

Exam 2 Study Guide

Refer to your Epidemiology rate worksheet to review the rate. There are 3 rate questions on this exam.

D & H-W Ch. 5	Framework for Health Promotion, Disease Prevention, and Risk Reduction	ATI Ch. 3 pg. 23-24, 26
<p>1. What is the focus of community health nurse regarding risk factors? Textbook</p> <p>Community health nurses are focused on <u>modifiable risks</u> of acquiring diseases.</p>		
<p>2. Define and be able to give examples of the following levels of prevention: - Textbook</p> <p>a) Primary prevention Actions to prevent disease; vaccination, reducing risk factors.</p> <p>b) Secondary prevention Early screening - breast cancer screening, colonoscopy</p> <p>c) Tertiary prevention Treatment of occurring disease or palliative care; chemotherapy</p>		
<p>3. Define and give examples of health promotion programs and how to promote their effectiveness. Textbook</p> <p>a. Health promotion - the process of enabling people to increase control over and to improve their health.</p> <p>b. Promote effectiveness: Ottawa Charter</p> <ul style="list-style-type: none">i. Build healthy public policiesii. Create supportive environmentsiii. Strengthen community actioniv. Develop personal skillsv. Reorient health services		
<p>4. Techniques to help clients develop health literacy. Textbook</p> <p>a. spoken communication</p> <ul style="list-style-type: none">i. avoid medical jargonii. use lay termsiii. speak clearly and slowlyiv. listen attentively to the person <p>b. written communication</p> <ul style="list-style-type: none">i. No more than 4 main messagesii. repeat and reinforce during sessioniii. use picturesiv. active voice with short sentences		

- v. bullet points
- c. self-management and empowerment
 - i. teach-back method and show-me method
- d. supportive services

D & H-W Ch. 10	Cultural Competence: Awareness, Sensitivity, and Respect	ATI Ch. 2 pg. 13-15
<p>1. Define and give examples of culture. Textbook & ATI</p> <ul style="list-style-type: none"> a. Set of practices and behaviors defined by customs, habits, language, and geography that groups of people share b. Language, religion, occupation, economics, art, politics, philosophy c. Beliefs, values, attitudes, and behaviors are shared by a group of people. 		
<p>2. Define and give examples of ethnocentrism, stereotype, cultural humility, & cultural competence. Textbook</p> <ul style="list-style-type: none"> a. Ethnocentrism - “everyone should be like me” b. stereotype - belief of all members of a culture act alike, share the same beliefs and attitudes. c. Cultural humility - self-evaluation and critique one's own assumptions. d. Cultural competence - An attitude of openness to, respect for, and curiosity about different cultural values and traditions, and ideally includes a broader critical analysis of power relations affecting health disparities. 		
<p>3. How does a nurse define and demonstrate cultural competence? Textbook</p> <ul style="list-style-type: none"> a. The process through which the nurse provides care that is appropriate to the client's cultural context. b. The goal is to make healthcare more efficient and more effective. c. Respect clients for their different beliefs. d. Be sensitive to behaviors and practices different from your own. e. Accommodate differences if they are not detrimental to health. f. Listen for cues in the client's conversation that relay a unique ethnic belief about etiology, transmission, prevention, etc. 		

g. Teach positive health habits if the client's practices are deleterious to good health.

D& H-W Ch. 16	Violence and Abuse	ATI Ch. 7 pg 59-61
<p>1. What are some risk factors for violence? ATI</p> <ul style="list-style-type: none">a. Community<ul style="list-style-type: none">i. Work stressii. unemploymentiii. media exposure to violenceiv. crowded living conditionsv. povertyvi. feelings of powerlessnessvii. social isolationviii. lack of community resourcesb. Individual<ul style="list-style-type: none">i. History of abuse or exposure to violenceii. low self-esteemiii. fear and distrust of othersiv. poor self-controlv. inadequate social skillsvi. minimal social support/ isolationvii. immature motivation for marriage or child bearingviii. weak coping skills		
<p>2. Primary prevention for violence: strategies to reduce societal violence. ATI</p> <ul style="list-style-type: none">a. Teach alternate conflict resolutionb. organize parenting classes to provide guidance of appropriate behaviors, parental responses, and disciplinec. education about community services that protect from violenced. promote public understanding about the aging process and safeguards to ensure		

a safe environment for older adults.

