

Final Study Guide Spring 2021

There are 75 questions on the Final exam. Approximately 10 will be Rate questions, make sure you have reviewed how to calculate the rates mentioned below.

| D & H-W Ch. 1 | Public Health Nursing: Present, Past and Future | ATI Ch. 1 & 2 |
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| 1. What are the 8 Principles of Public Health Nursing? a. Of the 8 principles of public health nursing – what is priority? | | |
| 2. What are the Healthy People 2020 overarching goals and examples of how to achieve these goals? a. Which overarching goal is priority and why? | | |

| D & H-W Ch. 2 | Public Health Systems | ATI Ch. 1 & 2 |
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| 1. Define and give examples of health disparities. | | |
| 2. What is the focus of Community health nursing? a. How would you describe community health nursing? | | |
| 3. What does the government regulate? | | |

| D & H-W Ch. 3 | Health Policy, Politics, and Reform | ATI: Ch. 9 pg. 84 |
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| 1. What are the steps of health policy making? | | |

| D & H-W Ch. 4 | Global Health: A Community Perspective | ATI Ch. 1 & 2 |
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| 1. What is the WHO's definition of health? a. What does this look like? | | |
| 2. What are some main global health issues? | | |

| D & H-W Ch. 5 | Framework for Health Promotion, Disease Prevention, and Risk Reduction | ATI Ch. 3 pg. 23-24, 26 |
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| 1. Define and be able to give examples of the following levels of prevention: – a) Primary prevention b) Secondary prevention c) Tertiary prevention | | |
| 2. Define and give examples of health promotion programs and how to promote their effectiveness. | | |

| D & H-W Ch. 6 | Epidemiology: The Science of Prevention | ATI Ch. 3 pg. 23-24 |
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| 1. What sources give health-related data? What are they best used for? ATI (Informatics ppt) | | |
| 2. What are the methods of epidemiology? Textbook; ATI | | |

| D & H-W Ch. 7 | Describing Health Conditions: | ATI Ch. 3 pg. 23-24 |
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| Understanding and Using Rates | |
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| 1. | Define the different epidemiologic rates and proportions. Textbook; ATI |
| 2. | 5 Rate calculations – Fill in the Blank |
| 3. | Specific death rate. |
| 4. | Epidemiology- Prevalence. |
| 5. | Epidemiology-Proportion |
| 6. | Calculation of rates related to community assessment |
| 7. | Calculation of rates related to school health, faith communities, and occupational health. |
| 8. | Review Incidence, prevalence, proportions |
| 9. | Calculation of rates related to bioterrorism, and communicable diseases. |
| 10. | Review prevalence rate, prevalence proportion, and cause-specific mortality rates. |
| 11. | Review how to calculate R-naught (R-0). |

| D & H-W Ch. 9 | Planning for Community Change | ATI: Ch. 4 |
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| 1. | What are some primary prevention interventions? | |
| 2. | What are SMART goals and objectives? | |
| 3. | What is the WHO's Commission on Social Determinants? | |
| 4. | What are the stages of the program planning process and be able to identify examples. & ATI | |
| 5. | How do you evaluate the community program? & ATI - What are the steps that you do in the evaluation? (prioritization goes by the steps – you won't jump to step 5 without completing step 1) | |
| 6. | What is a population aggregate? | |
| 7. | What are some stressors that can be identified in a community assessment? & ATI | |
| 8. | How can a community assessment show health disparities? | |
| 9. | How does the nurse plan for sustainability of a program when planning? | |

| D & H-W Ch. 10 | Cultural Competence: Awareness, Sensitivity, and Respect | ATI Ch. 2 pg. 13-15 |
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| 1. | How does a nurse define and demonstrate cultural competence? | |

| D & H-W: Ch. 11 | Community Assessment | ATI: Ch. 4 |
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| 1. | What does community as partner focus on? & | |
| 2. | Where can you get some information for the community assessment specifically for injuries and violence? | |
| 3. | Review the Community Assessment process. This is similar to the Nursing Process. | |
| 4. | Utilizing community assessment data to determine interventions for a community | |
| 5. | How do you get primary (direct) and secondary data for community assessments? - Which do you get direct data from? | |
| 6. | Why should or would you perform a community assessment? | |

