

Chapter 2: Assessment Techniques

True/False

Indicate whether the statement is true or false.

- _____ 1. If in doubt, observe the problem area repeatedly until you are able to document the discrepancy accurately.
- _____ 2. Direct light observation is done by shining a light directly at the area in question and observing the characteristics at a tangential angle.
- _____ 3. The bell is best for low-pitched sounds, whereas the diaphragm is best for high-pitched sounds.
- _____ 4. The palmar surface of the hand is less sensitive than the fingertips.
- _____ 5. To avoid disruption of sound, percussion should be done after auscultation.
- _____ 6. Body mass is calculated by dividing height by weight squared and is age and gender dependent.

Matching

Match each item to the statement or sentence listed below.

- a. Palm
- b. Ulnar surface
- c. Dorsal surface
- _____ 7. Temperature estimation
- _____ 8. Vibration
- _____ 9. Masses
- _____ 10. Crepitus
- _____ 11. Texture

Match each item to the statement or sentence listed below.

- a. Tympany
- b. Hyperresonance
- c. Resonance
- d. Dullness
- e. Flatness
- _____ 12. Muscles
- _____ 13. Gastric bubble, empty bladder
- _____ 14. Normal lungs
- _____ 15. Air-filled lungs (emphysema)

_____ 16. Organs (liver, spleen, kidneys), fluid in lungs, full bladder

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_____ 17. Auscultation is the process of listening for sound produced by the body. It is generally done:

- a. After palpation and percussion and before observation.
- b. With a stethoscope with short tubes (12 inches).
- c. With the bell to listen for low-pitched sounds.
- d. With the diaphragm only.

_____ 18. To avoid disruption of sound, percussion should be done:

- a. After auscultation.
- b. To produce sound waves.
- c. 4–6 cm deep in the body tissue.
- d. To hear the loudness over dense tissue.

_____ 19. Percussion sounds are heard the loudest over:

- a. Fluid.
- b. Solid sounds.
- c. Dense tissue.
- d. Air.

_____ 20. Which of the following is *not* a classification of percussion tones?

- a. Tympany
- b. Snapping
- c. Hyperresonance and resonance
- d. Dullness and flatness

_____ 21. All of the following are techniques for percussion except:

- a. Striking one finger with another finger.
- b. Striking one finger with a reflex hammer.
- c. Tapping the flat hand with the fist of the other hand.
- d. Scratching the skin with one finger.

_____ 22. The growth chart is a legal document and becomes a legal part of the child's school medical record. It should contain:

- a. Identifying information.
- b. Accurate plot of measurements.
- c. An imaginary line drawn upward to intersect the horizontal axis at the bottom of the chart.
- d. Vertical axis at the left side of the chart and a dot on the chart where the two points intersect.

_____ 23. When you obtain several measurements of the child, look at the pattern of growth over time.

- a. Normal growth should continue along the same percentile.
- b. The child should have a curve deviation, which will indicate normal growth.
- c. Anything between the 5th percentile or the 75th percentile is abnormal.

- d. The 75th percentile is a better growth curve.

Completion

Complete each statement.

24. For height measurement, use a wall poster or an exam scale. Be sure to have the child remove _____, stand upright with her head erect, her back and heels against the wall, and looking straight ahead.
25. Body mass is age and _____ dependent.
26. There are estimated norms of height and weight growth determined through research on large groups of children. They can be used to evaluate the child in relationship to peers of the same age. Growth charts have been developed and updated by the _____ for tracking heights and weights for older children.
27. _____ should be between 95% and 99% in all school-aged children and adolescents.
28. The average growth spurt for a school-aged child is _____ per year.

Chapter 2: Assessment Techniques

Answer Section

TRUE/FALSE

- | | |
|-----------|--------|
| 1. ANS: T | PTS: 1 |
| 2. ANS: F | PTS: 1 |
| 3. ANS: T | PTS: 1 |
| 4. ANS: F | PTS: 1 |
| 5. ANS: T | PTS: 1 |
| 6. ANS: F | PTS: 1 |

MATCHING

- | | |
|------------|--------|
| 7. ANS: C | PTS: 1 |
| 8. ANS: B | PTS: 1 |
| 9. ANS: A | PTS: 1 |
| 10. ANS: A | PTS: 1 |
| 11. ANS: C | PTS: 1 |
| 12. ANS: E | PTS: 1 |
| 13. ANS: A | PTS: 1 |
| 14. ANS: C | PTS: 1 |
| 15. ANS: B | PTS: 1 |
| 16. ANS: D | PTS: 1 |

MULTIPLE CHOICE

- | | |
|------------|--------|
| 17. ANS: C | PTS: 1 |
| 18. ANS: A | PTS: 1 |
| 19. ANS: D | PTS: 1 |
| 20. ANS: B | PTS: 1 |
| 21. ANS: D | PTS: 1 |
| 22. ANS: A | PTS: 1 |
| 23. ANS: A | PTS: 1 |

COMPLETION

- | | |
|--------------------------------------|--|
| 24. ANS: shoes | |
| PTS: 1 | |
| 25. ANS: gender | |
| PTS: 1 | |
| 26. ANS: Centers for Disease Control | |

PTS: 1

27. ANS: Oxygen saturation

PTS: 1

28. ANS: 2 inches

PTS: 1