

Final Exam Study Guide Fall 2022

There will be approximately 10 Med Math questions on this exam. Remember, 50% will be an alternate format question (med math, SATA, etc.). Also, remember to review the Social Determinants of Health Case Study parts that we looked at in class. Total of 75 questions.

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| D & H-W Ch. 1 | Public Health Nursing: Present, Past and Future | ATI Ch. 1 & 2 |
| 1. Examples of Social determinants of health. DHW pg. 4 & ATI pg. 59 a. How do these differ from health disparities? | | |

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| D & H-W Ch. 2 | Public Health Systems | ATI Ch. 1 & 2 |
| 1. Define and give examples of health disparities. DHW pg. 29 & 37 a. What health disparities can be modified? DHW pg. 37 | | |
| 2. What is the focus of community health nursing? DHW pg. 31 a. How would you describe community health nursing and apply it? | | |

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| D & H-W Ch. 3 | Health Policy, Politics, and Reform | ATI: Ch. 9 pg. 84 |
| 1. Give examples of politics influencing public health policy. DHW pg. 68 | | |

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| D & H-W Ch. 4 | Global Health: A Community Perspective | ATI Ch. 1 & 2 |
| 1. What is the WHO's definition of health? DHW pg. 76-78 a. What does this look like? | | |

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| D & H-W Ch. 5 | Framework for Health Promotion, Disease Prevention, and Risk Reduction | ATI Ch. 3 pg. 23-24, 26 |
| 1. Define and be able to give examples of the following levels of prevention: – DHW pg. 105-107 & ATI pg. 7-8 a) Primary prevention b) Secondary prevention c) Tertiary prevention | | |
| 2. Define and give examples of health promotion programs and how to promote their effectiveness. DHW pg. 105-109 | | |

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| D & H-W Ch. 6 | Epidemiology: The Science of Prevention | ATI Ch. 3 pg. 23-24 |
| 1. What are the steps of investigation of an outbreak? DHW pg. 148 | | |

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| D & H-W Ch. 7 | Describing Health Conditions: Understanding and Using Rates | ATI Ch. 3 pg. 23-24 |
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| 1. Define the different epidemiologic rates and proportions (Specific death rate, Incidence, Prevalence. Prevalence Proportion, case specific and cause-specific mortality rates DHW pg. 157- & ATI pg. 8-9 |
| 2. 9 Rate calculations – Fill in the Blank – Review your Rate Calculation Worksheet—These will be from all topics throughout the course. |

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| DHW: Ch. 9 | Planning for Community Change | ATI: Ch. 4 |
| 1. What are SMART goals and objectives? DHW Pg. 200-202 | | |
| 2. What is the WHO's Commission on Social Determinants? DHW Pg. 187 | | |

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| D & H-W Ch. 10 | Cultural Competence: Awareness, Sensitivity, and Respect | ATI Ch. 2 pg. 13-15 |
| 1. What competencies does a nurse need to demonstrate culturally competent care? DHW pg. 216, 218-220 & ATI pg. 13-14 | | |

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| DHW: Ch. 11 | Community Assessment | ATI: Ch. 4 |
| 1. Where can you get information for the community assessment specifically for injuries and violence? ATI pg. 32-35 | | |
| 2. Review the Community Assessment process. DHW Pg. 190-198 & ATI pg. 32-34 (See Figure 4.1). This is similar to the Nursing Process. | | |
| 3. How do you get primary (direct) and secondary data for community assessments? ATI pg. 32-33 - Which do you get direct data from? | | |

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| DHW Ch. 12 | Case Management, Care Management, and Home Health Care | ATI Ch. 5 pg. 42 Ch. 9 pg. 81-83 |
| Look at this as related to community case management | | |

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| DHW Ch. 13 | Family Assessment | ATI Ch. 6 pg. 53-54 |
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| DHW - Ch. 14 | Risk of Infectious and Communicable Diseases | ATI Ch. 3 pg. 23-25 |
| 1. What are the steps of an outbreak investigation? DHW pg. 303 | | |

