This course supports the assessment for SZT1. The course covers 4 competencies and represents 3 competency units.

**Introduction**

The study of community health nursing includes multiple issues, including vulnerable populations, families, violence, safety, disaster preparedness, communicable disease, and immunization.

The content of this course will provide you with an opportunity to expand your practice perspective from the individual level to that of the community and system level. The activities in this course are directed to enhance your appreciation of the effort of making the United States a healthier nation.

Watch the following video introduction for this course:

**Competencies**

This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 725.8.1: Community Health Epidemiology**
  The graduate assesses and analyzes the health status of populations using data, community resources identification, input from the population, and professional judgment; and determines meaning of the data to identify opportunities and needs.

- **Competency 725.8.5: Quality of Life & Functioning**
  The graduate selects nursing actions during illness and end-of-life stages to maximize quality of life and functioning for individuals, families, and communities; promotes wellness principles and programs for individuals, families, and communities; and reflects on how personal beliefs or perceptions about quality of life and health promotion impact approaches or decisions in nursing care.

- **Competency 725.8.7: Environmental & Global Health Issues**
  The graduate analyzes how communities are affected by environmental and global health issues, and modifies plans to meet the needs of individuals, families, and communities.

- **Competency 725.8.8: Emergency Response**
  The graduate recognizes the nurse's role in emergency response, including the proper chain of command, communication protocols, and appropriate actions in an emergency response situation, national disaster or terror attack; and recognizes common biological materials used in terror attacks and how they are spread.

**Course Instructor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.
Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

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 independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Manually Enrolled Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

MyNursingLab
Enroll for MyNursingLab through the Learning Resources tab. Once you have enrolled, you will be sent log-in information for this course.

Note: Due to recent upgrades, some browser updates may be required in order to utilize MyNursingLab. If you have browser issues when attempting to log in, see the "Browser Tune-Up" section of the MyNursingLab System Requirements page.

MyNursingLab contains this required e-textbook:


Go to "Today's View" to begin. Read the welcome message and any announcements.

Go to the drop-down menu on the far left that says "Course Content." Choose "View all content." This will show you all of the things available to you within MyNursingLab and the concepts you will be learning. There are also help links, note links, and references.
As you work through this course, you will be directed to specific chapters in the book to work through. As you do, be sure to engage in the audio glossary, activities, readings, videos, animations, and skills labs.

For each chapter, you will have to do the MyNursingLab activities that are described in this section.

Additional activities are listed throughout this course.

*Note: You need to complete all activities in the course in addition to your personal study plan in MyNursingLab.*

**Automatically Enrolled Learning Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**VitalSource E-Texts**

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: This e-text is available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Other Learning Resources**

**Companion Website for Textbook**

There is a [textbook companion](#) website that goes with your *Community Health Nursing* book. You will find important information and additional application activities, case studies, and care plans here to help you develop competency in community health.

**Nursing Standards**

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [Nursing Standards E-Reserves](#)

**Community Health Nursing Community**

You will find a link to the Community Health Nursing Community on your learning resource tab. This community contains announcements, student postings and mentor tips for successfully completing this course. All students are expected to access the community on a regular basis.

**Additional Preparations**
Understanding the Fieldwork Project HGT1
The fieldwork project (HGT1) is a separate assessment and course that you may or may not complete in this term. However, you should begin to prepare for your project during this course (familiarize yourself with the project requirements, learn how to do a community assessment, etc).

Plan of Study
Throughout the course, you will be assigned MyNursingLab pre-tests and reading assignments. Follow these instructions as you work through these assignments:

- Read the corresponding chapter in your textbook.
- Go to MyNursingLab.
- Open "Chapter Study Plans." Click the "Begin" button and take the pre-test.

*Note: Remember, this is a pre-test, and you are not expected to know all of the answers at this time. The results of this pre-test will develop a plan of study suited just for you.*

Once you have answered all the questions, you will get a score and overview of each question.

Click "Return to Study Plan" to be taken to your individualized study plan.

You can now begin to work through each reading assignment and activity in your study plan. This includes a review of concepts and skills. Be sure that you read and practice each skill.

*Note: If you do not need to cover certain areas in your plan of study but still want to study them more deeply, you can go into the "Chapter and Resources" section and access "Study Resources."

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- [Pacing Guide: Community and Population Health](#)

*Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.*

**Concept of Community**

A study of community health nursing includes multiple issues: vulnerable populations, families, violence, safety, disaster preparedness, communicable disease, and immunization, among others. It requires a solid understanding of culture and good communication skills.

