



This course supports the assessment for Community Health and Population-Focused Nursing. The course covers 9 competencies and represents 3 competency units.

## Introduction

### Overview

The Community Health and Population-Focused Nursing didactic course will help you become familiar with foundational theories and models of health promotion and disease prevention applicable to the community health nursing environment. You will develop an understanding of how policies and resources influence the health of populations and learn the importance of community assessment to improve or resolve a community health issue, and you will also be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration to improve or resolve community health issues in a variety of settings. Additionally, you will analyze health systems in the United States, global health issues, quality-of-life issues, and emergency preparedness.

### Getting Started

Welcome to Community Health and Population-Focused Nursing didactic course! This course will introduce and examine a number of key areas in this important area of nursing. Each is considered essential in the profession and none of the topics covered in the course should be overlooked. The "Learning Resources" section describes the materials available to help you succeed. Your course instructors are also there to guide, assist, and support you as you progress through the course.

The Topics and Pacing outline organizes the learning materials into convenient blocks of learning to help you begin, move through, and complete the course. The final assessments for the course will measure your competencies with regards to foundational skills and knowledge across all of the content areas. You will need to be conversant in all these areas in order to communicate and collaborate effectively with your colleagues, and in order to succeed in the nursing profession.

Before you begin reviewing this course, please review important information for pre-nursing students (BSRN) and post-licensure nursing students (students with existing RN licensure). This information will provide an overview of requirements for the second Community Health Field Experience course all students will complete.

Pre-licensure students (BSRN) please contact your course instructor for important information to help you prepare for both Community Health courses.

Post-licensure (students with an existing RN license, BSN/MSN) access the following for important information for Community Health courses and the Field Experience: [Overview for Post-Licensure Students Enrolled in Community Health and Population-Focused Nursing](#)

Watch the following video for an introduction to this course:



*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

## Competencies

This course provides guidance to help you demonstrate the following 9 competencies:

- **Competency 7019.1.1: Epidemiology**  
The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.
- **Competency 7019.1.2: Community Care and Collaboration**  
The graduate plans and coordinates community care in collaboration with community partners.
- **Competency 7019.1.3: Community Advocacy**  
The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.
- **Competency 7019.1.4: Community Health Promotion**  
The graduate proposes health promotion initiatives and services to promote disease and injury prevention.
- **Competency 7019.1.5: Environmental Health**  
The graduate assesses the impact of the environment on the health of the community.
- **Competency 7019.1.6: Global Health**  
The graduate analyzes past and present initiatives meant to improve the health of the global community.
- **Competency 7019.1.7: Emergency Response**  
The graduate plans for the preparation, response, and recovery of communities from natural and human-caused emergencies and disasters.
- **Competency 7019.1.8: Cultural Competency**  
The graduate analyzes social and cultural factors that affect the care of diverse populations
- **Competency 7019.1.9: Communicable Disease**  
The graduate analyzes the impact of communicable diseases on the health of individuals, families, and communities in a global environment.

## Nursing Dispositions Statement

Please review the [Statement of Nursing Dispositions](#).

## Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

## Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or acquire other resources independently. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.



## ATI Learning System

The ATI Learning System includes comprehensive resource to help you gain critical thinking skills and a comprehensive nursing knowledge base needed to be a great nurse. Within the ATI Learning System, you will have access to the following resources:

- Clinical Skills Modules
- Dosage Calculation and Safe Medication Administration Modules
- Pharmacology Made Easy
- Nurse Logic
- RN Review eBooks
- Practice Quizzes
- Remediation Activities, including Focused Reviews and Active Learning Templates

To begin, you will need to complete a one-time registration process. Please remember your username and password. You will be utilizing the ATI Learning System in other nursing courses.

### [How to Create an ATI Account](#)

After you have completed the ATI registration process, you can access the resources in two ways. First, you can access all ATI resources by clicking on the link provided for the ATI Home Page.

### [ATI Landing Page](#)

Second, you can access specific ATI resources by clicking on the links provided throughout the course.

After you have completed registration, utilize the links below to familiarize yourself with the ATI Learning System.

### [ATI Plan —Student Getting Started with ATI](#)

### [ATI Plan —Student Orientation \*\*NEW\*\*](#)

The ATI Learning System includes additional resources to help you prepare for mastery of specific nursing concepts. Pre-assessments help you identify areas of strength and opportunities for improvement as you prepare for the Objective Assessment and NCLEX-RN exam. You must obtain a minimum score of 75% on each pre-assessment. This course contains two pre-assessments. If you do not obtain the minimum score, you must wait 72 hours before you can attempt the pre-assessment again. Pre-assessments should always be followed with remediation exercised recommended by ATI. You should plan to take the pre-assessments when recommended in the Course of Study.

For more information about the ATI remediation process, please see the link below.



### [ATI-Plan Getting Started with the Improve Tab](#)

For this course, you will complete the ATI proctored exam for the Objective Assessment. Students who do not pass their proctored exam on the first attempt will be required to complete the remediation plan outlined by ATI before they can complete a second attempt.

