

COMMUNITY AND PUBLIC HEALTH NURSING

INSTRUCTOR
GUIDE



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COMMUNITY AND PUBLIC HEALTH NURSING INSTRUCTOR GUIDE

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USING THIS OER?

If you are an instructor reviewing, adopting, or adapting *Community and Public Health Nursing: A Call to Action* OER for your courses, please complete this short form by scanning the QR code or visiting <https://bit.ly/adopt-community-nursing>



Knowing where and how the OER is used helps VIVA and the authors track its reach and impact and assess the need for updated versions or associated content.

Community and Public Health Nursing: A Call to Action and the associated Instructor Guide were created through [the VIVA Open Rapid Publishing Program](#), a part of the [VIVA Open Grant program](#). The Virginia General Assembly has provided funds to support the VIVA Open Grant Program through [VIVA, Virginia's Academic Library Consortium](#), a program of the State Council of Higher Education. The VIVA Open Grant Program aims to improve academic success for Virginia students by eliminating the costs of textbooks and other course materials and providing day one access to materials while also empowering faculty to create resources tailored to individual course needs.

PART I

USING THIS INSTRUCTOR GUIDE

INTRODUCTION

Adapted from “Preface: A Note to Educators” in Community and Public Health Nursing

Our shared goal for this project is to provide a community and public health open educational resource that supports student access to high-quality free learning materials.

We represent schools from various locations across the state of Virginia that recognize the need for open educational resources for nursing faculty and students. This textbook aims to fill a gap in the equitable distribution of knowledge by providing an up-to-date, free, comprehensive community and public health textbook to help reduce the student’s costs of obtaining a nursing degree. Our belief in social justice extends to our work as educators. This text can be used either in its entirety or chapters can be separated and used individually or as a group. By providing openly available educational material, we are taking action that makes higher education more accessible.

If you are a nursing educator, you might ask yourself, “Why should I use this book, and why now?” By choosing this textbook and instructor guide, you will be able to meet the growing demands for open educational materials. You will find that the material in this book is largely drawn from reputable sources and synthesized in a way that will build foundational knowledge for students in the arenas of community, public, and population health. In addition, you will find practical application exercises within the textbook aimed at deepening student understanding and developing their abilities to analyze and create possible solutions to problems. This instructor guide seeks to help you, the educator, integrate practical applications into your curriculum with ease. We also provide additional activities for your consideration.

To help educators interested in using this book, we have included [a chapter \(Appendix A in the book\)](#) mapping the content of this book to the [AACN Essentials](#). You can also access ancillary resources, such as a teaching guide, at <https://bit.ly/community-nursing-resources>. If you create materials to accompany this text in class, such as slide decks or assessments, we recommend you submit them to vivapub@gmu.edu to be stored alongside the text for future adopters.

USING AN OER

Jessica Kirschner

What is an OER?

Open educational resources (OER) are openly-licensed, freely available educational materials that can be modified and redistributed by users. They can include any type of educational resource, from syllabi to full courses.

- **Openly-licensed:** The content is released under an open license. You can read about this more in the “[Creative Commons and Selecting a License](#)” chapter in *Publishing with VIVA*.
- **Freely Available:** The resources must be freely available online with no fee to access. Physical OER may be sold at low prices, to offset the cost of printing.
- **Modifiable:** The resource must be made available under an open license that allows for editing. Ideally, it should also be available in an editable format.

The most comprehensive definition of OER available today is provided by the Hewlett Foundation:

“Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”¹

With a definition so broad that it includes any educational material so long as it is free to access and open, it might be easier to ask, “What isn’t an OER?”

What is Not an OER?

If a resource is not free or openly licensed, it cannot be described as an OER. For example, most materials accessed through your library’s subscriptions cannot be altered, remixed, or redistributed. These materials

1. William & Flora Hewlett Foundation. “Open Educational Resources.” Accessed June 15, 2019. <https://hewlett.org/strategy/open-educational-resources/>

require special permission to use and therefore cannot be considered “open.” **Table 1** below explains the difference between OER and other resources often misattributed as OER.

Table 1: Components of an OER

Material Type	Openly Licensed	Freely Available	Modifiable
Open educational resources	Yes	Yes	Yes
Free online resources under all rights reserved copyright	No	Yes	No
Materials available through the University Library	No	Yes	No
Open access articles and monographs	Yes	Yes	Maybe

Note: Although some materials are free to access for a library’s users, that does not mean that they are free to access for everyone (including the library). Similarly, while some open access resources are made available under a copyright license that enables modification, this is not always the case.

This section is an adaptation of “[Introduction to Open Educational Resources](#)” in *The OER Starter Kit* by Abbey K. Elder, licensed under a [Creative Commons Attribution 4.0 International License](#).

Open Licensing

While an OER can be assigned any type of open license, Creative Commons are the most commonly used in open education.

