Based on an innovative, active learning paradigm, this course review for community health nursing students features the use of unfolding case studies to thoroughly engage students while helping them develop critical thinking and problem-solving skills. Unlike other content review books, this resource builds content and evaluation right into compelling case scenarios that evolve over time, thus simulating situations in real-life practice. Using Quality & Safety Education for Nurses (QSEN) as a framework, the review presents these case studies in order of complexity, allowing students to build, step by step, on foundational knowledge. It also embeds NCLEX-style questions within each case scenario to foster greater retention of the material. Included are over 200 NCLEX-style questions in a variety of formats.

The review features the full spectrum of requisite community health nursing information, including current QSEN competencies. It covers patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. The guide also incorporates web links and resources into the unfolding cases to further replicate realistic clinical situations in which the point-of-care/point-of-need access to information is used for decision support. These resources are based on Agency for Healthcare Research and Quality guidelines. Community Health Nursing Test Success serves as a course review, a tool for mentoring learners, and an alternative learning strategy for those who need to make up clinical time.

Key Features:

• Uses unfolding case studies to mimic actual practice situations
• Embeds content and NCLEX-style questions into unfolding case studies to facilitate active learning
• Provides correct answers and rationale at end of each chapter
• Includes web links and resources that enrich content and encourage active student learning
• Fosters a real-world learning experience that integrates practice with professional development in the community environment
• Develops critical thinking skills to help students “think like a nurse”
Community Health Nursing Test Success
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Community Health Nursing Test Success: An Unfolding Case Study Review

Frances H. Cornelius, PhD, MSN, RN-BC, CNE
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE
To our families, friends, and colleagues—
sources of strength and inspiration
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Community health nursing is becoming more and more important due to increasing outpatient and home health care. This book was designed for learners and nurse educators as a unique way to present community health nursing content. It uses a successful, innovative format and is one of the unfolding case study books in this review series. Unfolding case studies with embedded NCLEX-style questions increase learner comprehension and simulate real-life nursing situations. This book can be used effectively in a number of ways. Learners can use this book as a tool to better comprehend community nursing content or review for the NCLEX exam. Nurse educators love to use this book to mentor and coach learners or assign as an alternative learning strategy when a learner needs to make up clinical time or needs extra remediation in a particular area.

This book engages users in active learning using unfolding case studies. Unfolding case studies differ from traditional case studies because they evolve over time. Billings, Kowalski, and Reese (2011) describe unfolding case studies as a method to help “clinical reasoning and independent thinking skills” (p. 344). Unfolding case studies assist the learner to problem-solve and understand content on a deeper level (Day, 2011; Page, Kowlowitz, & Alden, 2010).

Unlike other NCLEX review books, this book builds content and evaluation right into the case scenarios, facilitating active learning as students are working through the compelling and increasingly more complex unfolding case studies. Over 200 NCLEX-style questions are embedded in the cases to evaluate learning as the case unfolds. Questions include true or false, multiple choice, matching, select all that apply, chart exhibit format, and fill in the blank. The personalization of patient care content stimulates clinical reasoning and decision making unlike answering question after question in isolation.

In addition to the plentiful NCLEX-style questions, appropriate web links and resources are incorporated into the unfolding cases as a means to further replicate realistic clinical situations in which the point-of-care/point-of-need access to information is utilized for clinical decision support. Mobile resources such as PubMed and Agency for Healthcare Research and Quality guidelines as well as others are utilized for this purpose. For example, in the case study involving a home visit, the eResources would likely include links to:

1. A brief video clip from YouTube regarding home safety
2. The Electronic Preventive Services Selector for health assessments
3. Mobile device resources for patient drug or laboratory data pertinent to the case
Also interwoven in the unfolding cases are the current Quality and Safety Education for Nurses (QSEN) competencies: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Using QSEN as a framework, the cases take on real-life situations that occur in current clinical practice. This unique book encourages learners to “think like” a community health nurse who is problem solving in the field.

We are confident that you will find this book an amazing learning tool and will enjoy the self-paced comprehensive features that make it so different from other review books. Understanding community health principles and content will become increasingly important for today’s health care system, and this book will provide you with the advantage you need to master that content in an exciting new way!