### [ATI Plan Getting Started with the Test Tab](#)

#### **ATI RN Review Modules – eBooks**

The comprehensive review books provide essential content that can assist in preparation for exams and assist with remediation. Within this resource, you can locate important information quickly, practice applying nursing knowledge to NCLEX exercises, and identify areas specific to the NCLEX-RN test plan that relate to content within the course. To access this resource, you can utilize the direct link below:

#### [ATI RN Review Modules](#)

#### **Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

#### **Pearson CourseConnect**

You will access the following online course from Pearson CourseConnect:

- Population-Based Nursing

#### **VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- [Stanhope, M. & Lancaster, J. \(2014\). \*Foundations of nursing in the community: Community-oriented practice\* \(4th ed.\). St. Louis, MO: Elsevier Mosby. Print ISBN: 978-0323100946](#)
- [Clark, M. \(2008\). \*Community assessment reference guide for community health nursing: Advocacy for population\*. Upper Saddle River, New Jersey: Pearson Prentice Hall. Print ISBN: 978-0132404006](#)

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to use features such as downloading your e-texts for offline use and purchasing a print-on-demand option, if available.*

#### [VitalSource Navigational Video](#)



## [Print-On-Demand Option](#)

### **Mandatory California Student Requirements**

If you are a California post-licensure student or pre-licensure student (BSRN) residing in any state you are required to complete 7 hours of child abuse training. Please read the attached PDF and complete the CE Direct module:

- [The California Child Abuse & Neglect Reporting Law](#)

### **?CE Direct**

1. Go to CE Direct and complete the activities for "[How Nurses Can Help Prevent Child Maltreatment](#)"
2. Upon completion, please retain a copy of your certificate/transcript of this course completion for your file and for future application for the California Public Health Nurse Certificate.

### **Additional Mandatory California RN to BSN/MSN Student-Specific Instructions California RN to BSN/MSN students: IMPORTANT**

You must begin your clinical home placement (for Community Health and Population-Focused Nursing Field Experience) while you are in this course. Please speak with your mentor so your mentor can contact the Field Experience Placement Team to begin the process. You will be matched with an approved facility for your Field Experience. It is your responsibility to identify a qualified Preceptor at the facility. Your Field Experience Placement Specialist will provide more information during your introduction call.

### **Topics and Pacing**

This course overview suggests a balanced topic and pacing structure for completion of the required learning activities for Community Health and Population-Focused Nursing. A block of learning generally relates to the amount of work the average student should be able to complete in roughly a week, however, we recognize that adjustments in time are common. Please use this as a guide to plan your own timelines for completion.

#### Block of Learning 1

##### Epidemiology

- Principles of Epidemiology
- Epidemiological Data
- Application of Epidemiology
- Community Assessment

#### Block of Learning 2

##### Community Care and Collaboration



- Principles of Coordination and Collaboration
- Planning Coordination and Collaboration

#### Community Advocacy

- Principles of Community Advocacy
- Advocating for a Population

#### Block of Learning 3

#### Community Health Promotion

- Principles of Health Promotion
- Disease Prevention

#### Block of Learning 4

#### Environmental Health

- Environment and Health

#### Global Health

- Health and Globalization
- Global Health Organizations and Initiatives

#### Block of Learning 5

#### Communicable Disease

- Impact of Communicable Diseases

#### Emergency Response

- Principles of Emergency Response
- Emergency Preparedness

#### Block of Learning 6

#### Cultural Competency

- The Importance of Cultural Competence
- Providing Culturally Competent Care

#### Final Steps



## Epidemiology

This subject introduces you to the foundational principles of epidemiology and the processes utilized to perform a health assessment on a community as "client."

### Principles of Epidemiology

This topic will focus on basic epidemiological models that nurses use to assess the dimensions of health in a community.

This topic addresses the following competency:

- **Competency 7019.1.1: Epidemiology**

The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.

This topic highlights the following objectives:

- Describe epidemiology.
- Examine concepts of epidemiology.
- Identify epidemiological indicators (i.e., biological, psychological, and socio-cultural) of community and population-focused health.
- Evaluate the basic principles and scope of epidemiology.

### Read: Epidemiological Applications

As you read the listed material below, pay attention to the following key points:

- levels of prevention (acute and chronic conditions)
- determinants of health
- epidemiological triangle (host, agent, environment)

Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- pages 150–163 of [chapter 9 Epidemiological Applications](#)

As you read, complete the following activities:

- "What Would You Do?" #2 page 173
- The clinical application questions page 172
- The case study "A Church Picnic"
- The case study "Inmates at a Local Jail"

Answers to clinical application scenarios and case studies can be found through the "PageBurst Integrated Resources" in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Watch the following video: [Healthy People 2020: Determinants of Health](#)



*Note: View the video in full screen at 720p for best results.*

**Complete: CourseConnect**

As you complete the lessons listed below, pay attention to the following key points:

- population-based nursing
- community-based nursing
- effects of diseases on special populations (men, women, children, etc.)
- equitable access to healthcare
- aggregates and neighborhoods

Complete the following lessons from CourseConnect:

- [Lesson 1: Population-Based Nursing](#)
- [Lesson 6: The Effects of Disease on Population-Based Nursing](#)
- [Lesson 7: Women, Children, and Families in Population-Based Nursing](#)
- [Lesson 8: Men and the Elderly in Population-Based Nursing](#)

## **Epidemiological Data**

The topic focuses on various sources of epidemiological data that can be accessed at the local, state, and national levels.