- e. Assist in removing factors that contribute to stress by directing clients to respite care, employment services, increase social networks and support to isolated families.
- f. Encourage older adults and families to safeguard assets by giving financial information.
- g. Teach individuals that no one has a right to touch or hurt another person while ensuring education in reporting abuse.

3. **What is incorporated in screening for IPV? Textbook & ATI**

- a. Screening questions need to be culturally and developmentally framed. Such questions include the following:
 - i. Are you currently experiencing or have you ever experienced physical or emotional harm/abuse in an intimate relationship? Has anyone ever forced you to engage in sexual activity that you did not want to participate in?
 - ii. Has your current partner ever pushed, shoved, slapped, or otherwise physically hurt you?
 - iii. Every couple has arguments and disagrees - what happens when you and your partner disagree?
 - iv. Does your partner ever make you feel afraid or scared? Tell me more.
 - v. Are you currently being hurt by someone? Are you in a safe or unsafe situation? (When I see a client with a bruise such as this, I want to make sure he or she is safe).
- b. Follow-Up questions when a woman states that she is being abused
 - i. Can you tell me the worst thing that has ever happened? What happened? When did it happen? Where did it happen? Where were the children? Was a weapon used?
 - ii. Do you feel your partner is capable of hurting you or your children?
 - iii. What actions have you taken?
 - iv. What are your fears? What would you like me to help you with? Please help me understand what is happening. I would like to help.
 - v. Are you in danger now? Can you tell me more about this?
 - vi. Have you ever needed emergency medical care as a result of how you were hurt? Can you tell me more about this?
 - vii. How has the abuse affected you? Do you ever think about hurting yourself, cutting, stopping eating, or purging food?
 - viii. Have you ever thought about or been granted a restraining order? What happened?
 - ix. Have you ever left? What happened? What obstacles did you face?
 - x. What are your fears about your children? Are you worried about their safety?
- c. Injury Prevention Objectives:

- i. Prevention and reduction of firearm-related deaths
- ii. Identification of improper firearm storage in home
- iii. Surveillance of external causes of injury in emergency departments
- iv. Decreased incidence of homicide, child maltreatment, and physical assaults
- v. Prevention and reduction of sexual assaults
- vi. Elimination of weapon possession by adolescents on school property.
- d. Gun in the home?
- e. Partner unemployed?
- f. worst action partner has ever done?
- g. does the victim feel their partner is capable of hurting her or carrying out threats?
- h. Has the partner been arrested?
- i. Is the partner using drugs?

4. What are the long-term consequences of violence according to Healthy People 2020?

Textbook

- a. Premature death
- b. Disability
- c. Poor mental health
- d. High medical costs
- e. Lost productivity

5. What is IPV and is included in IPV? **Textbook**

- a. Intimate partner violence
 - i. a pattern of assaultive and coercive behaviors from someone who was, is, or wishes to be in an intimate relationship with the victim. One partner attempts to establish control over the other.
 - 1. inflicted physical harm
 - 2. psychological abuse
 - 3. sexual assault
 - 4. social isolation
 - 5. deprivation
 - 6. intimidation
 - 7. threats

6. What are the conditions associated with IPV and pregnancy? **Textbook**

- a. Depression for the victim
- b. SGA infants
- c. panic attacks
- d. migraines
- e. chronic pain, arthritis
- f. HTN
- g. GI issues
- h. delayed prenatal care
- i. inconsistent use of birth control

7. What are signs and symptoms of child abuse? **ATI**

- a. Unexplained injury
- b. Unusual fear of the nurse and others
- c. Injuries/wounds not mentioned in history
- d. Fractures, including older healed fractures
- e. Presence of injuries/wounds/fractures in various stages of healing
- f. Subdural hematomas
- g. Trauma to genitalia
- h. Malnourishment or dehydration
- i. General poor hygiene or inappropriate dress for weather conditions
- j. Parent considers child to be a “bad child”

8. What would you expect to find in abuse, neglect, or self-neglect of an elder? **Textbook & ATI**

- a. Unexplained or repeated physical injuries
- b. Physical neglect and unmet basic needs
- c. Rejection of assistance by caregiver
- d. Financial mismanagement
- e. Withdrawal and passivity
- f. Depression

9. What is the nurse's response to suspected abuse of the elderly. **Textbook & ATI**

- a. Mandatory reporter to department of aging, police, and your agency.