Creative Commons Overview

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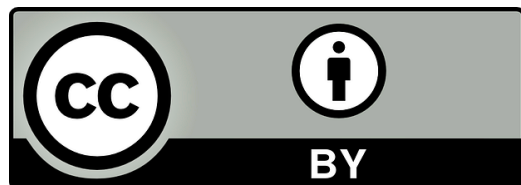


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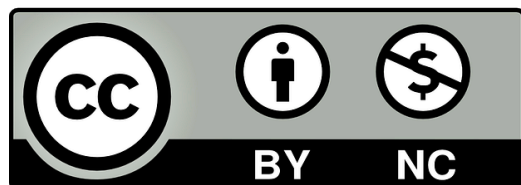
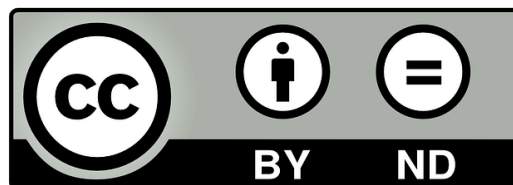
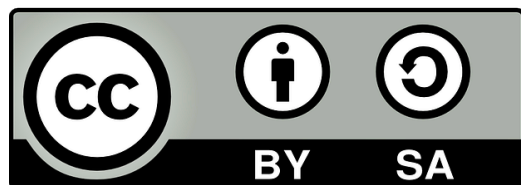


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Interpretation

These licenses can be interpreted by completing the following sentence with the relevant restrictions in the blank:

Users are allowed to do whatever they want with the work as long as they:

So, for example, the CC BY-NC-ND license can be interpreted as “Users are allowed to do whatever they want with the work as long as they *attribute the original creator/work (BY) and don’t commercialize (NC) or make changes to the work (ND).*”

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What can you do with this OER?



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- Emailing a copy to a colleague or your students
- Uploading a PDF to your LMS
- Embedding the digital version into your LMS
- Printing a copy of the text for personal use
- Working with a campus printer to print the text for your class
 - *Please note VIVA is working on releasing a print version of the textbook soon.

Adapting or Customizing the Resource

While some professors find the textbook a good fit for their class, it may not work perfectly for others. OER allows instructors to customize resources to better fit their classroom and context. In other words, OER allows faculty to create or customize a resource to fit their syllabus rather than forcing them to build a syllabus around an existing text. Instructors may also consider adding local examples or making changes that reflect your student population, a practice known as *localization*. This could mean changing names, referencing local traditions or landmarks, or even updating spelling or language.

Adaptations could occur by cloning or copying the instructor guide in Pressbooks, adjusting a PDF, or using another platform.

You are welcome to *adapt*—or change—the resource, assuming you attribute the original version. We also request linking back to the original version if the adapted version is shared digitally.

Examples of adaptations

For the textbook, adapting the resource might include:

- Using only select chapters
- Rearranging chapter order
- Creating a new version of the book which includes only select chapters
 - These chapters can be consecutive (e.g. Chapter 1-6) or throughout the text (e.g. Introduction, Chapters 1-3, and Chapter 10-11)
- Combining selections from the book with another OER
 - Combining OER is also known as “remixing”
 - Make sure to track and share the origins of the varying sections if you do this
- Substituting the data for your local context for the Virginia-focused data or adding in local examples
- Adding additional content (e.g., a preface, an additional chapter, or just additional sections within a chapter)
- Translating the text into another language

For the instructor guide, adapting the resource might include:

- Using only select chapters
- Using only select activities from each chapter
- Integrating the sample NCLEX questions, reflection question, or another activity to your LMS
- Changing the names, numbers, or examples provided in the activities
- Adding additional details, questions, or details to an activity
- Combining with other activities you've created or found in other OER
- Translating the exercise into another language

Sharing Adaptations

You can also share the adapted versions. If you're only making small edits (e.g. remixing OER), we recommend listing yourself as the editor to retain acknowledgement of the work of the original authors. Please also make sure to list the origin of specific pieces and include the provided attribution. We request including a link to the original source as a part of the attribution.

USING THE INSTRUCTOR GUIDE

This instructor guide aims to supplement *Community and Public Health Nursing: A Call to Action* by providing scaffolding for its use and sharing additional activities to accompany the text in the classroom.

For each chapter, we have provided:

- Additional guidance for the end of chapter practical application activity
- Supplementary activities on the chapter topic, including:
 - A role-play or communication exercise
 - A reflective activity (e.g. discussion board question)
 - An interactive module with sample NCLEX-type questions
 - A case study
 - A simulation scenario
 - A competency assessment activity
 - Suggested clinical activities

The exercises may be used as a whole or in-part. We encourage instructors to select the activities that will best fit their teaching style and the pedagogical needs of their class and students. Additionally, the activities are openly licensed so that instructors may customize them to their specific teaching context and the needs of your nursing students. See [Using An OER](#) for additional information on open licensing, reuse, and editing of both the textbook and instructor guide.

Answers for the NCLEX-type questions are included in the backmatter of the Pressbook (digital only) and are password protected. Please reach out to vivapub@gmu.edu if you are an instructor and would like access to the answers.