Frances H. Cornelius, PhD, MSN, RN-BC, CNE  
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE

References


We would like to acknowledge the support and patience of our publishers, particularly Margaret Zuccarini.
Nursing Test Success
With Ruth A. Wittmann-Price as Series Editor

Maternal-Child Nursing Test Success: An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, and
Frances H. Cornelius, PhD, MSN, RN-BC, CNE

Fundamentals of Nursing Test Success: An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, and
Frances H. Cornelius, PhD, MSN, RN-BC, CNE

Community Health Nursing Test Success: An Unfolding Case Study Review
Frances H. Cornelius, PhD, MSN, RN-BC, CNE, and
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE

Medical-Surgical Nursing Test Success: An Unfolding Case Study Review
Karen K. Gittings, DNP, RN, CNE, Alumnus CCRN, Rhonda M. Brogdon, DNP, MSN, MBA, RN, and Frances H. Cornelius, PhD, MSN, RN-BC, CNE

Leadership and Management in Nursing Test Success: An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, and
Frances H. Cornelius, PhD, MSN, RN-BC, CNE
Introduction to Community/Public Health Nursing

Sally, Abigail, and Rick are senior nursing students who have just started taking their Community/Public Health Nursing course. To introduce the class to the broad concepts of community/public health nursing, their instructor has arranged to have a panel of nurses who are working in a variety of settings discuss the wide variety of roles nursing can serve in the community. To prepare the students for the panel presentation, she reviews with them the concepts related to community and public health nursing. She begins by asking the class, "What is a community? What are the characteristics of a community?"

**Exercise 1-1: Fill-in**
Enter your definition of community:

........................................................................................................................................................................

List the characteristics of a community:

........................................................................................................................................................................

In addition, the instructor tells the class that many nurses work in the community, but the focus of their work differs—some are population-focused while others are community-oriented.

**Exercise 1-2: Multiple-choice question**
Which of the following definitions best describes population-focused nursing?

A. Focuses care on individuals, families, and groups to help manage both acute and chronic health issues across the life span in community or home settings
B. Focuses on the health of an entire family, identification of actual or potential health concerns, and implementation and evaluation of needed interventions to maintain health
C. Focus is on improving the health and health outcomes of one or more populations
D. Approach in which individuals and their families/significant others are considered integral components of the decision-making and care delivery processes

*Answers to this chapter begin on page 13.*
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The instructor brings in the guest speakers and introduces them to the class. The four-member panel consists of:

- David Hadden, BSN, RN, who works at the city health department
- Warren West, MSN, NCSN, RN, who works as a school nurse
- Donna Atkins, BSN, RN, who works in home care
- Allison Porter, MSN, RN, who works in occupational health

After introducing the panel, each member describes his or her current practice setting, role, and responsibilities. Sally raises her hand and asks the panel, “What is the difference between community health nursing (CHN) and public health nursing (PHN)? It seems to me that the terms are often used interchangeably. Can you please explain this to us?”

David responds that historically both CHNs and PHNs were similar in that they provided care outside of hospitals, and the trend is that more and more care is being delivered outside of the hospitals or long-term care facilities. But, he goes on to explain, not all care given in the community is really public health. The best way to understand the difference between public health and community-based nursing is to look at how the nurse is practicing—specifically the setting and approach—and, of course, the skills required.

Donna further explains by telling the students that “the term ‘community health nurse’ is … an umbrella term used for all nurses who work in a community, including those who have formal preparation in public health nursing. In essence, public health nursing requires specific educational preparation, and community health nursing denotes a setting for the practice of nursing” (U.S. Department of Health and Human Services [USDHHS], 1985, p. 4).

The students remained somewhat confused regarding the differences between community nursing and public health nursing. So the panel provides a series of examples of CHN and PHN practice activities.

Exercise 1-3: *Fill-in*

Decide which of the following activities below are examples of public health nursing (PHN) activities or community health nursing (CHN) activities. [Enter a P for PHN and a C for CHN]

- Nurse evaluates health trends and risk factors of a population and helps to identify priorities for directed interventions.
- Nurse works with communities to develop public policy and focused health promotion and disease prevention activities.
- Nurse conducts interviews and takes family histories to collect and analyze the information about the family system (e.g., family development, structure and function, communication patterns) to identify family support needs and link with available community services.

*Answers to this chapter begin on page 13.*

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____ Nurse participates in assessment and evaluation of health care services to promote awareness of and provide assistance in accessing those services.

____ Nurse uses the nursing process to maximize the strength of the individual while incorporating the community in efforts to facilitate wellness.

____ Nurse provides essential input to interdisciplinary programs that monitor, anticipate, and respond to public health problems in population groups.

____ Nurse provides health education, care management, and primary care to individuals and families who are members of vulnerable population and high-risk groups.

____ Nurse provides direct care for individuals, families, and groups outside of an institution, such as in home care services to a high-risk infant.

