

N442 Exam 2 Spring 2023 Concept Review

While this exam is over the content in DHW Chapters 12, 22, 23, 24, & 25 and ATI Chapter 5 & 9 (pp 81-83), it utilizes material you have already been tested over as we now look at implementing nursing practice in the community and with special populations. So some of the topics on this study guide will require that you utilize the knowledge/material covered previously e.g. social determinants of health, health disparities, health promotion, levels of prevention, nursing diagnosis process, Health People 2020/2030, data sources, epidemiology. Also, refer to your Epidemiology rate worksheet to review the rate. There are 4 rate questions out of 60 questions on this exam.

| <b>D &amp; H-W Ch. 16</b> | <b>Violence and Abuse</b>   | <b>ATI Ch. 7 pg. 59-61</b>                   |
|---------------------------|---|--|
| 1.                        | What is violence? What does it look like in a community?                          | <b>ATI pg. 60</b>                            |
| 2.                        | What are some risk factors for violence?  | <b>ATI pg. 60</b>                            |
| 3.                        | Primary prevention for violence (IPV, child abuse, elder abuse, etc.)             | <b>ATI pg. 60-61</b>                         |
| 4.                        | What are the long-term consequences of violence according to Healthy People 2020? | <b>Textbook pg. 379</b>                      |
| 5.                        | What are conditions associated with IPV and pregnancy?                            | <b>Textbook pg. 377</b>                      |
| 6.                        | What are signs and symptoms of child abuse?                                       | <b>ATI pg. 60</b>                            |
| 7.                        | What would you expect to find in abuse, neglect, or self-neglect of an elder?     | <b>Textbook Pg. 383-384 &amp; ATI pg. 60</b> |
| 8.                        | What is the nurse's response to suspected abuse of a client?                      | <b>ATI pg. 61</b>                            |
| 9.                        | What are the Healthy People 2020 injury prevention objectives?                    | <b>Textbook pg. 374</b>                      |

| <b>D &amp; H-W Ch. 18</b> | <b>Underserved Populations</b>   | <b>ATI Ch. 7 pg. 59-64</b>                            |
|---------------------------|--|---|
| 1.                        | Which groups are part of vulnerable and underserved populations?   | <b>Textbook Pg. 431-432 &amp; ATI pg. 59</b>          |
| 2.                        | Which overarching goal of Healthy People 2030 would most apply to the vulnerable or underserved populations? | <b>Textbook Pg. 187, 431-462 &amp; ATI pg. 59</b>     |
| 3.                        | How would you describe vulnerable populations?   | <b>Textbook Pg. 431 &amp; ATI pg. 59</b>              |
| 4.                        | What are key factors that that determine who is a part of a vulnerable or underserved population?            | <b>Textbook pg. 431-432 &amp; ATI pg. 59</b>          |
| 5.                        | What are the 7 A's of Challenges for elders in rural areas?  | <b>Textbook Pg. 433-434 &amp; ATI pg. 59 &amp; 65</b> |
| 6.                        | What are the nursing roles when working with the homeless population?  | <b>ATI pg. 64</b>                                     |

| <b>D &amp; H-W Ch. 19</b> | <b>Environmental Health</b>                                  | <b>ATI Ch. 2 pg. 15-16</b>                            |
|---------------------------|--|---|
| 1.                        | What is the formula used to determine the amount of risk?    | <b>Textbook Pg. 454 &amp; 458</b>                     |
| 2.                        | What is environmental epidemiology?                          | <b>Textbook Pg. 454 &amp; 477-478</b>                 |
| 3.                        | Why are children more vulnerable to environmental exposures? | <b>Textbook Pg. 479</b>                               |
| 4.                        | Risk factors for Lead poisoning                              | <b>Textbook Pg. 478-479 &amp; CDC Website Handout</b> |

| <b>D &amp; H-W Ch. 12</b> | <b>Case Management, Care Management, and Home Health Care</b> | <b>ATI Ch. 5 pg. 42<br/>Ch. 9 pg. 81-83</b>  |
|---------------------------|---|--|
| 1.                        | What is case management indicated for?                        | <b>ATI pg. 82</b>                            |
| 2.                        | What are the roles of a case manager?                         | <b>Textbook pg. 247-248 &amp; ATI pg. 81</b> |