This chapter provides an overview of how to apply the materials in this guide your classroom and how to maximize benefit to your classroom. Please take the time to explore the many free resources included in the text and instructor guide.

Remember to adapt these strategies discussed to your

specific context, student demographics, and available resources.

Meeting Educational Goals

This instructor guide can help Nurse Educators meet the educational goals of nursing students. Specifically, Nurse educators should take care to include nursing-specific elements in the classroom, such as:

- **Clinical Relevance:** Emphasize connections between theories and models and clinical practice. In Community and Public Health, the community is the patient. Include assessment models, nursing theory, behavioral health theories, and community based participatory models.
- **Holistic Approach:** Address physical, mental, and social aspects of health. Recognize the intersection of aspects of health and their impact on health and well-being.
- **Ethical Considerations:** Discuss ethical dilemmas and decision-making.
- **Evidence-Based Practice:** Teach students to evaluate research critically.

Learning Outcomes

This instructor guide gives guidance on how to collect and document evidence of Learning Outcomes. Including:

- **Assessment Strategies:** To measure learning outcomes, use formative (reflections, one-minute essays, exit passes) and summative assessments (quizzes, projects, presentations).
- **Rubrics:** Develop clear rubrics for assignments to assess specific skills and knowledge.
- **Reflection:** Encourage students to reflect on their learning journey and growth.

Enriching Student Experiences

This instructor guide can assist Nurse Educators using *Community and Public Health Nursing: A Call to action* in their classrooms by enhancing a positive student learning environments and promoting engagement. The guide focuses on enrichment through the following methods.

Interactive Technology

Leverage online platforms, quizzes, and interactive simulations to enhance engagement. Examples might include kahoot.it, odoo.com, [Solve The Outbreak \(cdc.gov\)](https://www.cdc.gov/solve-the-outbreak/)

Real-World Applications

Relate concepts to real-life scenarios, emphasizing practical implications.

Active Learning

Encourage active participation by incorporating group discussions, case studies, role-playing, and problem-solving activities. Consider using techniques like think-pair-share, jigsaw, or debates.

	Pros	Cons
Active Learning	Enhances critical thinking, retention, and application	Requires more preparation time. *Using this guide can help reduce your preparation time.
Lecturing	Efficient for content delivery.	May lead to passive learning.

The Flipped Classroom

One form of active learning is the **Flipped Classroom**. This instructor guide provides many of the resources and activities you need to design this type of course. To develop a class guide, follow these steps:

- Pre-Class Preparation: Assign readings, videos, or podcasts before class. You may choose to add a short reflection or quiz due before class to ensure student preparation.
- In-Class Activities: Use class time for discussions, problem-solving, and practical application exercises, and debriefing.
- Benefits: Increases engagement, allows personalized learning, and fosters deeper understanding.

Other Effective Teaching Techniques

You will also find these Effective Teaching Techniques in this instructor guide:

- **Case-Based Learning:** Analyze real-world cases to apply theoretical knowledge.
- **Role-Playing:** Simulate scenarios (e.g., patient/family/community member interactions) to develop communication skills.
- **Guest Speakers:** Invite experts to share practical insights.
- **Service-Learning:** Engage students in community health projects.
- **Peer Teaching:** Encourage students to teach each other.

Developing Competencies

The supplementary activities in this guide are designed to engage students in practical applications of healthcare planning and policy advocacy, helping them develop essential skills and competencies for working with vulnerable populations.

Table 1 maps competencies to each supplementary activity type.

Table 1: Activities and Competency Development

Activity	Competency Development
Role-Playing/Communication Exercise	<ul style="list-style-type: none"> • Enhanced communication skills • Cultural competence and sensitivity • Empathy and rapport-building • Patient-centered care (consider the community as patient)
Reflective Practice	<ul style="list-style-type: none"> • Critical thinking and self-awareness • Identification of population health data that informs care delivery • Identification of learning needs and areas for improvement • Integration of theory into practice
Interactive Module	<ul style="list-style-type: none"> • Application of theoretical knowledge • Application of clinical judgment
Case Study	<ul style="list-style-type: none"> • Analytical skills in assessing complex patient scenarios • Problem-solving and decision-making skills • Consideration of ethical and cultural factors in care planning
Simulation	<ul style="list-style-type: none"> • Hands-on application of clinical skills • Integration of theory and practice in realistic scenarios • Collaboration and teamwork in interdisciplinary settings • Application of clinical judgment
Competency Assessment	<ul style="list-style-type: none"> • Demonstration/evaluation of theoretical knowledge, clinical skills, and clinical judgment.
Clinical	<ul style="list-style-type: none"> • Patient-centered care (consider the community as patient) • Teamwork and collaboration • Evidence-based practice • Quality and safety • Informatics • Professional development

AACN ESSENTIALS ALIGNMENT

This chapter reproduces [Appendix A in *Community and Public Health Nursing: A Call to Action*](#) [\[PDF\]](#)

This appendix maps how each chapter in this textbook aligns with the domains and competencies of the AACN Essentials (2021). We include this mapping to provide a clear roadmap for both nursing students and educators: students can see how the program equips them with these essential skills, while educators gain a framework for ensuring the curriculum effectively covers the AACN requirements.