Exercise 1-4: Fill-in
The class is starting to understand these concepts. Abigail raises her hand and says, “Okay, I think I have it now.”

Community-based nursing is:
_______________________________________________________________________________________

Community-oriented nursing is:
_______________________________________________________________________________________

To help the class understand the terms better, the panel provides additional examples of community-based nursing and community-oriented nursing.

Exercise 1-5: Matching
Match the following characteristics with either community-based (CB) or community-oriented (CO) nursing.

____ Population focused
____ Public health nursing
____ Involves practice within a certain setting
____ Home health care nursing
____ Requires a greater cognizance of the connections of various factors with health
____ Involves ensuring ease of access to competent nursing services

Answers to this chapter begin on page 13.

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Involves the delivery of nursing care to individuals and families who are “ill”

Involves community diagnosis

Involves the delivery of acute and chronic care to individuals and families in a specific setting

Occupational health nursing

Hospice nursing

To further clarify the differences between community-oriented nursing and community-based nursing, the instructor asks the class some more questions.

**Exercise 1-6: Multiple-choice question**

“Illness care” is characteristic of:

A. Community-oriented nursing  
B. Public health nursing  
C. Community-based nursing  
D. All of the above

Warren West, the school nurse, provides additional insights by telling the class, “You need to look at what the focus of care is. For example, a school nurse is responsible for (a) doing routine health assessments and (b) providing medications for children with asthma, diabetes, or seizures.”

**Exercise 1-7: Multiple-choice question**

These activities are characteristic of:

A. Community-based nursing  
B. Community-oriented nursing  
C. Population-based nursing  
D. Both A and B

The instructor also wanted to use the panel discussion to heighten student understanding of the Scope and Standards of Practice for Public Health Nursing (PHN) as well as the essential competencies required of the nurse. She asks the students to think about the Scope and Standards of Practice for Nursing and compare these with those of PHN.

**Exercise 1-8: Fill-in**

Look at the table on the next page, which lists the ANA Nursing and PHN Scope and Standards of Practice. Using the ANA publications as a reference, identify the similarities and differences between the two. Discuss the differences. Identify the similarities and differences between the two. Discuss the differences.

Sally raises her hand and asks, “We have learned throughout our nursing program that the nurse’s role is to be an advocate for his/her patient. Why isn’t ‘Advocacy’ listed as a standard for ANA’s Nursing Scope and Standards of Practice?” The instructor replies,
Table 1-1: Comparison of ANA Nursing and PHN Scope and Standards of Practice

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Public Health Nursing</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1—Assessment</td>
<td>Standard 1—Assessment</td>
<td></td>
</tr>
<tr>
<td>Standard 2—Diagnosis</td>
<td>Standard 2—Population</td>
<td></td>
</tr>
<tr>
<td>Standard 3—Outcomes</td>
<td>Standard 3—Outcomes</td>
<td></td>
</tr>
<tr>
<td>Standard 4—Planning</td>
<td>Standard 4—Planning</td>
<td></td>
</tr>
<tr>
<td>Standard 5—Implementation</td>
<td>Standard 5—Implementation</td>
<td></td>
</tr>
<tr>
<td>Standard 5a—Coordination of Care</td>
<td>Standard 5a—Coordination of Care</td>
<td></td>
</tr>
<tr>
<td>Standard 5b—Health</td>
<td>Standard 5b—Health</td>
<td></td>
</tr>
<tr>
<td>Standard 5c—Consultation</td>
<td>Standard 5c—Consultation</td>
<td></td>
</tr>
<tr>
<td>Standard 5d—Prescriptive Authority and Treatment</td>
<td>Standard 5d—Prescriptive Authority and Treatment</td>
<td></td>
</tr>
<tr>
<td>Standard 6—Evaluation</td>
<td>Standard 6—Evaluation</td>
<td></td>
</tr>
<tr>
<td>Standard 7—Quality of Practice</td>
<td>Standard 7—Quality of Practice</td>
<td></td>
</tr>
<tr>
<td>Standard 8—Education</td>
<td>Standard 8—Education</td>
<td></td>
</tr>
<tr>
<td>Standard 9—Professional Practice Evaluation</td>
<td>Standard 9—Professional Practice Evaluation</td>
<td></td>
</tr>
<tr>
<td>Standard 10—Collegiality</td>
<td>Standard 10—Collegiality and Professional Relationships</td>
<td></td>
</tr>
<tr>
<td>Standard 11—Collaboration</td>
<td>Standard 11—Collaboration</td>
<td></td>
</tr>
<tr>
<td>Standard 12—Ethics</td>
<td>Standard 12—Ethics</td>
<td></td>
</tr>
<tr>
<td>Standard 13—Research</td>
<td>Standard 13—Research</td>
<td></td>
</tr>
<tr>
<td>Standard 14—Resource Utilization</td>
<td>Standard 14—Resource Utilization</td>
<td></td>
</tr>
<tr>
<td>Standard 15—Leadership</td>
<td>Standard 15—Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standard 16—Advocacy</td>
<td></td>
</tr>
</tbody>
</table>