**Preparing for Community Fieldwork**

Whether or not you intend to complete your fieldwork project now or later, it is important to know that you may not begin your fieldwork project until you have successfully completed SZT Task 1 in TaskStream.
This topic addresses the following competency:

- **Competency 725.8.1: Community Health Epidemiology**
  The graduate assesses and analyzes the health status of populations using data, community resources identification, input from the population, and professional judgment and determines meaning of the data to identify opportunities and needs.

### Obtaining Clinical Placement for Students in Regulated States

Regulated states require supervised clinical time. If you live in a regulated state, you will need to put in a request for a clinical site even if you do not plan to complete your fieldwork project at this time. Failure to meet these requirements will result in non-completion of the course and interfere with graduation. Early in this course, students in regulated states will be directed to the SZT1 course to begin making necessary arrangements to obtain clinical placement.

### Initial Concept Mapping and Reflection

Design a concept map that applies critical thinking in describing the different components or characteristics of the practice of a community health nurse. Consider the environment and settings. Include the health needs of the residents of the communities. What other resources would be necessary to ensure a holistic approach?

### The Nurse as an Advocate

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab.

Read the following chapter of *Community Health Nursing: Advocacy for Population Health*:

- chapter 1 (“Community Health Nursing as Advocacy”)

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

### Public Health Nursing

Do a web search on public health nursing and answer the following questions:

- Is there a professional organization for public health nurses?
- How does national, state and local funding affect public health nursing?
- What are some of the current issues in public health nursing?
- What kinds of settings do public health nurses work in?
- What is the primary role of the public health nurse?

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab.

Review the following in *Community Health Nursing: Advocacy for Population Health*:

- Appendix A ("The Eight Competency Domains of Public Health Nursing")

### Immigrants in the 21st Century
Go to MyNursingLab and access the Community Health Nursing course content tab and Custom Casebook, Chapter 1.

Complete the following case:

- "Immigrants in the 21st Century"

**The Nurse as an Advocate Post-Test**

Access MyNursingLab and complete the post-test review for chapter 1. If you do not get an 80% or better, go back and review the information and retake it.

**Final Concept Map and Reflection**

What have you learned about community health nursing? Return to the concept map you created in the first activity in this topic. Revise and add more information about community health nursing basics.

**Theories and Models of Health Promotion**

You will learn about theories of community health and health promotion. The primary means of health promotion occur through developing healthy public policy that addresses the prerequisites of health, such as income, housing, food security, employment, and quality working conditions.

This topic addresses the following competency:

- **Competency 725.8.1: Community Health Epidemiology**
  The graduate assesses and analyzes the health status of populations using data, community resources identification, input from the population, and professional judgment and determines meaning of the data to identify opportunities and needs.

**Health Promotion Concept Map**

Design a concept map that applies critical thinking in describing all the theories or models of health promotion that you know.

**Theoretical Foundations**

Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following chapter in Community Health Nursing: Advocacy for Population Health:

- chapter 4 ("Theoretical Foundations for Community Health Nursing")

Return to the “Course Content” tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

**Theoretical Model**

Select a theoretical model from this chapter (e.g., epidemiological triad model, web of causation, determinant of health model). Note what model you selected and why in the message board.
Discuss the tuberculosis rate in the Mexican immigrant population from the perspective of the model.

Answer the following questions:

- How would you evaluate the health status of the community and plan, implement, and evaluate the effectiveness of the interventions?
- How would these strategies improve the health of the community?

Refer to the following chapter in *Community Health Nursing: Advocacy for Population Health* (NOTE you are not expected to read the entire chapter, rather only use this chapter as a reference):

- chapter 19

How might controlling tuberculosis enhance the functional ability of individuals in the community?

**Theoretical Foundations Post-Test**

Access [MyNursingLab](#) and complete the post-test review for chapter 4. If you do not get an 80% or better, go back and review the information and retake it.

**Analyzing a Family Genogram**

Complete a family genogram by doing the following:

1. Select a chronic disease from your family genogram.
2. Research epidemiological considerations for the disease.
3. Briefly summarize the personal, family, and societal impacts of the disease.
4. Discuss what nursing actions and strategies you would employ to maximize functional ability in the disease from a primary, secondary, and tertiary perspective.
5. Perform a literature search and see if there are any holistic plans of care for the disease.

**Final Health Promotion Concept Map**

Go back to your initial models and answers to questions. What do you think now? Go back to your original concept map and your revised concept map.

**Assessing the Community**

You will learn about defining a community, assessing communities, and identifying interventions at a community and system level that may have an impact on the health status of the residents within the community.

This topic addresses the following competency:

- **Competency 725.8.1: Community Health Epidemiology**
  The graduate assesses and analyzes the health status of populations using data,
community resources identification, input from the population, and professional judgment and determines meaning of the data to identify opportunities and needs.