Chapter	Preface	Intro
Domain 1: Knowledge for Nursing Practice		
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.		x
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.		x
1.3 Demonstrate clinical judgment founded on a broad knowledge base.		x
Domain 2: Person-Centered Care		
2.1 Engage with the individual in establishing a caring relationship.	x	x
2.1 Engage with the individual in establishing a caring relationship.	x	x
2.3 Integrate assessment skills in practice.	x	
2.4 Diagnose actual or potential health problems and needs.	x	
2.5 Develop a plan of care.	x	x
2.6 Demonstrate accountability for care delivery.	x	x
2.7 Evaluate outcomes of care.	x	x
2.8 Promote self-care management.	x	
2.9 Provide care coordination.	x	x
Domain 3: Population Health		
3.1 Manage population health.	x	x
3.2 Engage in effective partnerships.	x	x
3.3 Consider the socioeconomic impact of the delivery of health care.	x	x
3.4 Advance equitable population health policy.	x	x
3.5 Demonstrate advocacy strategies.	x	x
3.6 Advance preparedness to protect population health during disasters and public health emergencies.	x	x
Domain 4: Scholarship for the Nursing Discipline		
4.1 Advance the scholarship of nursing.		x
4.2 Integrate best evidence into nursing practice.		x
4.3 Promote the ethical conduct of scholarly activities.		
Domain 5: Quality and Safety		
5.1 Apply quality improvement principles in care delivery.		
5.2 Contribute to a culture of patient safety.		

5.3 Contribute to a culture of provider and work environment safety.		
Domain 6: Interprofessional Partnerships		
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.		x
6.2 Perform effectively in different team roles, using principles and values of team dynamics.		x
6.3 Use knowledge of nursing and other professions to address health care needs.		x
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.		x
Domain 7: Systems-Based Practice		
7.1 Apply knowledge of systems to work effectively across the continuum of care.		
7.2 Incorporate consideration of cost- effectiveness of care.		
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.		
Domain 8: Informatics and Health Care Technologies		
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.		
8.2 Use information and communication technology to gather data, create information, and generate knowledge.		
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.		
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.		
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.		
Domain 9: Professionalism		
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.		x
9.2 Employ participatory approach to nursing care.		
9.3 Demonstrate accountability to the individual, society, and the profession.		x
9.4 Comply with relevant laws, policies, and regulations.		
9.5 Demonstrate the professional identity of nursing.		
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.		x
Domain 10: Personal, Professional, and Leadership Development		
10.1 Demonstrate a commitment to personal health and well-being.		
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.		
10.3 Develop capacity for leadership.		x

PART II

CHAPTER ACTIVITIES

AN INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH NURSING

Practical Application: Book Activity

Practical Application

Setting the Scene

As a part of a review of homelessness in the area, the Pleasant City Council has convened a task force to evaluate the need for homeless shelters in the city. Results of the task force's community assessment showed that, while more homeless men than women are currently present in the city, the percentage of homeless women is steadily rising. Assessment findings also showed that more women with children live in poverty than men do. The task force found that many women who are living in poverty are being overlooked and, as a result, are at risk of becoming unhoused.

Pleasant already has a homeless shelter for men. Based on the information gathered from the community assessment, the task force and the Pleasant City Council have decided to open a homeless shelter designed to primarily serve women with children who are unhoused or in poverty.

Think About It

Imagine you are a community health nurse serving on the task force. You and other task force health care professionals are charged with planning health care services for women with children to be provided at the new homeless shelter.

1. What common health problems should you and the task force be aware of when planning which health services to provide at the new shelter?
2. What health determinants influence the health of the residents who will be cared for in the new homeless shelter?

3. What are some suggestions for primordial, primary, secondary, or tertiary disease prevention strategies to support the residents of the new homeless shelter? How might you help these residents participate in these efforts?
4. After the shelter opens, you become one of the nurses who work in the clinic. What strategies are important for you to implement when working with this population?
5. Drawing on the Healthy People 2030 recommendations for health policy advancement, where/how should you become an advocate for change?

Practical Application: Additional Guidance

Exercise Title

“Healthcare Planning for a Women’s Homeless Shelter: Bridging Gaps and Fostering Wellness”

Objective

This exercise focuses on addressing the pressing issue of homelessness, particularly among women with children, and offers a comprehensive approach to planning and delivering healthcare services in a homeless shelter setting.

Preparing for the Exercise

Setting the Scene: The Pleasant City Council has identified a rising trend of homelessness among women with children in the community. A task force, including healthcare professionals, has been convened to plan the opening of a homeless shelter specifically tailored to serve this vulnerable population.