“Good question, Sally! You are right. The nurse’s role is that of a patient advocate. In the ANA’s publication, the responsibility of advocacy is addressed in Standard 12—Ethics where it states that the nurse “serves as a patient advocate assisting patients in

Answers to this chapter begin on page 13.
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developing skills for self-advocacy” (ANA, 2004, p. 39). She goes on to ask the class to list other responsibilities of the community/public health nurse.

**Exercise 1-9: Fill-in**
List the responsibilities of the community/public health nurse.

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

The class moves on to discuss the various ways that nurses can meet these responsibilities in various settings and how these are coordinated with the core functions of public health.

**Exercise 1-10: Fill-in**
What are the core functions of public health?

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

The instructor goes on to tell the class that there are 10 Essential Public Health Services and these align with the core public health functions.

**Exercise 1-11: Fill-in**
Align the core public health function with the relevant essential public health service (A for Assessment or PD for Policy Development):

<table>
<thead>
<tr>
<th>Core Public Health Function</th>
<th>Essential Public Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitor health status to identify and solve community health problems</td>
<td></td>
</tr>
<tr>
<td>2. Diagnose and investigate health problems and health hazards in the community</td>
<td></td>
</tr>
<tr>
<td>3. Inform, educate, and empower people about health issues</td>
<td></td>
</tr>
</tbody>
</table>

Answers to this chapter begin on page 13.

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CHAPTER 1: INTRODUCTION TO COMMUNITY/PUBLIC HEALTH NURSING

Questions

Core Public Health Function

Function Essential Public Health Services

4. Mobilize community partnerships and action to identify and solve health problems

5. Develop policies and plans that support individual and community health efforts

6. Enforce laws and regulations that protect health and ensure safety

7. Link people to needed personal health services and ensure the provision of health care when otherwise unavailable

8. Ensure competent public and personal health care workforce

9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services

10. Research for new insights and innovative solutions to health problems

eResource 1-1: To learn more about specific activities within the essential services, Rick opens the browser on his smartphone and checks out the Indiana Department of Public Health detailed overview: http://goo.gl/Yp4Fc

The instructor points out to the class that in all of these activities, there are ethical issues that must be considered. The instructor asks the students to consider the similarities between the ethical principles of nursing and those of public health. “For example,” she says, “both respect autonomy, doing good, avoiding harm, and treating people fairly and with respect.”

Exercise 1-12: Select all that apply

The principle of autonomy includes which of the following?

- Protection of privacy
- Paternalistic approach
- Respect for the person
- Informed consent
- Fulfillment of client goals
- Egalitarianism

The class reviews some of the other concepts associated with nursing ethics.

Answers to this chapter begin on page 13. © Springer Publishing Company, LLC.
Exercise 1-13: Matching
Match the term in column A with the definition in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Autonomy</td>
<td>The condition of being independent and free to make your own decisions</td>
</tr>
<tr>
<td>B. Nonmaleficence</td>
<td>To do no harm, an obligation to not intentionally or knowingly inflict harm</td>
</tr>
<tr>
<td>C. Beneficence</td>
<td>Action taken for the benefit of others, to help prevent or remove harm or to improve the situation of others</td>
</tr>
<tr>
<td>D. Distributive justice</td>
<td>Concept that implies that some people are worthy to have a roof over their heads and others are not</td>
</tr>
</tbody>
</table>

eResource 1-2: To learn more about these terms, go to the University of California, San Francisco (UCSF) website: http://goo.gl/kCDgQ

The instructor wants to move the discussion to efforts to improve the health of populations. She asks the class to think about factors that influence health. The class engages in a discussion about health and how health of the population affects the country. The instructor asks the class to consider factors that affect health, “Let’s make a list of the things you think are determinants of health.”

Exercise 1-14: Fill-in
List factors that are determinants of health.
1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________
The instructor tells the class that health indicators for various populations in the United States are tracked on an ongoing basis and made available to anyone who is interested in this information. She tells the students that simply knowing the determinants of health is not enough. There must be a mechanism to collect data and disseminate the data to improve insights regarding a community’s health status and determinants and that can facilitate the identification and prioritization of interventions.

