hairstyle; and minimal jewelry and perfume or cologne.

Chapter 14

1. False. There are multiple formats for resumes.
2. True
3. False
4. True
5. False
6. False. You always need to write a cover letter to accompany your resume.
7. False. Bring your own paper and pen to the interview.
8. False. You should research the organization before the interview.
9. False. You need to be honest with all hiring managers.
10. True. Always send a thank-you note immediately after the interview.

Short Answer

1. The cover letter is the document you use to introduce yourself and your resume. Your cover letter should get the attention of the hiring manager and make him or her want to learn more about you by reading your resume.
2. (A) Tell me something about your internships or clinical rotations. (B) Which subjects in your program do you believe best prepare you for this position? (C) Tell me about how you overcame any challenges in your coursework.
3. (A) A resume summary: This should be a two- to four-sentence statement that summarizes who you are, what you can offer professionally, and why an employer should want to hire you. (B) Educational background: a listing, in reverse chronological order, of your postsecondary experiences. (C) Work experience: your employment history, in reverse chronological order, including specific dates, employer (company) name, and brief descriptions of your responsibilities.
4. A thank-you letter (which can be in email form) briefly thanks the hiring manager for the interview, reminding him or her of your qualifications, and includes an expression of eagerness to hear more about the position.

Clinical Applications

Answers will vary.

Chapter 15

1. Genuineness
2. False
3. False
4. False

Short Answer

1. The subject line clearly indicates what the content of the email is. The email is short and to the point. The email is written with correct grammar and punctuation.
2. You demonstrate academic preparedness when (a) you have completed the reading before class; (b) you have brought the textbook or reading with you to class; (c) you have pen or pencil and notebook ready in class.

Clinical Application

Answers will vary in the Professional Readiness Score Sheet.