Exercise Components:

1. **Understanding Common Health Problems:** Students will use text and web resources to explore prevalent health issues among homeless women and children, including malnutrition, mental health disorders, substance abuse, infectious diseases, and chronic conditions. (15 min)
2. **Analyzing Health Determinants:** Students will use the Healthy People site to identify social determinants of health affecting the target population. These determinants may include poverty, lack of affordable housing, limited access to healthcare, and social isolation. (15min)

3. **Designing Prevention Strategies:** Students will break into groups to develop primordial, primary, secondary, and tertiary prevention strategies to address identified health needs. This could involve health education programs, immunization campaigns, mental health screenings, substance abuse counseling, and chronic disease management initiatives. Debrief as a whole class (20 min)
4. **Implementing Nurse Strategies:** Students will explore essential strategies for nurses working in the homeless shelter clinic. Key aspects include building trust and rapport with clients, practicing trauma-informed care, promoting health literacy, addressing cultural and linguistic barriers, and facilitating access to community resources. (20 min)
5. **Advocating for Policy Change:** Drawing upon the Healthy People 2030 framework, students will identify opportunities to advocate for policy changes at local, state, and national levels to address systemic issues contributing to homelessness and health disparities.(10 min)

Evaluation and Assessment

1. **Assessment Criteria:** Establish clear criteria for evaluating student performance, including the thoroughness of their investigation, ability to identify SDOH, the relevance of their health priorities, the effectiveness of their prevention intervention designs, and the inclusiveness of their considerations.
2. **Assessment Methods:** Utilize a variety of assessment methods, such as written reflections, presentations, program proposals, and peer evaluations, to assess students' understanding, critical thinking skills, and communication abilities.

Integration into Curriculum

This exercise can be integrated into our community health course as a case study or simulation activity. It aligns with course objectives related to health assessment, health promotion, healthcare delivery, and policy advocacy.

Resources and Support

[Healthy People 2030 | health.gov](https://health.gov)

[2-1-1 VIRGINIA – Virginia Department of Social Services](#)

[The National Women's Shelter Network \(nationalwomensshelternetwork.org\)](https://nationalwomensshelternetwork.org)

[Domestic and Sexual Violence Services — YWCA — YWCA](#)

Conclusion

By engaging students in this practice application exercise, we can provide students with invaluable opportunities to apply theoretical knowledge to real-world scenarios, develop critical thinking and problem-

solving skills, and cultivate empathy and cultural competence. Exercises can prepare our students to become compassionate and competent healthcare professionals. Remember to customize this exercise to your specific student needs.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Shelter Staff Meeting: Addressing Health Needs and Resource Allocation

Objective

To simulate a meeting where shelter staff, including healthcare professionals, discuss strategies to address health needs and allocate resources effectively in the new women's homeless shelter.

Roles

1. Nurse Coordinator: Responsible for outlining health issues and suggesting health interventions.
2. Social Worker: Focuses on social determinants of health and available community resources.
3. Shelter Director: Manages shelter operations and ensures alignment with organizational goals.
4. Community Health Advocate: Provides insights into policy advocacy and community engagement strategies.

Scenario Setup

- Arrange the classroom to resemble a meeting room. Provide each participant with role-specific information and scenarios.
- Prepare handouts that include health statistics, available resources, and policy frameworks.

Preparation

- Review the case study and role descriptions with participants.
- Ensure that all materials, including role descriptions and resource lists, are prepared and distributed.

Role-Playing Activity

1. Begin by explaining the purpose of the role-playing exercise: to collaboratively address health needs and resource allocation for the new women's homeless shelter.
2. Emphasize the importance of effective communication and teamwork in this setting.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- **Reflect on Experience:** Ask each participant to share their thoughts on the role they played and the dynamics of the meeting.
- **Discuss Challenges:** Identify any challenges encountered during the exercise and discuss possible solutions.
- **Evaluate Effectiveness:** Review the effectiveness of proposed strategies and resource allocations. Discuss what worked well and what could be improved.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

Reflect on the potential challenges and opportunities you might face as a nurse working in a women's homeless shelter. Consider the following aspects:

- How will you address and manage prevalent health issues such as mental health disorders or

substance abuse?

- What strategies will you use to build trust with your clients?
- How can you ensure that your care is culturally and linguistically appropriate?
- What role can you play in advocating for policy changes to support this population?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. What is a primary prevention strategy that a nurse could implement to address mental health issues in a homeless shelter?
 - A. Provide psychiatric medications
 - B. Conduct regular mental health screenings
 - C. Offer individual counseling sessions
 - D. Refer clients to a psychiatrist
2. Which social determinant of health is most likely to impact a woman's ability to access healthcare services in a homeless shelter?
 - A. Access to nutritious food
 - B. Quality of shelter facilities
 - C. Availability of affordable housing
 - D. Community support networks
3. As a nurse in a homeless shelter, which strategy is most effective for building trust with clients?
 - A. Implement strict rules and regulations
 - B. Maintain a professional distance
 - C. Consistently show empathy and respect

- D. Provide extensive medical documentation
4. In advocating for policy changes to support homeless women, which approach is most likely to be effective?
- A. Writing a letter to local legislators
 - B. Organizing a community health fair
 - C. Developing a shelter-specific health intervention program
 - D. Conducting a needs assessment and presenting findings to policymakers

Case Study: Addressing Healthcare Needs in a Women's Homeless Shelter

Background

Pleasant City Council has recognized the growing issue of homelessness among women with children and plans to open a new shelter. A task force has been formed to address healthcare needs and develop a comprehensive plan for the shelter.