|   |
|---|
| 3. What are the actions of a case manager in the discharge planning process? <b>Textbook</b> pg. 247-248 & <b>ATI</b> pg. 82-83 |
| 4. What does the home health nurse assess for regarding safety in a home? <b>ATI</b> pg. 42                                     |
| 5. How does the home health nurse increase compliance by the client(s)? <b>Textbook</b> pg. 247-248 & <b>ATI</b> pg. 41-42      |
| 6. What are the criteria an individual needs to meet to receive Medicare or home health services? <b>Textbook</b> pg. 250       |
| 7. What can a home health nurse do and what can they not do? <b>ATI</b> pg. 41-42   |

| <b>D &amp; H-W Ch. 22</b>   | <b>School Health</b> | <b>ATI Ch.5 pg. 44-45</b> |
|---|----------------------|---------------------------|
| 1. What are Primary, Secondary, and Tertiary prevention techniques for school health? <b>Textbook</b> Pg. 105-109, 560-561 & <b>ATI</b> pg. 44-45 |                      |                           |
| 2. Be able to give examples of the school nurse's role as a child advocate. <b>Textbook</b> pg. 568 & <b>ATI</b> pg. 44-45                        |                      |                           |
| 3. Be able to give examples of the school nurse's role as a case manager. <b>Textbook</b> pg. 247-8 & <b>ATI</b> pg. 44-45, 81-83                 |                      |                           |

| <b>D &amp; H-W Ch. 23</b>   | <b>Faith-Oriented Communities &amp; Health Ministries in Faith Communities</b> | <b>ATI Ch.5 pg. 44</b> |
|---|--|------------------------|
| 1. Primary prevention, secondary, & tertiary prevention interventions in faith-based nursing. <b>Textbook</b> pg. 579 & <b>ATI</b> pg. 44 |  |                        |
| 2. Interventions for nurses of faith-based communities. <b>Textbook</b> pg. 258   |  |                        |

| <b>D &amp; H-W Ch. 24</b>  | <b>Palliative and End-of-Life Care</b> | <b>ATI Ch. 5 pg. 42</b> |
|--|--|-------------------------|
| 1. Identifying clients who should be recommended for hospice services. <b>Textbook</b> pg. 592-594 & <b>ATI</b> pg. 42 |  |                         |
| 2. Identify the services of hospice care. <b>Textbook</b> pg. 591 & <b>ATI</b> pg. 42                                  |  |                         |

| <b>D &amp; H-W Ch. 25</b>   | <b>Occupational Health Nursing</b> | <b>ATI Ch. 5 pg. 42-43</b> |
|---|------------------------------------|----------------------------|
| 1. Occupational health risks for farmers and agricultural workers. <b>Textbook</b> pg. 342-344 & <b>ATI</b> pg. 54-55 |                                    |                            |
| 2. Needs assessment. <b>Textbook</b> Pg. 628 Box 25.4   |                                    |                            |
| 3. Techniques to use for an occupational health history of the workplace. <b>Textbook</b> pg. 626 & <b>ATI</b> pg. 43 |                                    |                            |
| 4. Roles of OSHA, FMLA, NORA. <b>Textbook</b> pg. 616, 630-631 & <b>ATI</b> pg. 42-43                                 |                                    |                            |
| 5. Workplace emergency plans. <b>Textbook</b> pg. 635-636   |                                    |                            |
| 6. What data should be included in an epidemiologic workplace surveillance? <b>Textbook</b> Pg. 633                   |                                    |                            |
| 7. How can an occupational health nurse assist with behavioral changes in workers? <b>ATI</b> pg. 42-43               |                                    |                            |
| 8. Primary, Secondary & tertiary prevention techniques for occupational health nurses <b>ATI</b> pg. 43               |                                    |                            |

|   |                           |                  |
|---|---------------------------|------------------|
| <b>D &amp; H-W Ch. 6, 7</b>   | <b>Epidemiology-Rates</b> | <b>ATI Ch. 3</b> |
| 1. Calculation of rates related to school health, faith communities, and occupational health. |                           |                  |
| 2. Review Incidence, prevalence, proportions, death rates                                     |                           |                  |

|  |                                      |  |
|--|--------------------------------------|--|
| <b>Rutger's Social Determinants of Health Case Study #3 &amp; #4</b>   | <b>Social Determinants of Health</b> |  |
| 1. What are interventions that a school nurse could use to combat food insecurity? <b>SDOH Case Study #4</b> |                                      |  |
| 2. What are the effects of food insecurity on children? <b>SDOH Case Study #3</b>                            |                                      |  |
| 3. How is population-level data used to influence clinical practice? <b>SDOH Case Study #3</b>               |                                      |  |