**eResource 1-3: Health Indicators Warehouse (HIW)**
http://healthindicators.gov

To help the class understand the factors that influence health, she shows them the Ecological Model of Health.

**Figure 1-1: Models of Health**

**Exercise 1-15: Multiple-choice question**
One factor is primarily responsible for the differences in health care needs and health care outcomes among various countries. That factor is

A. Economic development of the country  
B. Political system of the country

*Answers to this chapter begin on page 13.*
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C. Social-cultural system of the country
D. Religious faith of the country’s main population

**eResource 1-4:** To demonstrate how the economic growth of a country is linked with the health of the nation’s population, the instructor shows the class:

- A brief video lecture by Hans Rosling entitled *200 Countries, 200 Years*: http://youtu.be/jbkSRLYSsojo
- GapMinder: An interactive tool that permits visualization of the comparison of economic growth and health of select countries: http://goo.gl/p2R3p

The class engages in a lively discussion regarding the factors that influence the health of a nation and how the visual representation of the data collected over time can build understanding and guide policy. The instructor shows them another resource.

**eResource 1-5:** To help the class better understand the role of public health, the instructor shows them two videos:

- What is Public Health: http://youtu.be/ekc5t-ftZoQ
- The Face of Public Health: http://goo.gl/XEqzR

The instructor points out to the class that it is important for nursing to take a leadership role in the nation’s health—even on a local level. There are problems that need to be addressed proactively, and nurses can make a difference in providing education and serving as advocates.

**eResource 1-6:** To underscore this point, the instructor shows the class two videos distributed by the American Public Health Association:

- Healthiest Nation in One Generation: http://youtu.be/ABMSfiozffg

The class moves on to discuss more in depth the specific activities that a public health nurse may be involved in.

**Exercise 1-16: Select all that apply**

What activities is a public health nurse likely to be involved in?

- Collaborate with interdisciplinary teams to monitor and respond to health problems in population groups.
- Analyze health trends and risk factors of population groups to define priorities for targeted interventions.
- Collaborate with communities to develop targeted health promotion and disease prevention activities.

*Answers to this chapter begin on page 13.*

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Questions

❑ Evaluate available health care services.
❑ Provide health education, nursing care, case management, and primary care to vulnerable populations and high-risk groups.
❑ Participate in interdisciplinary programs that monitor, anticipate, and respond to public health problems.
❑ Appraise health trends, patterns, and risk factors of populations.
❑ Collaborate in development of public policy and targeted health promotion and disease prevention activities.
❑ Participate in efforts to disseminate information to promote health and reduce risk.
❑ Serve as an expert consultant on health matters.
❑ Appraise patterns and risk factors that present potential or actual environmental hazards and concerns.

eResource 1-7: To learn more about essential competencies for a public health nurse,

- Sally uses her mobile device to view the Quad Council’s Public Health Nurse (PHN) Competencies: [Pathway: www.phnurse.org → select “Resources” → Documents → Current and scroll down to select “Quad Council PHN Competencies 2011”]
- Rick also finds a handout from a presentation at the School of Public Health at the University of Albany, which provides an overview of Public Health Nursing Competencies: http://goo.gl/zyoeR

Sally and Rick share these resources with the class. The instructor remarks that there are a variety of resources available that can help students understand the requisite competencies essential for public health care professionals. She encourages the class to explore these resources. The instructor wants the students to explore competencies more deeply to better understand the value of establishing core competencies.

eResource 1-8: The instructor shows the class a presentation entitled Core Competencies for Public Health Professionals—Background and Tools by Ron Bialek, President, Public Health Foundation National: http://goo.gl/C7mPR

After viewing the short presentation, she asks the class the following questions:

Exercise 1-17: Fill-in
What is the value of core competencies…
1. To the profession?

Answers to this chapter begin on page 13.
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2. To the health care organization?

________________________________________________________________________________________
_______________________________________________________________________________________

3. To the public?

________________________________________________________________________________________

Answers to this chapter begin on page 13.
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Exercise 1-1: **Fill-in**

Enter your definition of community:

**Oxford Dictionaries** definition of community:

1. **A group of people:**
   - living in the same place or having a particular characteristic in common
   - living together and practicing common ownership
   - of a district or country considered collectively, especially in the context of social values and responsibilities; society

2. The condition of sharing or having certain attitudes and interests in common; a similarity or identity

The **American Heritage® Dictionary of the English Language** definition of community:

1. **A group of people:**
   - living in the same locality and under the same government
   - having common interests: the scientific community; the international business community
   - viewed as forming a distinct segment of society: the gay community; the community of color
   - having similarity or identity: a community of interests
   - sharing, participation, and fellowship