Objectives

- Identify prevalent health issues among homeless women and children.
- Develop prevention strategies and healthcare interventions.
- Advocate for policy changes to improve health outcomes for this population.

Scenario

The Pleasant City Council is opening a new shelter tailored for women with children. The task force must design a healthcare plan to address common health issues, implement effective strategies, and advocate for supportive policies.

Questions for Reflection and Analysis

1. What are the primary health concerns for women and children in a homeless shelter setting?
2. How can healthcare professionals address these concerns effectively?
3. What social determinants of health should be considered in the planning process?
4. How can policy advocacy improve the conditions and support available to homeless women and children?

Assessment

Evaluate students' ability to identify health issues, design prevention strategies, and propose policy changes.

Planning

Develop a detailed plan outlining healthcare services, preventive measures, and resource allocation.

Implementation

Execute the plan with a focus on providing comprehensive care and addressing health needs effectively.

Evaluation

Assess the effectiveness of implemented strategies and make necessary adjustments based on feedback and outcomes.

Sustainability

Ensure that the healthcare plan is sustainable through ongoing evaluation and adaptation to changing needs.

Simulation

Introduction

The simulation involves a scenario where students practice providing healthcare in a women's homeless shelter. They will interact with clients, address health issues, and collaborate with team members.

Debriefing and Feedback

After the simulation, conduct a debriefing session where students:

- Reflect on their roles and actions.
- Discuss challenges and successes.
- Provide feedback on the effectiveness of their interventions.

Competency Assessment

Activity

Evaluate students on their ability to address health issues, communicate effectively, and implement strategies.

Demonstration

Observe and assess students' performance in real-time during the simulation.

Clinical Activities/Opportunities

Offer additional opportunities for students to practice in real-world settings or through virtual simulations.

CHAPTER ONE: COMMUNITY AND PUBLIC HEALTH POLICY

Practical Application: Book Activity

Practical Application

Setting the Scene

Social Determinants of Health: Watch the video at https://youtu.be/u_loBt7Nicw

Think About It

Imagine you are a community health nurse tasked with supporting the health care of your current community.

1. How would you investigate the health policy agendas of your local legislators?
2. Drawing on your experience living in the community, what health hazards have you noticed? What would you do to advocate for improvement?
3. Develop a set of professional priorities. What social issues would you include?
4. Your supervisor has asked you to organize a program to educate the community about the Social Determinants of Health.
 - a. How would you organize this program?
 - b. What would be the key aspects of this program?
 - c. What considerations would you need to incorporate in their community health program design (e.g. health literacy level, language barriers, social or cultural considerations)?

Practical Application: Additional Guidance

Exercise Title

Social Determinants of Health

Objective

This exercise aims to immerse nursing students in the exploration of social determinants of health (SDOH) through critical thinking, community assessment, and program planning.

Preparing for the Exercise

- **Introduction:** Introduce the concept of social determinants of health and their impact on individual and community well-being. Provide background information on the exercise and its objectives. Use information from the Healthy People website.
- **Video Viewing:** Direct students to watch the provided video on social determinants of health or access it through the provided QR code. Encourage active engagement and note-taking. If you have access to technology in your courses, you might explore VoiceThread or Perusall as a way to encourage students to record their thoughts in real time.

Exercise Components:

1. **Community Health Assessment:** Task students with investigating the health policy agendas of local legislators. Encourage them to utilize various resources, such as government websites, legislative records, and community forums, to gather information on healthcare-related policies and initiatives.
2. **Identifying Health Hazards:** Prompt students to reflect on their own experiences living in the community and identify health hazards they have noticed. Encourage them to consider environmental, social, economic, and cultural factors contributing to these hazards. Help students identify health hazards in areas where they are involved in community service-learning.
3. **Advocacy Planning:** Guide students in developing a set of professional priorities, including social issues they would advocate for improvement. Encourage them to prioritize issues related to SDOH, such as access to healthcare, affordable housing, education, employment, and food security. Facilitate student's connection of social issues to direct and indirect health outcomes.
4. **Community Education Program:** Challenge students to organize a program to educate the community stakeholders about social determinants of health. Prompt them to consider key aspects of program design, such as target audience, content delivery methods, interactive activities, and evaluation

strategies.

5. **Considerations for Program Design:** Emphasize the importance of considering the community's health literacy level, language barriers, social norms, cultural beliefs, and values when designing education programs. Encourage students to incorporate culturally sensitive and linguistically appropriate approaches to ensure accessibility and relevance.