**Community Genogram**

Consider the following questions:

- What is a community genogram?
- How does it differ from a family genogram?
- What does epidemiology have to do with the community health nurse?

Make a table. In the first column, list sources of information that you would need to complete a community assessment. In the second column, list where you could obtain that information.

**Caring for Copper City**

Access the textbook companion website. Select chapter 15, then "Textbook Case Studies." Read the scenario "Caring for Copper City" and then answer the questions. Do not submit them for grading.

Prepare a paper answering question 5. Be sure to address the following information in detail:

- the level of prevention involved
- who should be involved in the planning group
- why they should be involved
- how you would obtain community participation in the planning
- additional information you would need, if any, and where you would obtain that information
- the goals and objectives for the program
- the resources needed to implement the program

**Epidemiological Process and Promoting Population Health**

Go to MyNursingLab and access the Community Health Nursing course content tab and Custom Casebook, chapter 3.

Complete the following case:

- "The Epidemiologic Process and Promoting Population Health"

**Levels of Prevention**

Make a diagram to show the three levels of population healthcare.

Give at least three examples of each level of prevention.

**Statistical Tutorials**

Understanding data and analyzing information gathered from assessments of the community are critical in determining the best approach to prevent, delay, and resolve healthcare issues for the target population.
The websites provided below are not required but can assist you in any areas of statistics in which you need a review. Complete the tutorials as needed to review statistics for analyzing the community needs assessment.

- **Independent and Dependent Variables**
- **Types of Variables in Experiments**
- **Sampling**
- **Class Activity Descriptive Statistics**
- **Assessing the Findings**
- **Generalizing to a Population: Statistical Models**
- **Simple Models and Tests**

**Community Assessment**

Identify a community in your area. Access the following in *Community Assessment Reference Guide for Community Health Nursing*:

- "Population Economic Status Assessment and the Health Education Assessment and Intervention Guide"

Complete the guide for the community you identified.

*Note: HAT Task1 requires you to complete four forms. Access those four forms through the link to the textbook. To view the other forms, find the form name in the left-hand column. "Cultural Assessment Tool" is right under the "Population Assessment" form. "Neighborhood/Community Safety Inventory" is about seven lines below the Cultural Assessment Tool. "Disaster Assessment and Planning Guide" is about seven lines from the bottom.*

Some of the information you will need to fill out the form can be found online; other information will require some legwork. Keep a list of the resources you used to locate the data; this information may be required for future tasks.

**Community Health Epidemiology**

Complete the following task in **TaskStream** on conducting a community health assessment:

- **SZT1: SZT Task 1**

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

You must successfully complete this task in TaskStream before beginning your fieldwork project for HGT1.

**Students in Regulated States: Requesting Clinical Placement**

Access the **HGT1 Soomo Learning Environment**:

Do the following (do not enter acknowledgements that do not yet apply):
• Read section 1.2 ("Foundations") and section 1.3 ("Objectives").
• Complete the questions in section 2.1 ("Primary Prevention Focus").
• Enter your field project topic in section 2.2.
• Read section 4.1 ("Requirements for Students in Regulated States").
• Complete section 4.3 ("Steps to Getting Clinical Placement").
• Submit the request form for clinical placement.

Please note, ONLY students in CALIFORNIA are required to complete the Section 4 of the Soomo Learning Environment. Students in other states should complete Section 5.

Community Collaboration, Programs, Policies, Resources, and Services

A major disaster (whether created by human beings or a natural disaster), requires that many services work together for the good of the community. This also requires that policies and procedures be put in place well before a disaster occurs.

The activities associated with this subject will introduce you to the concepts and practice of community collaboration and the community programs, policies, resources, and services that interface with it.

U.S. Healthcare System

In this topic, you will learn about the U.S. healthcare system.

This topic addresses the following competencies:

• **Competency 725.8.2: Community Collaboration**
  The graduate participates with other community partners to identify expected outcomes of health status in various populations and to recommend health interventions appropriate to the target audience.

• **Competency 725.8.3: Programs, Policies, Resources, and Services**
  The graduate determines availability and accessibility of community health programs, policies, resources, and services to serve the population.

Healthcare Systems Concept Map

Create a concept map that reflects your understanding of the interactions between healthcare systems, stakeholders, and the levels of healthcare in the United States.

U.S. Health System Context

Go to [MyNursingLab](https://www.MyNursingLab.com) and access the Community Health Nursing course content tab.

Read the following chapter in *Community Health Nursing: Advocacy for Population Health*:

• chapter 5 ("The U.S. Health System Context")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for
this chapter. Open your personalized plan of study and work through the activities.

Super Size Me

Access the textbook companion website, Chapter 5. Select "Media Links" from the Table of Contents on the left. View the trailer for "Super Size Me."