2. The district or locality in which such a group lives

3. Society as a whole; the public

List the characteristics of a community:

- Race
- Ethnicity
- Geographic region
- Interests
- Gender
- Values
- Culture
- Language

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• **Socioeconomic status**
• **Religious/spiritual preferences**
• **Employment/vocation**
• **Age**
• **Roles**
• **Health issues/concerns (e.g., HIV, diabetes, asthma)**
• **Identity**
• **Political affiliation**

**Exercise 1-2: Multiple-choice question**
Which of the following definition best describes population-focused nursing?
A. Focuses care on individuals, families, and groups to help manage both acute and chronic health issues across the life span in community or home settings—NO, this focus is on populations.
B. Focuses on the health of an entire family, identification of actual or potential health concerns, and implementation and evaluation of needed interventions to maintain health—NO, this focus is on populations.
C. **Focus is upon improving the health and health outcomes of one or more populations**—YES, this focus is correct.
D. Approach in which individuals and their families/significant others are considered integral components of the decision-making and care delivery processes—NO, this focus is on populations.

**Exercise 1-3: Fill-in**
Decide which of the following activities below are examples of public health nursing (PHN) activities or community health nursing (CHN) activities. [Enter a **P** for PHN and a **C** for CHN]

**P** Nurse evaluates health trends and risk factors of a population and helps to identify priorities for directed interventions.

**P** Nurse works with communities to develop public policy and focused health promotion and disease prevention activities.

**C** Nurse conducts interviews and takes family histories to collect and analyze the information about the family system (e.g., family development, structure and function, communication patterns) to identify family support needs and link with available community services.

**P** Nurse participates in assessment and evaluation of health care services to promote awareness and provide assistance in accessing those services.

**C** Nurse uses the nursing process to maximize the strength of the individual while incorporating the community in efforts to facilitate wellness.
P Nurse provides essential input to interdisciplinary programs that monitor, anticipate, and respond to public health problems in population groups.

P Nurse provides health education, care management, and primary care to individuals and families who are members of vulnerable population and high-risk groups.

C Nurse provides direct care for individuals, families, and groups outside of an institution, such as in home care services to a high-risk infant.

Exercise 1-4: Fill-in
The class is starting to understand these concepts. Abigail raises her hand and says, “Okay, I think I have it now.”

Community-based nursing is when a nurse cares for ill patients in the community setting. This is also called “family-centered illness care”; for example, home health nursing.

Community-oriented nursing is when the nurse is focused upon the health care of individuals, groups, and communities. This includes community health and public health; for example, school, parish nursing.

Exercise 1-5: Matching
Match the following characteristics with either community-based (CB) or community-oriented (CO) nursing.

| CO       | Population focused       |
| CO       | Public health nursing    |
| CB       | Involves practice within a certain setting |
| CB       | Home health care nursing |
| CO       | Requires a greater cognizance of the connections of a variety of factors with health |
| CO       | Involves ensuring ease of access to competent nursing services |
| CB       | Involves the delivery of nursing care to individuals and families who are “ill” |
| CO       | Involves community diagnosis |
| CB       | Involves the delivery of acute and chronic care to individuals and families in a specific setting |
| CO       | Occupational health nursing |
| CB       | Hospice nursing |

Exercise 1-6: Multiple-choice question
“Illness care” is characteristic of:

A. Community-oriented nursing—NO, it is community-based.
B. Public health nursing—NO, it is community-based.
C. Community-based nursing—YES
D. All of the above—NO, it is community-based only.
Exercise 1-7: Multiple-choice question
These activities are characteristic of:
A. Community-based nursing—NO, this is not the only correct option.
B. Community-oriented nursing—NO, this is not the only correct option.
C. Population-based nursing—NO, this is not the correct terminology.
D. Both A and B—YES, it refers to both.

Exhibit 1-1: Answer Details

Sometimes there is overlap. The key is to look at the focus of the care. If care is focused on the “health of the population,” then it is community-oriented care. [(a) Doing routine health assessment is community-oriented nursing care.] If care is focused upon “illness care,” then it is community-based nursing care. [(b) Providing medications for children with asthma, diabetes, or seizures is community-based nursing care.]

Exercise 1-8: Fill-in
Look at the table below, which lists the ANA Nursing and PHN Scope and Standards of Practice. Identify the similarities and differences between the two. Discuss the differences. Key differences are in bold and underlined. Please refer to the comments column for more detail.