Evaluation and Assessment

1. **Assessment Criteria:** Establish clear criteria for evaluating student performance, including the thoroughness of their investigation, the relevance of their advocacy priorities, the effectiveness of their program design, and the inclusiveness of their considerations.
2. **Assessment Methods:** Assessment Criteria: Establish clear criteria for evaluating student performance, including the thoroughness of their investigation, the relevance of their advocacy priorities, the effectiveness of their program design, and the inclusiveness of their considerations.

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to community health nursing, health promotion, advocacy, and program planning.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Emphasize the application of theoretical concepts to real-world scenarios, fostering the development of practical skills and competencies in community health nursing.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, websites, and multimedia materials on social determinants of health and community advocacy.
- **Faculty Support:** Offer guidance, feedback, and mentorship to students throughout the exercise, addressing any questions or concerns they may have.
- **Community Partnerships:** Encourage students to collaborate with local community organizations, healthcare providers, and advocacy groups to enhance the relevance and impact of their advocacy efforts and educational programs.

Conclusion

By following these guidelines, nurse educators can facilitate a dynamic and engaging practice application

exercise that empowers nursing students to explore the complexities of social determinants of health, advocate for health equity, and design culturally responsive community health programs.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Community Health Education and Policy Advocacy

Objective

To enhance students' communication skills in educating the public about health issues and advocating for public health policy changes.

Roles

- Nurse Educator
- Community Members (diverse backgrounds and varying levels of health literacy)
- Policymakers (local government officials)

Scenario Setup

The Nurse Educator is tasked with presenting information and advocating for a new public health policy related to vaccines to community members and local government officials.

Preparation

1. Provide the Nurse Educator with background information on the health issue, current statistics, and proposed policy changes.
2. Give Community Members a brief description of their character's background, beliefs, and concerns regarding the health issue.

3. Policymakers receive information on current policy stances, potential benefits, and opposition arguments.

Role-Playing Activity

1. **Introduction:** The Nurse Educator presents an overview of the health issue and the proposed policy change to the community.
2. **Interaction between Community Members and Policy Makers:** Community Members and Policy Makers ask questions, express concerns, and share personal experiences. The Nurse Educator responds to these queries, providing evidence-based information and addressing misconceptions.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Discuss what communication strategies worked well and what could be improved.
- Provide feedback on how effectively the Nurse Educator communicated complex health information, addressed concerns, and advocated for policy changes.
- Effective communication strategies for different audiences (public and government officials).
- How to present and advocate for public health policies.
- The importance of addressing diverse perspectives and health literacy levels.
- Techniques for managing difficult conversations and handling opposition.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

As a public health nurse, you have been tasked to advocate for a state-wide vaccination initiative. What strategies will most effectively communicate the program's benefits to community members and government officials? How will you address any concerns or resistance?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A public health nurse is organizing a vaccination clinic in a rural community with low immunization rates. Which strategy is most effective for increasing community participation in the vaccination program?
 - A. Sending out mass emails to community members.
 - B. Partnering with local community leaders and organizations to promote the clinic.
 - C. Posting flyers at the local grocery store.
 - D. Offering vaccinations only during weekday business hours.
2. During a community meeting about a proposed smoke-free ordinance, a nurse encounters strong opposition from local business owners. Which response by the nurse demonstrates effective advocacy for public health policy?
 - A. "This ordinance will be implemented regardless of your opinions."
 - B. "There are many other communities that have implemented similar ordinances without any issues."
 - C. "The health department will provide financial compensation for any losses incurred."
 - D. "The smoke-free ordinance is essential, but I understand your concerns and am here to discuss how we can address them."
3. A nurse is evaluating the impact of a new public health policy aimed at reducing childhood obesity through mandatory physical education in schools. Which outcome would best indicate the policy's success?
 - A. An increase in the number of children participating in school sports.
 - B. A decrease in the prevalence of childhood obesity rates in the community.
 - C. Positive feedback from parents about the physical education program.
 - D. Increased funding for school sports programs.
4. A public health nurse is advocating for a mental health awareness program at a town hall meeting. Which statement by the nurse is most likely to gain support from the community?

- A. “Mental health issues are not as important as physical health issues, but they still need attention.”
 - B. “Implementing this program will require significant changes to our current budget and resources.”
 - C. “Mental health affects everyone in our community, and this program can provide essential support and resources.”
 - D. “Only those with severe mental illnesses will benefit from this program.”
5. A nurse is conducting a health education session about the benefits of the flu vaccine. Which statement by a community member indicates a need for further education?
- A. “I heard that the flu vaccine can prevent serious complications related to the flu.”
 - B. “I don’t need the flu vaccine because I never get sick.”
 - C. “The flu vaccine helps protect those who cannot be vaccinated due to medical reasons.”
 - D. “Vaccination can reduce the spread of the flu in the community.”