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| DHW - Ch. 15 | Emerging Infectious Diseases | ATI Ch. 3 pg. 23-25 |
| 1. What are Primary prevention strategies for infectious/communicable diseases? ATI pg. 25-26 | | |
| 2. What are Secondary prevention strategies for infectious/communicable diseases? ATI pg. 25-26 | | |
| 3. What is herd immunity? DHW pg. 330 & 333; ATI pg. 25 | | |

| D& H-W Ch. 16 | Violence and Abuse | ATI Ch. 7 pg. 59-61 |
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| 1. What would you expect to find in an elder's abuse, neglect, or self-neglect? DHW Pg. 383-384 & ATI pg. 60 | | |
| 2. What are primary prevention interventions against child abuse? DHW pg. 384 & ATI pg. 60-61 | | |

| D& H-W Ch. 18 | Underserved Populations | ATI Ch. 7 pg. 59-64 |
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| 1. Which overarching goal of Healthy People 2030 would most apply to the vulnerable or underserved populations? DHW Pg. 187, 431-462 & ATI pg. 59 | | |

| D& H-W Ch. 19 | Environmental Health | ATI Ch. 2 pg. 15-16 |
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| 1. Why are children more vulnerable to environmental exposures? DHW Pg. 479 | | |

| DHW - Ch. 20 | Community Preparedness: Disaster and Terrorism | ATI Ch. 8 |
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| 1. What client classifies as a "Black" triage tag? DHW pg. 498; ATI pg. 74 | | |
| 2. What client classifies as a "Red" triage tag? DHW pg. 498; ATI pg. 74 | | |
| 3. What is the nurse's response to a potential chemical threat to a school? ATI pg. 76 | | |

| DHW Ch. 22 | School Health | ATI Ch.5 pg. 44-45 |
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| 1. What are Primary, Secondary, and Tertiary prevention techniques for school health? DHW Pg. 105-109, 560-561 & ATI pg. 44-45 | | |
| 2. Identify safety education for adolescents. DHW pg. 559-567 & ATI pg. 44-45 | | |

| DHW Ch. 23 | Faith-Oriented Communities & Health Ministries in Faith Communities | ATI Ch.5 pg. 44 |
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| 1. Primary prevention, secondary & tertiary prevention interventions in faith-based nursing. DHW pg. 579 & ATI pg. 44 | | |

| DHW Ch. 24 | Palliative and End-of-Life Care | ATI Ch. 5 pg. 42 |
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| 1. Identify the services of hospice care. DHW pg. 591 & ATI pg. 42 | | |

| DHW Ch. 25 | Occupational Health Nursing | ATI Ch. 5 pg. 42-43 |
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| 1. Primary, Secondary, & Tertiary prevention techniques related to occupational health. ATI pg. 43 | | |
| 2. Occupational health risks for farmers and agricultural workers. DHW pg. 342-344 & ATI pg. 54-55 | | |
| 3. Roles of OSHA, FMLA, NORA. DHW pg. 616, 630-631 & ATI pg. 42-43 | | |
| 4. Emergency planning in the workplace. DHW pg. 635-636 | | |
| 5. Incidence rate versus prevalence rate related to occupational health nursing. DHW pg. 633- | | |

| SDOH Case Study | | |
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| 1. | Understanding the key influencing factors for social determinants of health. Case Study #1 | |
| 2. | Compare and contrast a food desert and a food swamp. Case Study #4 | |
| 3. | What are questions used for screening for possible food insecurity? Case Study #4 | |
| 4. | What interventions could a school nurse use to combat food insecurity? Case Study #4 | |
| 5. | Primary prevention intervention for food insecurity. Case Study #4 | |
| 6. | Sources of population-related data for homelessness and housing insecurities. Case Study #3 | |
| 7. | What screening questions does the CHN ask to identify housing insecurity? Case study #3 & DHW pp 102-109 | |
| 8. | Health outcomes associated with housing insecurities. Case Study #3 | |
| 9. | How is population-level data used to influence clinical practice? Case Study #3 | |