Table 1-3: Comparison of ANA Nursing and PHN Scope and Standards of Practice

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Public Health Nursing</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1—Assessment</td>
<td>Standard 1—Assessment</td>
<td></td>
</tr>
<tr>
<td>Standard 2—Diagnosis</td>
<td>Standard 2—<strong>Population</strong></td>
<td>The focus of the public health nurse is on the diagnosis of health-related needs of Populations and priorities associated with these needs</td>
</tr>
<tr>
<td></td>
<td>Diagnosis and Priorities</td>
<td></td>
</tr>
<tr>
<td>Standard 3—Outcomes Identification</td>
<td>Standard 3—Outcomes Identification</td>
<td></td>
</tr>
<tr>
<td>Standard 4—Planning</td>
<td>Standard 4—Planning</td>
<td></td>
</tr>
<tr>
<td>Standard 5—Implementation</td>
<td>Standard 5—Implementation</td>
<td></td>
</tr>
<tr>
<td>Standard 5a—Coordination of Care</td>
<td>Standard 5a—Coordination of Care</td>
<td></td>
</tr>
<tr>
<td>Standard 5b—Health <strong>Teaching</strong> and Health Promotion</td>
<td>Standard 5b—Health <strong>Education</strong> and Health Promotion</td>
<td></td>
</tr>
<tr>
<td>Standard 5c—Consultation</td>
<td>Standard 5c—Consultation</td>
<td></td>
</tr>
<tr>
<td>Standard 5d—Prescriptive <strong>Authority and Treatment</strong></td>
<td>Standard 5d—<strong>Regulatory</strong> Activities</td>
<td></td>
</tr>
</tbody>
</table>
Table 1-3 *Continued*

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Public Health Nursing</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6—Evaluation</td>
<td>Standard 6—Evaluation</td>
<td>The public health nurse provides health education programs and services to populations. This standard focuses on the application of and monitoring of public health laws and regulations.</td>
</tr>
<tr>
<td>Standard 7—Quality of Practice</td>
<td>Standard 7—Quality of Practice</td>
<td></td>
</tr>
<tr>
<td>Standard 8—Education</td>
<td>Standard 8—Education</td>
<td>This standard focuses on the development of “collegial partnerships while interacting with representatives of the population, organizations and health and human services professionals” and contributing to the “professional development of peers, students, colleagues, and others” (ANA, 2007, p. 31)</td>
</tr>
<tr>
<td>Standard 9—Professional Practice Evaluation</td>
<td>Standard 9—Professional Practice Evaluation</td>
<td></td>
</tr>
<tr>
<td>Standard 10—Collegiality</td>
<td>Standard 10—Collegiality and Professional Relationships</td>
<td>This standard focuses on the public health nurses’ role to serve as an “advocate to protect the health, safety and rights of the population” (p. 40)</td>
</tr>
<tr>
<td>Standard 11—Collaboration</td>
<td>Standard 11—Collaboration</td>
<td></td>
</tr>
<tr>
<td>Standard 12—Ethics</td>
<td>Standard 12—Ethics</td>
<td></td>
</tr>
<tr>
<td>Standard 13—Research</td>
<td>Standard 13—Research</td>
<td></td>
</tr>
<tr>
<td>Standard 14—Resource Utilization</td>
<td>Standard 14—Resource Utilization</td>
<td></td>
</tr>
<tr>
<td>Standard 15—Leadership</td>
<td>Standard 15—Leadership</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 16—Advocacy</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: ANA (2004, 2007).*
Exhibit 1-2: Answer Details

The list of standards for Nursing Scope and Standards of Practice and for the Public Health Nursing (PHN) Scope and Standards of Practice look very similar except for a few words. But the descriptions of each standard for PHN show a focus on populations rather than on the individual.

Exercise 1-9: Fill-in

List the responsibilities of the community/public health nurse.

Responsibilities of community/public health nurses:

1. Providing care to the ill and disabled in their homes, including teaching of caregivers
2. Maintaining healthful environments
3. Teaching about health promotion and prevention of disease and injury
4. Identifying those with inadequate standards of living and untreated illnesses and disabilities and referring them for services
5. Preventing and reporting neglect and abuse
6. Advocating for adequate standards of living and health care services
7. Collaborating to develop appropriate, adequate, acceptable health care services
8. Caring for oneself and participating in professional development activities
9. Ensuring quality nursing care and engaging in nursing research (Maurer & Smith, 2009, p. 15)

Exercise 1-10: Fill-in

What are the core functions of public health?

1. Assessment
2. Policy development
3. Assurance

Exercise 1-11: Fill-in

Align the core public health function with the relevant essential public health service.