This topic addresses the following competency:

- **Competency 7019.1.1: Epidemiology**  
The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.

This topic highlights the following objectives:

- Identify sources of epidemiological data.
- Describe how data are used in community and population-focused health.
- Describe mortality and morbidity rates.
- Assess a given population in terms of mortality and morbidity rates.
- Describe incidence and prevalence rates.
- Evaluate the strengths and limitations of retrospective, prospective, and case-control experimental designs.

## **Read: Epidemiology**

As you read the listed material below, pay attention to the following key points:

- descriptive epidemiology
- analytic epidemiology
- experimental studies





Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- pages 163–171 of [chapter 9 Epidemiological Applications](#)

As you read, complete the following activities:

- "What Would You Do?" #1 page 173
- The case study "A Student Nurse Case"

Answers to clinical application scenarios and case studies can be found through the "PageBurst Integrated Resources" in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Read the following in the ATI RN Community Health Nursing Review Module:

- [chapter 1 Overview of Community Health Nursing](#)

## Application of Epidemiology

This topic concentrates on how nurses use epidemiological data to understand the health issues in the community.

This topic addresses the following competency:

- **Competency 7019.1.1: Epidemiology**  
The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.

This topic highlights the following objectives:

- Analyze methods to measure health and illness in an identified population and community.
- Describe the relationship among goals, objectives, and outcomes when addressing a specific health need of a community or population.
- Recommend steps to achieve the desired outcomes of a specific community or population using methods of epidemiology.

### Read: Epidemiological Data

As you read the listed material below, pay attention to the following key points:

- rates, proportions, and risk
- measures of incidence
- prevalence proportion
- prevalence and incidence compared

Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice* about how to determine if a health problem exists in the community:



- pages 157–158 of [chapter 9 Epidemiological Applications](#)

### Self-Check: Review for Mastery

You have now completed chapter 9. Use these practice questions to test your knowledge and understanding of epidemiological concepts:

- [Chapter 9 Practice Questions](#)

## Community Assessment

This topic discusses different survey tools for collecting data in the community and developing a population-focused diagnosis based on that data.

This topic addresses the following competency:

- **Competency 7019.1.1: Epidemiology**

The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.

This topic highlights the following objectives:

- Identify how various types of communities and populations are defined.
- Describe the process of a community assessment.
- Describe the process of community health surveillance.
- Evaluate the role of a community health nurse as a change agent.
- Develop a community and/or population diagnosis based on assessment data for a given population.

### Read: Community Assessment

As you read the listed material below, pay attention to the following key points:

- concepts of community
- windshield survey guidelines
- community assessment checklist

Read the following sections in *Foundations of Nursing in the Community: Community-Oriented Practice* on community assessment tools:

- [chapter 12 Community Assessment and Evaluation](#)
- [pages 609–611 \(Appendix B\)](#)

As you read, complete the following activities:

- “Case Study” page 220
- Clinical application scenario page 219

Answers to clinical application scenarios and case studies can be found through the



“PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Read the following in the ATI RN Community Health Nursing Review Module:

- [chapter 3 Community Health Program Planning](#)

**Complete: CourseConnect**

As you complete the lessons listed below, pay attention to the following key points:

- Healthy People 2020
- public health nurse (PHN) as change agent
- community empowerment
- nursing process for community as client

Complete the following lesson from CourseConnect:

- [Lesson 4: Determinants and Disparities in Population-Based Nursing](#)

**Self-Check: Review for Mastery**

You have now completed chapter 12. Use these practice questions to test your knowledge and understanding of community assessment:

- [Chapter 12 Practice Questions](#)

**Complete: Task 1 Performance Assessment**

Before you begin this task, please review the following video for additional information regarding the requirements for Task 1:

Watch the following getting started video for this course:

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

Complete the following task in Taskstream:

- Community Health and Population-Focused Nursing: Task 1

For details about this performance assessment, see the "Assessment" tab in this course.

**Apply: Gather Data for your Task 1 Performance Assessment**

To complete your community assessment for this task, download the following forms:

- [Windshield Survey](#)
- [The Population Health Scavenger Hunt](#)



- [Disaster Assessment Planning Guide](#)
- [Cultural Assessment Tool](#)
- [Neighborhood/Community Safety Inventory](#)
- [Population Economic Status Assessment](#)
- [Sample Unregulated State Time Log](#)
  - [Blank Unregulated State Time Log](#)

Review these documents and use them to guide you in assessment of your community of choice. You will not be able to address every question presented on the assessment guides. You should assess various aspects of the community and develop a greater understanding of the physical environment, various community agencies/resources, emergency and management initiatives, cultural aspects, community safety, and the economic status of the community.

### **Define your Community**

Students typically assess at the county level in order to obtain adequate health data for the community. Large urban areas with adequate data may also be assessed.

Gather demographic and epidemiological data for your community assessment using:

- census reports
- vital statistics reports
- city records
- health department reports

Review the following recommended websites to assist you in data collection:

- [Research websites for your community](#)

After you have collected data and observations of your community you are asked to interpret the data. Consider how the data you collected may have pointed to deficiencies in the health services; cultural characteristics or economic disparities that may contribute to poor health; infrastructure that encourages or discourages healthy behaviors and other determinants of health that inform the epidemiological analysis of you community. This is your opportunity to discuss the major causes of morbidity and mortality, birth rates, death rates, etc. in relation to your assessment. Given this data, how does your community stand relative to the state or national data? Put your data in context and add meaning to the data!