The video is a presentation of major public health concern. What is the concern? What is the community health nurse’s responsibility?

U.S. Healthcare

Revise your healthcare systems concept map to describe healthcare delivery in the United States.

Using a Political Astuteness Inventory

Access the following in Community Assessment Reference Guide for Community Health Nursing:

- "Political Astuteness Inventory"

Complete the inventory. This activity and the data collected will be used for a later task.

U.S. Health System Context Post-Test

Access the MyNursingLab and complete the post-test review for chapter 5. If you do not get an 80% or better, go back and review the information and retake it.

Final Healthcare Systems Concept Map

Has your model changed? Revise your healthcare systems concept map.

Culture and Community Health

Health practices are learned behaviors often influenced by families and home remedies. In this section, you will learn about culture and community health.

This topic addresses the following competencies:

- **Competency 725.8.2: Community Collaboration**
  The graduate participates with other community partners to identify expected outcomes of health status in various populations and to recommend health interventions appropriate to the target audience.

- **Competency 725.8.3: Programs, Policies, Resources, and Services**
  The graduate determines availability and accessibility of community health programs, policies, resources, and services to serve the population.

Culture From Multiple Perspectives

Design a concept map that demonstrates what culture is from multiple perspectives. What effect does culture have on community health?
Make a concept map of different cultures you know. Include any information about the differences, similarities, and effects of culture on health issues. Also include issues inherent to the culture that could be important when determining and planning care.

**Cultural Care of a Population**

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab.

Read the following chapter in *Community Health Nursing: Advocacy for Population Health*:

- chapter 2 ("The Population Context")

Return to the course content tab and access Custom Casebook, chapter 2.

Complete the following case study:

- "Cultural Care of a Population"

**Cultural Context and Apple Valley**

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab.

Read the following chapter in *Community Health Nursing: Advocacy for Population Health*:

- chapter 9 ("The Cultural Context")

Answer the questions for the case study, "Culture and Care," at the end of the chapter.

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

**Cultural Competency**

Go to the [HRSA Health Literacy](#) website. Complete the following free HRSA course:

- "Effective Healthcare Communication 100"

What do you know now about cultural competency that surprises you? Go to the message board and share with your peers.

**Presentation on Racism and Powerlessness**

Watch the following Frontline program:

- "[A Class Divided](#)" (55 minutes)

Complete the discussion question after the presentation.

**The Cultural Context Post-Test**

Access [MyNursingLab](#) and complete the post-test review for chapter 9. If you do not get an
80% or better, go back and review the information and retake it.

Final Culture Concept Map and Reflection

Revise your culture concept map. Include any new information or ideas you have gained.

Health Promotion, Risk Reduction, and Disease Prevention

With discussions of health reform and a national system of healthcare, many are concerned that the focus will shift from health promotion and risk reduction to simply treating individuals when they get sick. The activities associated with this subject will introduce you to the concepts of health promotion, risk reduction, and disease prevention.

Issues in Health

In this topic, you will learn about health promotion and disease prevention. Every decade data has been collected, analyzed, and directed to the efforts of the healthcare systems toward ensuring a healthier nation.

This topic addresses the following competency:

- **Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention**
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.

Individual and Community Health

Create a concept map about both individual and community health. Include everything you currently know about health promotion, risk reduction, and disease prevention. Make as many connections and relationships as possible.

**MyNursingLab Theoretical Foundations**

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab.

Read the following in *Community Health Nursing: Advocacy for Population Health*:

- chapter 11 ("Health Promotion")
- chapter 4 (pp. 62-73)
- chapter 16 (p. 389)
- chapters 24-28 (pp. 690-825)
- chapter 29 (pp. 876-879)

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for chapter 11. Open your personalized plan of study and work through the activities.

**Screening and Levels of Prevention**

Define *screening*. In which of the three prevention levels (primary, secondary, or tertiary) would you be most likely to use screening?
Make a graphic displaying the three prevention areas, with examples of each.

**Risk Reduction Care Map**

Develop a risk reduction care map for a topic of interest (e.g., smoking, obesity, osteoporosis). Answer the following questions:

- How would you assess the risk in your community?
- Who would be your target audience?
- What resources would you need?
- How would you reach the public?

**Developing Health Promotion Strategies**

Choose a health topic, target audience, and a health promotion strategy (empowerment, social marketing, or health education) to develop a health promotion plan. Develop the plan for a specific cultural group (other than Caucasian). Describe how you might approach your target audience differently—how their belief systems, language, etc., might be taken into consideration.

**Theoretical Foundations for Community Health Nursing Post-Test**

Access [MyNursingLab](https://www.mynursinglab.com) and complete the post-test review for chapter 11. If you do not get an 80% or better, go back and review the information and retake it.