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| D & H-W Ch. 12 | Case Management, Care Management, and Home Health Care | ATI Ch. 5 pg. 42 Ch. 9 pg. 81-83 |
| 1. What is case management indicated for? | | |
| 2. What are the roles of a case manager? What are the limits of the roles? | | |
| 3. Which areas of a home have the highest safety concerns? | | |
| 4. What are the 5 phases of a home visit? | | |

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| D & H-W Ch. 14 | Risk of Infectious and Communicable Diseases | ATI Ch. 3 pg. 23-25 |
| 1. How do you break the chain of infection? | | |
| 2. What are risk factors for acquiring a STD (STI)? | | |

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| D & H-W Ch. 15 | Emerging Infectious Diseases | ATI Ch. 3 pg. 23-25 |
| 1. What are Primary prevention strategies for infectious/communicable diseases? | | |
| 2. What are Secondary prevention strategies for infectious/communicable diseases? | | |
| 3. What are the nationally notifiable diseases? | | |
| 4. What is herd immunity? | | |

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| D & H-W Ch. 16 | Violence and Abuse | ATI Ch. 7 pg 59-61 |
| 1. What are some risk factors for violence? | | |
| 2. What are the long-term consequences of violence according to Healthy People 2020? | | |
| 3. What are conditions associated with IPV and pregnancy? | | |
| 4. What are signs and symptoms of child abuse? | | |
| 5. What would you expect to find in abuse or neglect of an elder? | | |

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| D & H-W Ch. 18 | Underserved Populations | ATI Ch. 7 pg 59-64 |
| 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. What are the National Health Goals for vulnerable populations? | | |
| 4. What are key factors that that determine who is a part of a vulnerable or underserved population? | | |

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| D & H-W Ch. 19 | Environmental Health | ATI Ch. 2 pg 15-16 |
| 1. Why are children more vulnerable to environmental exposures? | | |

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| D & H-W Ch. 20 | Community Preparedness: Disaster and Terrorism | ATI Ch. 8 |
| 1. What client classifies as a "Black" triage tag? | | |
| 2. What client classifies as a "Red" triage tag? | | |
| 3. What is the purpose of evaluation and After Action Report? | | |

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| 4. What are examples of vulnerabilities in communities included in their disaster preparedness plans? |
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| D & H-W Ch. 22 | School Health | ATI Ch.5 pg. 44-45 |
| 1. What are Primary and Secondary prevention techniques for school health? | | |
| 2. Be able to give examples of the school nurse's role as a case manager. | | |
| 3. What skills are required for school nurse practice? | | |

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| D & H-W Ch. 23 | Faith-Oriented Communities & Health Ministries in Faith Communities | ATI Ch.5 pg 44 |
| 1. Primary prevention, secondary, & tertiary prevention interventions in faith-based nursing. & ATI | | |
| 2. Common misconceptions regarding the role of faith community nurse. | | |
| 3. Examples of the faith-based nurse's role as health advocate. | | |

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| D & H-W Ch. 24 | Palliative and End-of-Life Care | ATI Ch. 5 pg. 42 |
| 1. Identifying clients who should be recommended for hospice services. | | |
| 2. Identifying behaviors during the stages of the grieving process. | | |
| 3. Identify the services of hospice care. | | |
| 4. What are advanced directives and what are their purposes? | | |

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| D & H-W Ch. 25 | Occupational Health Nursing | ATI Ch. 5 pg. 42-43 |
| 1. Occupational health risks for farmers and agricultural workers. | | |
| 2. Categories of hazards in the workplace with examples. | | |
| 3. Techniques to use for an assessment of the workplace. | | |
| 4. Roles of OSHA, FMLA, NORA. | | |