### **Diagnose: Community Health Problems**

Review the data you collected for your community using the assessment tools listed above and review the conclusions of your interpretation.

Identify three health problems justified by the epidemiological data and community health assessment you performed. Explore the following website and find examples of epidemiological objectives that can be applied to your community:

- [Healthy People 2020](#)



For Task 1, you will be asked to relate Healthy People 2020 objectives to the health problems you identified in your community. Refer to [chapter 9 Epidemiological Applications](#) to assist in formulation of a primary prevention topic for one diagnosed community health problem.

All students: Consult the following document to assist you in identifying health concerns and formulating a primary prevention topic for your community.

- [Approved Topic List: Choosing Your Field Project Topic with a Primary Prevention Focus](#)

Complete Task 1 according to the Taskstream instructions and rubric guidelines.

## Community Care and Collaboration

This subject introduces the roles of a community health nurse.

### Principles of Coordination and Collaboration

This topic focuses on the following roles of community health nurses in collaboration with community partners to promote healthy populations:

- collaborator
- coordinator
- case manager

This topic addresses the following competency:

- **Competency 7019.1.2: Community Care and Collaboration**  
The graduate plans and coordinates community care in collaboration with community partners.

This topic highlights the following objectives:

- Analyze the role of a community health nurse.
- Describe the role of a community health nurse as a collaborator and coordinator.
- Compare ways to collaborate with community partners and other healthcare professionals to promote the health of populations.
- Evaluate the role of case manager in the coordination of care within the community.

### Read: Roles of the Community Health Nurse

As you read the listed material below, pay attention to the following key points:

- teamwork and collaboration definitions
- conflict management behaviors
- coordination activities
- public health nurse roles
- community health nursing interventions of the Minnesota Intervention Wheel



Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 1 Community-Oriented Nursing and Community-Based Nursing](#)
- [chapter 13 Case Management](#)
- pages 627-633 of [Appendix C](#)

As you read, complete the following activities:

- The clinical application questions page 246
- “Case Study” page 243

Answers to clinical application scenarios and case studies can be found through the “PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Read the following in the ATI RN Community Health Nursing Review Module:

- [chapter 7 Continuity of Care](#)

Watch the following video: [Making a Difference: Advanced Public Health Nursing Practice | Rush University College of Nursing](#)

*Note: View the video in full screen at 720p for best results.*

**Complete: CourseConnect**

As you complete the lessons listed below, pay attention to the following key points:

- advocacy organizations in nursing
- economics of advocacy
- public health policies

Complete the following lesson from CourseConnect:

- [Lesson 2: Public Policy and Advocacy in Population-Based Nursing](#)

**Self-Check: Review for Mastery**

You have now completed chapters 1 and 13. Use these practice questions to test your knowledge and understanding of community health nursing roles and case management:

- [Chapter 1 Practice Questions](#)
- [Chapter 13 Practice Questions](#)

## **Planning Coordination and Collaboration**

This topic addresses health planning models.



This topic addresses the following competency:

- **Competency 7019.1.2: Community Care and Collaboration**

The graduate plans and coordinates community care in collaboration with community partners.

This topic highlights the following objectives:

- Describe the process of creating project timelines for implementing a community health program.
- Recommend resources to enhance care coordination within a given community.
- Describe a plan for coordinating the care provided by community partners based on a given community's needs.
- Examine community program objectives that are specific, measurable, achievable, relevant, and time bound.

**Read: Case Management and Program Planning**

As you read the listed material below, pay attention to the following key points:

- case management and the nursing process
- tools of case managers
- benefits of program planning
- health program planning models
- key stakeholders

Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 16 Program Management](#)

As you read, complete the following activities:

- "Evidence Based Practice" page 279
- "Case Study" page 282

Answers to clinical application scenarios and case studies can be found through the "PageBurst Integrated Resources" in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

**Complete: CourseConnect**

As you complete the lesson listed below, pay attention to the following key points:

- community empowerment
- disparities in health
- nursing process in the community

Complete the following lesson from CourseConnect:



- [Lesson 5: Case Management in Population-Based Nursing](#)

### Self-Check: Review for Mastery

You have now completed chapter 16. Use these practice questions to test your knowledge and understanding of community health program management:

- [Chapter 16 Practice Questions](#)

## Community Advocacy

Community advocacy is a set of behaviors and actions undertaken on behalf of others to support the ethical principle of self-determination.

### Principles of Community Advocacy

This topic focuses on health needs of vulnerable populations in the community.

This topic addresses the following competency:

- **Competency 7019.1.3: Community Advocacy**  
The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.

This topic highlights the following objectives:

- Describe advocacy, as it relates to community health.
- Identify the legal and regulatory influences on population health.
- Examine the terms health disparity and health inequity.
- Examine the role of a community health nurse as an advocate.
- Describe how ethics impact community-oriented nursing practice in different settings and populations.