**Care of Populations**

In this section, you will learn about the healthcare needs of populations and the unique challenges facing the healthcare system to ensure access for everyone to a healthier lifestyle.

This topic addresses the following competency:

- **Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention**
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.

**Reflection on Prior Model**

How is care of populations different than caring for individuals in the acute care setting? Make a concept map on caring for populations. Differentiate in the concept map the differences from caring for individuals during an acute care episode.

**Care of Populations**

Go to [MyNursingLab](https://www.mynursinglab.com) and access the *Community Health Nursing* course content tab.

Read the following chapter in *Community Health Nursing: Advocacy for Population Health*:

- chapter 15 ("Care of Populations")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for
this chapter. Open your personalized plan of study and work through the activities.

Child Abuse and Neglect

Go to MyNursingLab and access the Community Health Nursing course content tab and Custom Casebook, chapter 15.

Complete the following case:

- "Child Abuse and Neglect: Safeguarding Our Children"

Discuss the case in the message board.

Care of Populations Post-Test

Access MyNursingLab and complete the post-test review for chapter 15. If you do not get an 80% or better, go back and review the information and retake it.

Final Concept Map and Reflection

Revise your concept map on caring for populations to include any new ideas or information you have gathered in this topic.

Care of Families and Special Populations

In this section, you will learn about care of families and special populations.

This topic addresses the following competency:

- Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.

Special Populations Concept Map

Create a concept map of special populations. Consider why they are special, what their needs are, and what their barriers to healthcare are.

If you did not include families as a special population group, add them now. Why would families be considered important when working with communities?

Care of Families

Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following chapter in Community Health Nursing: Advocacy for Population Health:

- chapter 14 ("Care of Families")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for
this chapter. Open your personalized plan of study and work through the activities.

Chapter 14 Post-Test

Access MyNursingLab® and complete the post-test review for chapter 14. If you do not get an 80% or better, go back and review the information and retake it.

Child and Adolescent Populations
In this section, you will learn about care of child and adolescent populations.

This topic addresses the following competency:

- **Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention**
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.

Child and Adolescent Populations

Go to MyNursingLab® and access the Community Health Nursing course content tab.

Read the following chapter in Community Health Nursing: Advocacy for Population Health:

- chapter 16 ("Child and Adolescent Populations")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

Community Assessment Reference Guide

Access the following in Community Assessment Reference Guide for Community Health Nursing:

- "Home Safety Inventory—Children and Adolescents"

Review the form and complete two of the assessments by interviewing children or parents who agree to participate in the activity.

Make a nursing diagnosis for the community of children you assessed. Answer the following questions:

- What did you discover?
- What would you do differently to obtain more information to help with your diagnosis?

Preventing Lead Poisoning in Children

Visit the following website from the CDC on preventing lead poisoning in children:

- Lead
Search for answers to the following questions:

- What are the causes, symptoms, and risk factors related to lead poisoning?
- How is lead poisoning diagnosed?
- How is lead poisoning treated?
- What are the complications associated with lead poisoning?
- How can lead poisoning be prevented in children?

**Child and Adolescent Populations Post-Test**

Access [MyNursingLab](#) and complete the post-test review for chapter 16. If you do not get an 80% or better, go back and review the information and retake it.

**Reflections and Concept Mapping**

Reflect on and modify your conceptions about care of child and adolescent populations. Revise your special populations concept map based on what you now know.

**Women's Health**

In this topic, you will learn about various topics in women's health, including the feminization of poverty, and the healthcare system's treatment of gender.

This topic addresses the following competency:

- **Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention**
  
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.

**Women's Health Needs**

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab.

Read the following in *Community Health Nursing: Advocacy for Population Health*:

- chapter 17 ("Meeting the Health Needs of Women")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

Add women's health to your special populations concept map.

**Meeting the Health Needs of Women Post-Test**

Access [MyNursingLab](#) and complete the post-test review for chapter 17. If you do not get an 80% or better, go back and review the information and retake it.

**Men's Health**

Men also have health needs that are unique to them. In this topic, you will learn about men's health. There are many cultures, including the cultures within the United States, which put men
at greater risk for health maintenance.

This topic addresses the following competency:

- **Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention**
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.

**Men’s Health Needs**

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab and Custom Casebook, chapter 3.

Read the following chapter in *Community Health Nursing: Advocacy for Population Health*:

- chapter 18 ("Meeting the Health Needs of Men")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

**Using a Community Assessment Reference Guide**

Look up one of the following assessments in *Community Assessment Reference Guide for Community Health Nursing*:

- "Health Assessment and Intervention Guide - Adult Man" (p. 76)
- "Health Assessment and Intervention Guide - Adult Woman" (p. 65)

Complete the assessment on a man or woman who agrees to help you with the assignment.