D& H-W Ch. 18	Underserved Populations	ATI Ch. 7 pg 59-64
<p>1. Which groups are part of vulnerable and underserved populations? Textbook & ATI</p> <ul style="list-style-type: none"> a. A subgroup of the population that has a higher risk of developing health problems due to a greater exposure to health risk because of marginalization in sociocultural 		

status, access to economic resources, age, or gender.

- i. Violence
- ii. Substance use disorders
- iii. Mental health issues/illnesses
- iv. Poverty and homelessness
- v. Rural residency
- vi. Migrant employment
- vii. Veteran status
- viii. Disability

2. Which overarching goal of Healthy People 2020 would most apply to the vulnerable or underserved populations? **Textbook**

- a. Eliminating health disparities and health care inequities.

3. How would you describe vulnerable populations? **Textbook & ATI**

- a. Populations that have a higher than average health disparity.

4. What are the National Health Goals for vulnerable populations? **ATI**

- a. Increasing the number of people who have a routine primary care provider
- b. Increasing the number of people who have health insurance
- c. Reducing the number of people who are unable to access, or have a delay in accessing health care services and prescribed medications
- d. Reducing the number of people who have disabilities who report physical barriers to accessing health and wellness programs in the community

5. What are key factors that determine who is a part of a vulnerable or underserved population? **Textbook & ATI**

6. What are the 7 A's of Challenges for elders in rural areas? **Textbook & ATI**

- a. Availability
 - i. Insufficient number and diversity of formal services and providers; lack of acceptable services and human service infrastructure
- b. Accessibility
 - i. Shortages of adequate, appropriate, and affordable transportation; cultural and geographic isolation
- c. Affordability
 - i. Poverty and inability to pay for services
- d. Awareness
 - i. Low levels of information dissemination; literacy issues
- e. Adequacy
 - i. Lack of service standards and evaluation; evidence-based practice compromised
- f. Acceptability

<ul style="list-style-type: none"> i. Reluctance to ask for help g. Assessment i. Lack of basic information on what is needed using research rigor and analyses
<p>7. Primary prevention to prevent disabilities ATI</p> <ul style="list-style-type: none"> a.

D& H-W Ch. 19	Environmental Health	ATI Ch. 2 pg 15-16
<p>1. The importance of understanding the premises of environmental health. Textbook & ATI</p> <ul style="list-style-type: none"> a. Nurses participating in environmental health are preventing illness for their patients and themselves. 		
<p>2. What is the formula used to determine the amount of risk? Textbook</p> <ul style="list-style-type: none"> a. RISK = HAZARD + EXPOSURE 		
<p>3. What is environmental epidemiology? Textbook</p> <ul style="list-style-type: none"> a. science focusing on incidence and prevalence of disease or illness in a population from exposures in their environment. 		
<p>4. Why are children more vulnerable to environmental exposures? Textbook</p> <ul style="list-style-type: none"> a. Children's body systems are still rapidly developing b. Children eat, drink, and breathe more in proportion to their body size than adults c. Children's breathing zone is closer to the ground compared with adults d. Children's bodies may be less able to break down and excrete contaminants. e. Children's behaviors can expose them to more contaminants (i.e. crawling, putting things in their mouths) f. Children spend time in places outside of their homes where environmental hazards may exist (i.e. playing in the dirt at school, daycare, etc.) 		
<p>5. Risk factors for Lead poisoning Textbook & CDC Website Handout</p> <ul style="list-style-type: none"> a. Lead-based paints in homes built prior to 1978. <ul style="list-style-type: none"> i. chips/dust may be ingested or inhaled b. Some water pipes may contain lead c. Can be found in some products such as toys and jewelry d. Sometimes in imported candies, or traditional home remedies e. Some jobs/hobbies involve working with lead-based products, and may cause parents to bring lead into the home (i.e. stained glass work) f. Children who live near airports may be exposed to lead in the air/soil from aviation fuel. 		
<p>6. Which health conditions in the population make clients more vulnerable to environmental</p>		

pollutants? **Textbook**

a. **Cardiovascular and respiratory diseases. Asthma?**

D& H-W Ch. 7	Epidemiology-Incidence, prevalence, & Rate calculation	ATI Ch. 32 pg 24
1. Specific death rate. Death divided by cases time modifier		
2. Epidemiology- Prevalence How many people currently have a disease or condition in a population.		
3. Epidemiology-Proportion Comparison of one part to the whole population		