### Read: Advocacy

As you read the listed material below, pay attention to the following key points:

- advocacy process
- problem solving and conflict management
- advocacy and ethical principles

Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 4 Ethics in Community Health Nursing Practice](#)

As you read, complete the following activities:

- "Ethical Case 1" page 56
- "Ethical Case 2" page 60





Answers to clinical application scenarios and case studies can be found through the “PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Read the following in the ATI RN Community Health Nursing Review Module:

- [chapter 5 Care of Special Populations](#)

**Complete: CourseConnect**

As you complete the lessons listed below, pay attention to the following key points:

- legislative proposal
- vulnerable populations

Complete the following lessons from CourseConnect:

- [Lesson 9: Vulnerable Populations in Population-Based Nursing](#)

**Self-Check: Review for Mastery**

You have now completed chapter 4. Use these practice questions to test your knowledge and understanding of community health ethics:

- [Chapter 4 Practice Questions](#)

## **Advocating for a Population**

The process of advocating for a population requires the ability to promote social justice for vulnerable populations by way of government and non-government agencies.

This topic addresses the following competency:

- **Competency 7019.1.3: Community Advocacy**  
The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.

This topic highlights the following objectives:

- Identify vulnerable populations within a given community of interest.
- Describe the relationship between disparities and health for a given population.
- Assess community nursing strategies that promote social justice for vulnerable populations.
- Formulate strategies that would reduce barriers to healthcare for vulnerable populations within a specific population.
- Examine the contributions of government and non-profit agencies to community healthcare.
- Describe information and communication technologies that enhance preventive care for a given population.



- Describe different types of societal violence.
- Describe violence-prevention strategies for a given population.
- Describe how increased violence impacts community health.
- Explain how the community health nurse can prevent societal violence.

**Read: Vulnerable Populations**

As you read the listed material below, pay attention to the following key points:

- vulnerability, outcomes, health status
- nursing approaches to vulnerable populations
- attitudes and beliefs about vulnerable populations
- poverty, homelessness, mental health, teen pregnancy
- national health policies
- family violence and abuse
- suicide
- elder abuse

Read the following chapters in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 7 Government, the Law, and Policy Activism](#)
- [chapter 21 Vulnerability and Vulnerable Populations: An Overview](#)
- [chapter 23 Poverty, Homelessness, Mental Illness, and Teen Pregnancy](#)
- [chapter 25 Violence and Human Abuse](#)

Watch the following video:

[An Age for Justice: Confronting Elder Abuse in America](#)

*Note: View the video in full screen at 720p for best results.*

As you read, complete the following activities:

- Clinical application scenario page 387
- Clinical application scenario page 428
- "What would you do?" #1 page 388
- "Case Study" page 384
- "Case Study" page 424
- "Case Study" page 118
- "Case Study" page 464

Answers to clinical application scenarios and case studies can be found through the "PageBurst Integrated Resources" in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

**Self-Check: Review for Mastery**



You have now completed chapters 7, 21, 23, and 25. Use these practice questions to test your knowledge and understanding of vulnerable populations and policy:

- [Chapter 7 Practice Questions](#)
- [Chapter 21 Practice Questions](#)
- [Chapter 23 Practice Questions](#)
- [Chapter 25 Practice Questions](#)

## Community Health Promotion

Community health promotion activities are designed to maintain or improve the well-being and health status of individuals in a population.

### Principles of Health Promotion and Disease Prevention

This topic introduces you to basic theories of health promotion that can be implemented within a community.

This topic addresses the following competency:

- **Competency 7019.1.4: Community Health Promotion**  
The graduate proposes health promotion initiatives and services to promote disease and injury prevention.

This topic highlights the following learning objectives:

- Describe the differences between disease prevention and health promotion.
- Describe various strategies of health promotion for communities and populations.
- Identify resources for health promotion and disease and injury prevention in a given community.
- Describe the role of evidence-based practice in health promotion and counseling activities across the lifespan.
- Analyze how healthcare funding impacts vulnerable populations.
- Evaluate a health behavior change model to address a given health problem.

### Read: Health Promotion and Risk Reduction

As you read the listed material below, pay attention to the following key points:

- demographic, social, economic and workforce trends
- healthcare quality and access
- domains of learning
- learner-related barriers
- health belief model (HBM)
- boxes 3-1, 11-2, 11-3, and 11-4

Read the following chapters in *Foundations of Nursing in the Community: Community-Oriented Practice*:



- [chapter 3 The U.S. Health and Public Health Care Systems](#)
- [chapter 8 Economic Influences](#)
- [chapter 11 Using Health Education and Groups in the Community](#)
- [chapter 29 The Faith Community Nurse](#)
- [chapter 30 The Nurse in Home Health and Hospice](#)
- [chapter 31 The Nurse in the Schools](#)
- [chapter 32 The Nurse in Occupational Health](#)

As you read, complete the following activities:

- Clinical application scenario page 207
- Case study "Teaching about Diabetes"

Answers to clinical application scenarios and case studies can be found through the "PageBurst Integrated Resources" in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Read the following in the ATI RN Community Health Nursing Review Module:

- [chapter 5 Care of Special Populations](#)

**Complete: CourseConnect**

As you complete the lessons listed below, pay attention to the following key points:

- nursing role in health promotion
- public health agencies

Complete the following lessons from CourseConnect:

- [Lesson 12: Health Promotion and Risk Reduction in Population-Based Nursing](#)

**Self-Check: Review for Mastery**

You have now completed chapters 3, 8, 11 and 29-32. Use these practice questions to test your knowledge and understanding of health promotion in the community:

- [Chapter 3 Practice Questions](#)
- [Chapter 8 Practice Questions](#)
- [Chapter 11 Practice Questions](#)
- [Chapter 29 Practice Questions](#)
- [Chapter 30 Practice Questions](#)
- [Chapter 31 Practice Questions](#)
- [Chapter 32 Practice Questions](#)

## **Environmental Health**

This subject helps you understand environmental health within a population as related to



diseases (such as asthma), fires, and industrial and water pollution.