**Meeting the Health Needs of Men Post-Test**

Access [MyNursingLab](#) and complete the post-test review for chapter 18. If you do not get an 80% or better, go back and review the information and retake it.

**Care of Older Clients**

In this section, you will learn about the care of older clients. Today seniors typically live 15 to 20 years longer than in the past. Consequently, the healthcare system faces health challenges that it did not face 30 years ago.

This topic addresses the following competency:

- **Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention**
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.
Health Needs of Older Clients

Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following in Community Health Nursing: Advocacy for Population Health:

- chapter 19 ("Meeting the Health Needs of Older Clients")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

Add the needs of the elderly to your special populations concept map.

Community Assessment Reference Guide

Access the following in Community Assessment Reference Guide for Community Health Nursing:

- "Home Safety Inventory—Older Adult" (p. 88)

Complete the assessment on an older adult who agrees to help you with the assignment.

Meeting the Health Needs of Older Clients Post-Test

Access MyNursingLab and complete the post-test review for chapter 19. If you do not get an 80% or better, go back and review the information and retake it.

Final Special Populations Concept Map and Reflection

Return to your special populations concept map and make any other pertinent revisions.

Other Vulnerable Populations

In this section, you will learn about the definitions and care of other vulnerable populations, such as women, children, and the disabled. The needs of these groups demand unique approaches for addressing and advocating for the population.

This topic addresses the following competency:

- Competency 725.8.4: Health Promotion, Risk Reduction, and Disease Prevention
  The graduate recognizes the healthcare needs across the life span of diverse populations and determines nursing actions that promote health, reduce risks, and prevent disease to achieve and maintain optimal levels of wellness for individuals, families, and communities.

Vulnerable Populations Concept Map

Create a concept map describing vulnerable populations. Who make up some vulnerable populations? The homeless? The incarcerated? Illegal immigrants? Veterans? HIV/AIDS positive individuals?

Veterans' Healthcare Needs
Read the following testimony statement on the HHS (U.S. Department of Health and Human Services) website:

- 2007 Testimony on Medicare Efficiency and Integrity Before the House Energy and Commerce Subcommittee on Health

Answer the following questions:

- What are the unique health needs of this population?
- What does the article say about addressing the gap in services to veterans?
- What is the responsibility of the community health nurse?

Revise your "vulnerable populations" concept map to include veterans.

Barriers to Healthcare of Vulnerable Populations

In this activity, you will enhance your knowledge related to vulnerable populations. Access and read the following article:

- "Service Adaptations for Special Populations"

What barriers are suggested in the brief? The following are some ways to address these barriers:

- mobile and temporary delivery locations
- flexible hours and minimal use of appointment systems
- comprehensive outreach
- interdisciplinary approach
- increased behavioral health and supportive services
- use of mid-level providers and nurse-run clinics
- decentralized, multi-site provision of care
- culturally-appropriate and linguistically-appropriate staff
- use of community outreach workers
- linkage with other community support agencies

What other ways do you know of in your own community? Revise your "vulnerable populations" concept map to include barriers to healthcare for vulnerable populations.

Who Are the Vulnerable?

Access and review the following article:

- "Populations with Special Needs"

Look at table 2.1 on page 9 of the article. What factors increase vulnerability? Revise your "vulnerable populations" concept map.

Also investigate incarcerated women and individuals with HIV/AIDS as vulnerable populations.
Mental Health Problems

Go to MyNursingLab and access the Community Health Nursing course content tab and Custom Casebook, chapter 3.

Read the following chapter in Community Health Nursing: Advocacy for Population Health:

- chapter 30 ("Community Mental Health Problems")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

Community Mental Health Problems Post-Test Move Up

Access MyNursingLab and complete the post-test review for chapter 19. If you do not get an 80% or better, go back and review the information and retake it.

Final Vulnerable Populations Concept Map

Revise your concept map to reflect any new knowledge you have gained about vulnerable populations.

Quality of Life and Functioning

Today, people often prefer to die at home or in the community, not in acute care. The decision comes down to the individual's personal interpretation of quality of life. The community health nurse plays a pivotal role in assisting clients and families in maximizing their quality of life and their level of function.

Nursing Care and Quality of Life

In this section, you will learn about nursing ethics, nursing care, and quality of life challenges.

This topic addresses the following competency:

- Competency 725.8.5: Quality of Life and Functioning
  The graduate selects nursing actions during illness and end-of-life stages to maximize quality of life and functioning for individuals, families, and communities; promotes wellness principles and programs for individuals, families, and communities; and reflects on how personal beliefs or perceptions about quality of life and health promotion impact approaches or decisions in nursing care.