Table 1-4: Core Public Health Function

<table>
<thead>
<tr>
<th>Essential Public Health Service</th>
<th>Essential Public Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>1. Monitor health status to identify and solve community health problems</td>
</tr>
<tr>
<td>Assessment</td>
<td>2. Diagnose and investigate health problems and health hazards in the community</td>
</tr>
<tr>
<td>Policy development</td>
<td>3. Inform, educate, and empower people about health issues</td>
</tr>
</tbody>
</table>

© Springer Publishing Company, LLC.
4. Mobilize community partnerships and action to identify and solve health problems

5. Develop policies and plans that support individual and community health efforts

6. Enforce laws and regulations that protect health and ensure safety

7. Link people to needed personal health services and ensure the provision of health care when otherwise unavailable

8. Ensure competent public and personal health care workforce

9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services

10. Research for new insights and innovative solutions to health problems

Exercise 1-12: Select all that apply
The principle of autonomy includes which of the following?

- Protection of privacy
- Paternalistic approach
- Respect for the person
- Informed consent
- Fulfillment of client goals
- Egalitarianism

Exercise 1-13: Matching
Match the term in column A with the definition in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Autonomy</td>
<td><strong>D.</strong> Concept that implies that some people are worthy to have a roof over their heads and others are not</td>
</tr>
<tr>
<td>B. Nonmaleficence</td>
<td><strong>A.</strong> The condition of being independent and free to make your own decisions</td>
</tr>
<tr>
<td>C. Beneficence</td>
<td><strong>B.</strong> To do no harm, an obligation to not intentionally or knowingly inflict harm</td>
</tr>
<tr>
<td>D. Distributive justice</td>
<td><strong>C.</strong> Action taken for the benefit of others, to help prevent or remove harms or to improve the situation of others</td>
</tr>
</tbody>
</table>

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Exercise 1-14: Fill-in
List factors that are determinants of health.

1. *Income and social status*—higher income and social status are linked to better health. The greater the gap between the richest and the poorest people, the greater the differences in health.

2. *Education*—low education levels are linked with poor health, more stress, and lower self-confidence.

3. *Physical environment*—safe water and clean air, healthy workplaces, safe houses, communities, and roads all contribute to good health. Employment and working conditions—people in employment are healthier, particularly those who have more control over their working conditions.

4. *Social support networks*—greater support from families, friends, and communities is linked to better health. Culture, customs, and traditions, and the beliefs of the family and community all affect health.

5. *Genetics*—inheritance plays a part in determining life span, healthiness, and the likelihood of developing certain illnesses. Personal behavior and coping skills—balanced eating, keeping active, smoking, drinking, and how we deal with life’s stresses and challenges all affect health.

6. *Health services*—access to and use of services that prevent and treat disease influence health.

7. *Gender*—“Men and women suffer from different types of diseases at different ages” (WHO, 2012a, p. 4).

Exercise 1-15: Multiple-choice question
One factor is primarily responsible for the differences in health care needs and health care outcomes among various countries. That factor is:
A. Economic development of the country—**YES, this is the primary factor.**
B. Political system of the country—NO, this is not the primary factor.
C. Social-cultural system of the country—NO, this is not the primary factor.
D. Religious faith of the country’s main population—NO, this is not the primary factor.

Exercise 1-16: Select all that apply
What activities is a public health nurse likely to be involved in?

- Collaborate with interdisciplinary teams to monitor and respond to health problems in population groups.
- Analyze health trends and risk factors of population groups to define priorities for targeted interventions.
- Collaborate with communities to develop targeted health promotion and disease prevention activities.
- Evaluate available health care services.

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Provide health education, nursing care, case management, and primary care to vulnerable populations and high-risk groups.
Participate in interdisciplinary programs that monitor, anticipate, and respond to public health problems.
Appraise health trends, patterns, and risk factors of populations.
Collaborate in development of public policy and targeted health promotion and disease prevention activities.
Participate in efforts to disseminate information to promote health and reduce risk.
Serve as an expert consultant on health matters.
Appraise patterns and risk factors that present potential or actual environmental hazards and concerns.

Exercise 1-17: Fill-in
What is the value of core competencies …
1. To the profession?
   a. Serves as a mechanism to validate expertise
   b. Establishes standards and requisite skills
2. To the health care organization?
   a. Serves as a mechanism to develop job descriptions
   b. Serves as a mechanism to do performance and competency assessments/reviews
   c. Guides training programs and continuing education programs
3. To the public?
   a. Establishes a standard of professional practice that protects the public
   b. Provides a mechanism to measure outcomes