## Environment and Health

This topic introduces the relationship between common environmental, genetic, and social health risks.

This topic addresses the following competency:

- **Competency 7019.1.5: Environmental Health**

The graduate assesses the impact of the environment on the health of the community.

This topic highlights the following learning objectives:

- Describe elements of common environmental health risks.
- Identify protective and predictive factors that influence the health of communities and populations.
- Evaluate the relationships between environmental factors and human health.
- Analyze the role of community health nurses in implementing interventions for environmental health issues.

### Read: Environmental Factors of Health

As you read the listed material below, pay attention to the following key points:

- ANA scope and standards for environmental health (2007)
- epidemiology
- right to know
- environmental laws
- family health risks

Read the following chapters in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 6 Environmental Health](#)
- [chapter 19 Family Health Risks](#)

Read the following article:

- [Davis, A. \(2007\). Home Environmental Health Risks. \*Online Journal of Issues in Nursing\* . 12\(2\).](#)

As you read, complete the following activities:

- Clinical application scenario page 106
- “Case Study” page 330
- “What would you do?” page 345



Answers to clinical application scenarios and case studies can be found through the “PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Read the following in the ATI RN Community Health Nursing Review Module:

- [chapter 2 Factors Influencing Community Health](#)

### **Self-Check: Review for Mastery**

You have now completed chapters 6 and 19. Use these practice questions to test your knowledge and understanding of environmental health and family health risks:

- [Chapter 6 Practice Questions](#)
- [Chapter 19 Practice Questions](#)

## **Global Health**

Global health involves multinational efforts to address health problems that cross national borders.

### **Health and Globalization**

Non-communicable and infectious diseases must be evaluated by the health outcomes of populations.

This topic addresses the following competency:

- **Competency 7019.1.6: Global Health**  
The graduate analyzes past and present initiatives meant to improve the health of the global community.

This topic highlights the following learning objectives:

- Identify critical determinants of global health.
- Identify the health consequences of an increasingly globalized world.
- Describe the key indicators of health that can be used to measure health outcomes of populations.
- Describe how communicable and non-communicable infectious diseases impact global health.
- Determine how the health concerns of a given community relate to global health concerns.

### **Read: Global Health Concerns**

As you read the listed material below, pay attention to the following key points:

- historical and current perspectives
- infectious diseases
- bioterrorism agents



Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [Chapter 26 Infectious Disease Prevention and Control](#)

As you read, complete the following activities:

- Clinical application scenario page 499
- Evidence-based practice box page 484
- “Case Study” page 485

Answers to clinical application scenarios and case studies can be found through the “PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Watch the following video: [WHO Global Noncommunicable Disease Network](#)

*Note: View the video in full screen at 720p for best results.*

**Complete: CourseConnect**

Complete the following lesson from CourseConnect:

- [Lesson 3: Global Aspects of Population-Based Nursing](#)

**Self-Check: Review for Mastery**

You have now completed chapters 26. Use these practice questions to test your knowledge and understanding of infectious disease prevention and control:

- [Chapter 26 Practice Questions](#)

## Global Health Organizations and Initiatives

National and international organizations are partnering to improve global health.

This topic addresses the following competency:

- **Competency 7019.1.6: Global Health**  
The graduate analyzes past and present initiatives meant to improve the health of the global community.

This topic highlights the following learning objectives:

- Identify immigration policy dilemmas faced by a given population.
- Describe the framework of Millennium Development Goals (MDG) for improving global health.
- Define a non-governmental organization (NGO).
- Analyze how global health organizations and initiatives impact a given global health



issue.

## Read: Health Issues of Immigrant Populations

As you read the listed material below, pay attention to the following key points:

- health issues of immigrants
- cultural considerations

Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 22 Rural Health and Migrant Health](#)
- pages 69–72 of [chapter 5 Cultural Influences in Nursing in Community Health](#)

As you read, complete the following activities:

- Clinical application scenario pages 404-5
- Evidence-based practice box page 404
- “Case Study” page 402
- “What would you do?” #1 page 406

Answers to clinical application scenarios and case studies can be found through the “PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Watch the video: [Migrant Farm Workers: Hardworking and Medically Underserved](#)

*Note: View the video in full screen at 720p for best results.*

### Self-Check: Review for Mastery

You have now completed chapters 22. Use these practice questions to test your knowledge and understanding of rural and migrant health:

- [Chapter 22 Practice Questions](#)

## Communicable Disease

You will be introduced to the concepts of communicable diseases, including the investigation process.