Quality of Life Concept Map

Create a concept map that applies critical thinking to describe the meaning of quality of life and functioning. Who are the people in the community particularly at risk?

Care of Clients in the Home Setting

Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following chapter in Community Health Nursing: Advocacy for Population Health:
• chapter 21 ("Care of Clients in the Home Setting")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

**Palliative Care in the Home**

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab and Custom Casebook, chapter 16.

Complete the following case:

  • "End-of-Life Palliative Care in the Home"

**End of Life and Right to Die**

Go to [MyNursingLab](#) and access the *Community Health Nursing* course content tab and Custom Casebook, chapter 14.

Complete the following case:

  • "End of Life and Right to Die Issues in Home Care"

**Care of Clients in the Home Setting Post-Test**

Access [MyNursingLab](#) and complete the post-test review for chapter 21. If you do not get an 80% or better, go back and review the information and retake it.

**Final Quality of Life Concept Map**

Revise your quality of life concept map to reflect any new ideas or knowledge you have gained about the ideas of quality of life and functioning.

**Quality of Life and Functioning**

Complete the following task in [TaskStream](#):

  • SZT1: SZT Task 2

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

**Violence in Families and Communities**

Violence in society affects families, individuals, and communities. The nurse must be aware of the factors that influence the various forms of violence and must be able to assess precipitating factors in order to have an impact on decreasing the incidence of violence.

**Violence in Families and Communities**

In this section, you will learn about violence in families and communities.

This topic addresses the following competency:
Competency 725.8.6: Violence in Families and Communities
The graduate recognizes violence as a major social and health problem; demonstrates the ability to assess and choose prevention and care activities and resources for victims of violence; and determines community violence prevention resources and activities.

Violence in Families Concept Map
Create a concept map about violence in families. What is the nurse's responsibility in helping to prevent violence? What are the legal and ethical implications?

Societal Violence
Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following chapter in Community Health Nursing: Advocacy for Population Health:

- chapter 32 ("Societal Violence")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pretest for this chapter. Open your personalized plan of study and work through the activities.

Trends in Violence
Make a table of trends in societal violence. In the table, put the three forms of society violence (family violence, assault and homicide, and suicide). Within each of these areas, list the major problems with a brief discussion of each.

Select a problem from the table and perform the following activities:

- Develop a nursing diagnosis for prevention of the problem you have identified.
- Develop primary, secondary, and tertiary interventions to prevent violence in the individual or population you have identified.
- Describe how the strategies you have chosen are appropriate for the individual or population you have identified.
- Develop criteria for evaluating your plan.
- Describe the resources you will need in order to carry out the interventions.

Six Dimensions of Health
Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following in Community Health Nursing: Advocacy for Population Health:

- "The Dimensions Model of Community Health Nursing" (pp. 69-74)

Reflect on one of the dimensions and how it applies to family violence.

Family Violence
Access the following in Community Assessment Reference Guide for Community Health Nursing:
• "Family Violence Risk Factor Inventory" 

Complete the interview for a particular group or person.

Societal Violence Posttest

Access MyNursingLab and complete the posttest review for chapter 32. If you do not get an 80% or better, go back and review the information and retake it.

Final Family Violence Concept Map

Revise your concept map to reflect any new ideas or knowledge you have gained about family violence.

Environmental and Global Health Issues

Every day the world grows smaller, and what impacts a country on one side of the world can impact the other side as well. In this section, you will study environmental and global health issues.

Environmental and Global Health Issues

Environmental concerns have led to things like recycling programs, monitoring car emissions, awareness of water quality, and landfills.

This topic addresses the following competency:

• Competency 725.8.7: Environmental and Global Health Issues
  The graduate analyzes how communities are affected by environmental and global health issues, and modifies plans to meet the needs of individuals, families, and communities.

Communicable Diseases

Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following chapters in Community Health Nursing: Advocacy for Population Health:

- chapter 6 ("Global Context")
- chapter 28 ("Communicable Diseases")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

SARS Illustration

Make an illustration to demonstrate how a SARS case could have global impact. Answer the following questions:

- How do diseases on the other side of the world affect citizens of the United States?
- Should you be concerned about unusual diseases found only in faraway places?

Centers for Disease Control (CDC)
Access the Centers for Disease Control and Prevention government website. View the site and summarize what it offers in the way of health information.

Select any of the "Health and Safety Topics."

Select "Environmental Health."

How does the CDC work to meet the needs of individuals, families, and communities impacted by environmental and global health issues?

Click either "Health and Your Environment" or "Toxic Substances and Your Environment."

Review the content of the topic chosen and prepare a summary of the information to share with fellow students, including how this site could be used for training professionals and for education of the community.

