D & H-W Ch. 5	**Framework for Health Promotion, Disease Prevention, and Risk Reduction** **—PPTs & Lecture/Discussion**	ATI Ch.1 pg 7-8; ATI Ch. 3 pg. 23-24, 26

1. What is the focus of community health nurse regarding risk factors?

    a. The focus is on modifiable risk factors

2. Define and be able to give examples of the following **levels of prevention**: – There are **many** questions asking you to critically think about each of these levels

a) Primary prevention
    a. maximizing health and wellness through strategies that are set in place before illness or injury is present
        i. nutrition, hygiene, exercise, immunization, and overall less costly

b) Secondary prevention
    a. maximizing health and wellness through strategies that are set in place at the early and active chronic stages of pathogenesis of illness and injury
        i. Early detection and screening
            1. pap smear, cervical cancer or skin test

c) Tertiary prevention

    a. maximizing health and wellness through strategies that are set in place at the palliation and end-stage of disease and injury trajectories.

        i. After disease

3. Define and give examples of health promotion programs and how to promote their effectiveness.

    a.

4. Techniques to help client's develop health literacy.

    a. Develop and disseminate health and safety information that is accurate, accessible, and actionable

    b. Promote changes in the health care system that improve health information, communication, informed decision-making, and access to health services

    c. Incorporate accurate, standards-based, and developmentally appropriate health and science information and curricula in child care and education through the university level

    d. Support and expand local efforts to provide adult education, English language instruction, and culturally and linguistically appropriate health information services in the community

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e. Build partnerships, develop guidance, and change policies

f. Increase basic research and the development, implementation, and evaluation of practices and interventions to improve health literacy

g. Increase the dissemination and use of evidence-based health literacy practices and interventions

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D & H-W Ch. 10	**<u>Cultural Competence: Awareness, Sensitivity, and Respect</u>** **PPTs & Lecure/Discussion**	ATI Ch. 2 pg. 13-15

1. Define and give examples of culture.

   a. "A SET OF PRACTICES AND BEHAVIORS DEFINED BY CUSTOMS, HABITS, LANGUAGE, AND GEOGRAPHY THAT GROUPS OF INDIVIDUALS SHARE" (Napeir et al (2014).

   b. INCLUDES LANGUAGE, RELIGION, OCCUPATION, ECONOMICS, ART, POLITICS, AND PHILOSOPHY

   c. BELIEFS, VALUES AND PATTERNS OF BEHAVIOR ARE LEARNED AND PASSED ON FROM ONE GENERATION TO THE NEXT.

   d. CULTURE IS HOW PEOPLE APPROACH THE WORLD AND PROVIDES A PRESCRIPTION FOR DAILY LIVING AND DECISION MAKING

   e. THE COMPONENTS OF A CULTURE ARE VALUES BY MEMBERS OF THE CULTURE AND ARE CONSIDERED TO BE RIGHT AND NOT OPEN TO QUESTION.

2. Define and give examples

   a. ethnocentrism: Assumption that others believe and behave as the dominant culture does, or the belief that the dominant culture is superior to others: assumption of cultural superiority

   b. cultural safety: Culturally appropriate health services to disadvantaged groups while stressing dignity and avoiding institutional racism, assimilation and repressive practices

   c. cultural humility: acknowledgement that everyone's views are culturally influences, that our own are not inherently better than those of our clients and that our clients can teach us

   d. cultural competence: openness to and respect for others' ideas and ways of life; curiosity, patience, and self-awareness of one's own

	culture and culturally mediated ideas	

3. How does a nurse define and demonstrate cultural competence?

    a. Considering cultural aspects of health, illness, and treatment for each client or community, as well as doing so at each stage of the nursing process

        i. Understanding how cultural beliefs and practices influence our lives

        ii. Recognizing others' values and ways of life

        iii. Respect for others

        iv. Setting aside biases and prejudices in order to live and work together effectively

    b. Reducing health disparities among all individuals regardless of race, religion, culture, ethnicity, gender identity, and lifestyle

D& H-W Ch. 16	**<u>Violence and Abuse</u>** **PPTs &** **Lecture/Discussion**	**ATI Ch. 7 pg 59-61**
1. What are some risk factors for violence?		
2. Primary prevention for violence: strategies to reduce societal violence		
3. What is incorporated in screening for IPV?		
4. What are the long-term consequences of violence according to Healthy People 2020?		
5. What is IPV and situations that put people at risk for IPV?		
6. What are conditions associated with IPV and pregnancy?		
7. What are signs and symptoms of child abuse?		
8. Primary prevention strategies to prevent child abuse and injury due to violence.		
9. What would you expect to find in abuse or neglect of an elder?		
10. Nurses' response to suspected abuse of the elderly		

D& H-W Ch. 18	**<u>Underserved Populations</u>**	**ATI Ch. 7 pg 59-64**

	PPTs & Lecture/Discussion	
1. Which groups are part of vulnerable and underserved populations?		
2. Which overarching goal of Healthy People 2020 would most apply to the vulnerable or underserved populations?		
3. How would you describe vulnerable populations?		
4. What are the National Health Goals for vulnerable populations?		
5. What are key factors that that determine who is a part of a vulnerable or underserved population?		
6. What are the 7 A's of Challenges for elders in rural areas?		
7. Primary prevention to prevent disabilities		

D& H-W Ch. 19	Environmental Health PPTs & Lecture/Discussion	ATI Ch. 2 pg 15-16
1. The importance of understanding the premises of environmental health.		
2. What is the formula used to determine the amount of risk?		
3. What is environmental epidemiology?		
4. Why are children more vulnerable to environmental exposures?		
5. Risk factors for Lead poisoning		
6. Which health conditions in the population make clients more vulnerable to environmental pollutants?		

D& H-W Ch. 7	Epidemiology-Incidence, prevalence, & Rate calculation	ATI Ch. 3 pg 24
1. Specific death rate.		
2. Epidemiology- Prevalence.		
3. Epidemiology-Proportion		