### Impact of Communicable Diseases

This topic focuses on understanding how communicable diseases are transmitted (modes) and the effects on the community.

This topic addresses the following competency:

- **Competency 7019.1.9: Communicable Disease**





The graduate analyzes the impact of communicable diseases on the health of individuals, families, and communities in a global environment.

This topic highlights the following learning objectives:

- Differentiate between communicable and non-communicable diseases.
- Describe the various modes of transmission for communicable diseases.
- Describe factors that influence emerging and re-emerging communicable diseases.
- Analyze the roles of the community health nurse in outbreak investigations, referrals, and follow-ups.
- Identify how a given communicable disease affects individuals, families, and communities (model triad).
- Describe a given outbreak investigation using the epidemiological triad.

**Read: Communicable and Non-communicable Diseases**

As you read the material listed below, pay attention to the following key points:

- epidemiological triad
- 10 elements of surveillance
- agents of bioterrorism
- foodborne, waterborne, vector-borne diseases

Read the following chapter of *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 15 Surveillance and Outbreak Investigation](#)
- [chapter 27 HIV Infection, Hepatitis, Tuberculosis, and Sexually Transmitted Diseases](#)

As you read, complete the following activities:

- Clinical application scenario page 499 (Chapter 26)
- Clinical application scenario page 520
- “Case Study 27-1 Hepatitis”
- “Case Study 27-2 TB Screening in a Homeless Population”

Answers to clinical application scenarios and case studies can be found through the “PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Watch the following video: [What are Hepatitis B and C?](#)

*Note: View the video in full screen at 720p for best results.*

**Self-Check: Review for Mastery**

You have now completed chapters 15 and 27. Use these practice questions to test your



knowledge and understanding of infectious disease and outbreak investigation:

- [Chapter 15 Practice Questions](#)
- [Chapter 27 Practice Questions](#)

### **Complete: Task 2 Performance Assessment**

Complete the following task in Taskstream:

- Community Health and Population-Focused Nursing: Task 2

In this task, you will analyze a recent global outbreak of a communicable disease. You will be asked to describe the epidemiology and transmission of a specific, documented outbreak that has crossed international borders. Additionally, you will be asked to analyze the effect of the outbreak on your community at the systems level. Finally, you will be expected to discuss what actions would be appropriate for a community health nurse when confronted with an outbreak of pandemic proportions.

Before you begin this task, please review the following video for additional information regarding the requirements for Task 2:

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

Complete Task 2 according to the Taskstream instructions and rubric guidelines. To access Taskstream, navigate to the "Assessment" tab in this course.

## **Emergency Response**

This subject focuses on the skills, behaviors, and knowledge necessary to function during an emergency at the local, state, or national levels.

### **Principles of Emergency Response**

This topic focuses on the major elements of an emergency response—the stages, area of impact, and roles of victims and responders.

This topic addresses the following competency:

- **Competency 7019.1.7: Emergency Response**  
The graduate plans for the preparation, response, and recovery of communities from natural and human-caused emergencies and disasters.

This topic highlights the following learning objectives:

- Describe the principles of community disaster preparedness.
- Describe the major elements of disaster response.
- Identify the different groups of responders in emergency situations.



- Identify emergency response methods that the community health nurse can use to decrease fear and increase cooperation of community members.
- Describe the professional collaboration necessary at the local, state, and national levels during a disaster.
- Describe how the chain of command is determined in an emergency situation.

### Read: Disasters

As you read the listed material below, pay attention to the following key points:

- prevention, personal preparedness
- community preparedness
- national Incident Management System (NIMS)
- shelter management
- psychological responses

Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 14 Disaster Management](#)

This chapter provides an overview of disasters, the disaster management cycle, the nursing role in disaster response, and future considerations.

As you read, complete the following activities:

- Clinical application scenario page 264
- “Case Study” on page 256
- “What Would You Do?” #2 on page 265

Answers to clinical application scenarios and case studies can be found through the “PageBurst Integrated Resources” in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

Play the following disaster response game:

- [STOP DISASTERS!](#)

Select "Play Game" to begin a simulation featuring either a tsunami, hurricane, flood, earthquake, or wild fire.

### Complete: CourseConnect

As you complete the lesson listed below, pay attention to the following key points:

- Medical Reserve Corps
- triage process
- community and cultural considerations



Complete the following lesson from CourseConnect:

- [Lesson 11: Disasters and Population-Based Nursing](#)

## Emergency Preparedness

The focus of this topic is to gain knowledge of an emergency preparedness plan in your community, as well as the roles and responsibilities of the nursing professional during times of emergency.

This topic addresses the following competency:

- **Competency 7019.1.7: Emergency Response**  
The graduate plans for the preparation, response, and recovery of communities from natural and human-caused emergencies and disasters.

This topic highlights the following learning objectives:

- Identify the elements of an emergency preparedness plan.
- Describe nursing roles and responsibilities in emergency preparedness planning.
- Assess the health, healthcare and emergency preparedness needs for a given community.
- Evaluate procedures for preparation, response, and recovery of a community for a given emergency situation.