In Your Community

Identify a specific communicable disease in your community (e.g., HIV, chicken pox). Contact your local health department or access your state health department website to research trends of the disease in your county/city/area.

For your chosen disease, compare and contrast your community with an adjacent jurisdiction or area/city/county/state. Include the incidence, prevalence, and trends for up to the last five years.

Communicable Disease

Go to MyNursingLab and access Community Health Nursing. Open the Custom Casebook and select the case "Communicable Disease" and complete the case.

This exercise will be used in the next task in TaskStream.

Global Immunizations

Read the following document at the Center for Disease Control website:

- "Global Immunization Strategic Framework"

Summarize the background for this project.

Describe the five goals. What are the common or repeated strategies used for many of the objectives? Who is the target population in terms of geographical area and age groups?

Chapters 6 and 28 Posttests

Access MyNursingLab and complete the post-test review for chapters 6 and 28. If you do not get an 80% or better on either one, go back and review the information and retake it.

Reflection on SARS Illustration
Reflect on your initial thoughts on global health. Has your model changed or expanded? Would you change anything in your illustration on the spread of SARS?

**Environmental and Global Health**

Complete the following task in TaskStream:

- SZT1: SZT Task 3

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

**Emergency Response**

The activities associated with this subject will introduce you to the topic of emergency responses in the community.

**Natural and Man-Made Disasters**

Natural and disasters created by humans are some of the topics covered in this section.

This topic addresses the following competency:

- **Competency 725.8.8: Emergency Response**
  The graduate recognizes the nurse’s role in emergency response including the proper chain of command, communication protocols, and appropriate actions in an emergency response situation, national disaster, or terror attack; and recognizes common biological materials used in terror attacks and how they are spread.

**Disaster Concept Map**

Create a concept map on disasters. What is the nurse’s role in disasters? Do people respond differently depending on the disaster? How do people communicate during a disaster?

**Care of Clients in Disaster Settings**

Go to MyNursingLab and access the Community Health Nursing course content tab.

Read the following chapter in Community Health Nursing: Advocacy for Population Health:

- chapter 27 ("Care of Clients in Disaster Settings")

Return to the "Course Content" tab and open "Student Study Plans." Complete the pre-test for this chapter. Open your personalized plan of study and work through the activities.

**Natural and Man-Made Disasters**

Go to the Center for Disease Control and Prevention (CDC) "Emergency Preparedness" website to investigate preparation and planning for natural or disasters created by humans.

Access the following three areas of information:

- Get a kit: Check your current emergency kit against recommended items.
• Make a plan: Prepare a family plan using the online system at the "Be Prepared" link included in this activity.
• Be informed: Take the readiness quotient at the link included in this activity.
• Take "Test your Readiness Quotient."

If you are already prepared, select a family or friend whose household includes children or seniors age 65 or older. Execute the above three steps for them.

Summarize your original state of readiness for a natural disaster or that of another household. Describe the changes or additions that were implemented to enhance the state of readiness. If you were to present at the local parent-teacher organization or association (PTO or PTA), what would be the priority points you would share to enhance the audience's appreciation for the need to be prepared at home for a disaster?

Access the CDC "Natural Disasters & Severe Weather" website. Based on your geographic location, experience, and interest, review what to do before, during, and after at least two different possible natural disasters.

Prepare an informational brochure or handout for distribution at a future neighborhood, school, or church meeting.

**Developing a Disaster Scenario**

Come up with a possible disaster scenario. This can be a natural disaster or a man-made disaster.

Answer the following questions:

• What are the resources needed? Who should be involved? Follow the principles of disaster preparedness.
• What is the chain of command?
• What would your responsibilities be?
• What equipment would you need to be able to use?

Develop a nursing diagnosis for the scenario, as well as interventions at the primary, secondary, and tertiary levels of prevention.

**Training in Healthcare Disaster Preparedness**

Complete the following free online course from the Federal Emergency Management Agency (FEMA):

• [IS-100.HCb - Introduction to the Incident Command System (ICS 100) for Healthcare/Hospitals](#)

Use this background information for your last task in TaskStream.

**Care of Clients in Disaster Settings Post-Test**
Access MyNursingLab and complete the post-test review for chapter 27.
Final Disaster Concept Map

Revise your disaster concept map. What questions do you still have? Do you think you could function in a disaster?

Emergency Response

Complete the following task in TaskStream:

- SZT1: SZT Task 4

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

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

Student Support

WGU values your input! Please submit any feedback you have using the following form:

Course Feedback

Access the WGU Library 24 hours a day, 7 days a week:

WGU Library

Visit the Student Success Center to access a variety of topics that will help you succeed at WGU:

Student Success Center

Contact the WGU Writing Center for help with any part of the writing or revision process:

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