### Read: Disaster Preparation

As you read the listed material below, pay attention to the following key points:

- four steps to prepare for a disaster
- Healthy People 2020 objectives
- populations at greatest risk

Review the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- pages 250-260 of [chapter 14 Disaster Management](#)
- page 262, “Levels of Prevention” in [chapter 14 Disaster Management](#)

Read the following in the ATI RN Community Health Nursing Review Module:

- [chapter 6 Communicable Disease, Disasters and Bioterrorism](#)

Watch the following video: [Disaster Nursing](#)

*Note: View the video in full screen at 720p for best results.*

### Self-Check: Review for Mastery



You have now completed chapters 14. Use these practice questions to test your knowledge and understanding of disaster management:

- [Chapter 14 Practice Questions](#)

## Cultural Competency

This competency will focus on the knowledge, skills, and attitudes necessary to be a culturally competent nursing professional.

### The Importance of Cultural Competence

In this topic, you will complete a self-assessment of cultural competence and learn about the importance of working with vulnerable populations.

This topic addresses the following competency:

- **Competency 7019.1.8: Cultural Competency**  
The graduate analyzes social and cultural factors that affect the care of diverse populations

This topic highlights the following learning objectives:

- Discuss the differences between culture, race, nationality and ethnicity.
- Describe how health/illness beliefs, values, and practices of individuals impact communities and populations.
- Describe how cultural, social, and behavioral factors impact the delivery of community health services.
- Explain the relationship between cultural competence and the delivery of safe, quality healthcare.
- Describe barriers to cultural competence.
- Analyze the relationship between cultural competence and professional nursing values.

### Read: Cultural Competence

As you read the listed material below, pay attention to the following key points:

- culture, race, ethnicity
- cultural competence
- cultural variations among groups
- box 5-3

Read the following in *Foundations of Nursing in the Community: Community-Oriented Practice*:

- [chapter 5 Cultural Influences in Nursing in Community Health](#)

As you read, complete the following activities:

- Clinical application scenario pages 85-86



- "What Would You Do?" #1 page 87
- "What Would You Do?" #5 page 87

Answers to clinical application scenarios and case studies can be found through the "PageBurst Integrated Resources" in your e-text *Foundations of Nursing in the Community: Community-Oriented Practice*.

## Providing Culturally Competent Care

This topic focuses on a variety of tools to evaluate culturally competent community care.

This topic addresses the following competency:

- **Competency 7019.1.8: Cultural Competency**  
The graduate analyzes social and cultural factors that affect the care of diverse populations

This topic highlights the following learning objectives:

- Compare cultural competence models.
- Analyze culturally appropriate health promotion interventions that contribute to prevention of illness, injury, disability, or premature death.
- Identify examples of how diversity and cultural competence can be promoted in a community setting.
- Evaluate culturally appropriate communication techniques and treatments when assessing and planning care for a given population.

### Read: Cultural Care

As you read the listed material below, pay attention to the following key points:

- cultural competence frameworks
- Healthy People 2020 objectives

Review the following pages of *Foundations of Nursing in the Community: Community-Oriented Practice*:

- pages 73–80 of [chapter 5 Cultural Influences in Nursing in Community Health](#)

### Complete: CourseConnect

As you complete the lesson listed below, pay attention to the following key points:

- cultural competence during a disaster
- health promotion for culturally diverse populations

Complete the following lesson from CourseConnect:

- [Lesson 10: Community Settings in Population-Based Nursing](#)



## Self-Check: Review for Mastery

You have now completed chapters 5. Use these practice questions to test your knowledge and understanding of culturally competent nursing practice:

- [Chapter 5 Practice Questions](#)

## Final Steps

Congratulations on completing the activities in this course! You are now ready to take ATI practice tests. Refer to "Preparing for Success", if you have not already created an ATI account. You will need to access the pre-assessments A and B via the links below.

**To access the practice tests:**

[RN Community Health Online Practice 2016 A](#)

[RN Community Health Online Practice 2016 B](#)

**Please note:**

- You must notify the **Course Instructor** after the first attempt of Practice test B.
- The time may not exceed 1 minute per question (total time: 60 minutes)
- Must score at least 75%
- The **Course Instructor** will not approve you to take the Objective Assessment if your total time on Practice test B is greater than one minute per question (total time: 60 minutes) OR you score less than 75%.
- No outside resources can be used.
- After taking Practice test B, send your score and ATI Individual Performance Profile to your **Course Instructor**.
- If you scored at least 75% and required no more than 1 minute per question (total time: 60 minutes) on your pre-assessment (Practice test B), your **Course Instructor** will approve you to schedule your Objective Assessment.
- If you scored less than 75% or required more than 1 minute per question (total time: 60 minutes) on your pre-assessment (Practice Test B), your **Course Instructor** will approve you to schedule your Objective Assessment.
- If you scored less than 75% or required more than 1 minute per question (total time: 60 minutes) on your pre-assessment (Practice Test B), your **Course Instructor** will help you to prepare for a 2<sup>nd</sup> attempt at the pre-assessment.

For RN to BSN/MSN students, a 75% is considered passing on the practice test.

## ATI Objective Exam

To pass the ATI Objective Exam, a Level 2 or 3 Proficiency is required.

## Scheduling the Objective Exam with ATI



[Pre-licensure students \(BSRN\) for ATI scheduling instructions](#)

[Post-licensure students \(BSN/MSN\) for ATI scheduling instructions](#)