Case Study: Implementing a Community Health Policy for Diabetes Prevention

Background

The small town of Westview has seen a significant increase in the prevalence of type 2 diabetes over the past decade. Recent community health assessments indicate that 25% of the adult population is either pre-diabetic or diabetic. Contributing factors include poor dietary habits, low physical activity, and limited access to healthy food options.

In response, the local health department has developed a comprehensive diabetes prevention policy aimed at reducing the incidence of type 2 diabetes through community education, improved access to healthy foods, and increased opportunities for physical activity.

Objectives

- Educate the community about diabetes prevention.
- Improve access to healthy foods.
- Increase opportunities for physical activity.

Scenario

You are a public health nurse in Westview tasked with implementing the diabetes prevention policy. Your role includes coordinating community education sessions, facilitating partnerships with local businesses and organizations, and monitoring the policy's impact on the community.

Questions for Reflection and Analysis

- Assessment
 - What specific data would you collect to assess the initial impact of the diabetes prevention policy on the community?
 - How would you identify key stakeholders and potential partners in the community to support the implementation of this policy?
- Planning
 - What strategies would you use to engage community members in the educational seminars and physical activity programs?
 - How would you ensure that healthy food options are accessible and affordable to all residents, especially those in low-income areas?
- Implementation
 - Describe the steps you would take to establish a partnership with local farmers' markets and restaurants.
 - What methods would you use to promote the new walking and biking paths to encourage their use?
- Evaluation
 - What metrics would you track to evaluate the success of the community education component of the policy?

- How would you measure the effectiveness of the physical activity promotion initiatives?
- Sustainability
 - What approaches would you recommend to ensure the sustainability of the diabetes prevention policy in the long term?
 - How would you address any potential resistance or challenges from the community or local businesses?

Simulation

Scenario

Community Health Education and Policy Advocacy: Smoking Cessation

Objective

To enhance students' communication skills in educating the public about health issues and advocating for public health policy changes.

Learning Outcomes

- Effective communication strategies for different audiences (public, media, policymakers).
- How to present and advocate for public health policies.
- The importance of addressing diverse perspectives and health literacy levels.
- Techniques for managing difficult conversations and handling opposition.

Setting

Simulate a community meeting where the Nurse Educator is tasked with presenting information and advocating for a new public health policy related to smoke-free zones.

Roles

- Nurse Educator
- Community Members (diverse backgrounds and varying levels of health literacy)
- Public Health Official
- Media Representative (Journalist/Reporter)
- Policymaker (Local government official)

Preparation

- Provide the Nurse Educator with background information on the health issue, current statistics, and proposed policy changes.
- Give Community Members a brief description of their character's background, beliefs, and concerns regarding the health issue.
- Provide the Public Health Official with data supporting the policy change and potential challenges.
- Media Representative receives guidelines on asking probing questions and focusing on the impact of the policy.
- Policymaker receives information on current policy stance, potential benefits, and opposition arguments.

Simulation Outline

1. Introduction: The Nurse Educator presents an overview of the health issue and the proposed policy change to the community.
2. Community Interaction: Community Members ask questions, express concerns, and share personal experiences. The Nurse Educator responds to these queries, providing evidence-based information and addressing misconceptions.
3. Public Health Official's Input: The official discusses the rationale behind the policy, supporting data, and expected outcomes.
4. Media Interaction: The Media Representative interviews the Nurse Educator and Public Health Official, asking critical questions and seeking clear, concise information for a news report.
5. Policy Advocacy: The Nurse Educator and Public Health Official present their case to the Policy Maker, emphasizing the benefits of the policy, community support, and addressing any opposition or logistical concerns.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Discuss what communication strategies worked well and what could be improved.
- Provide feedback on how effectively the Nurse Educator communicated complex health information, addressed concerns, and advocated for policy changes.

Competency Assessment

Activity

Design and implement a public health campaign addressing a specific issue, such as mental health awareness or harm reduction.

Demonstration

Create campaign materials (e.g., flyers, social media posts, educational videos) and evaluate the campaign's impact on the target audience. Present the campaign and its outcomes to instructors and peers.

Clinical Activities/Opportunities

- **The Health Department:** students can participate in community health assessments and data collection.
- **Policy Advocacy Project:** partner with a nonprofit organization focused on public health policy. Students can assist in drafting policy briefs, letters, and other advocacy materials.

CHAPTER TWO: HEALTH DISPARITIES AND HEALTH EQUITY

Practical Application: Book Activity

Practical Application

Setting the Scene

A 37-year-old male comes to a community clinic complaining of unintentional weight loss of 20 pounds over the last 2 months, abdominal bloating, severe fatigue, and persistent Gastroesophageal Reflux Disease (GERD). The provider determines that the patient needs a colonoscopy. The patient is uninsured and, on further discussion with the provider, shared that he is a DACA recipient and is currently unemployed. He states that he tried to get health insurance through the healthcare exchange but was denied due to his DACA status.

Think About It

Imagine you are the nurse assisting this patient.

1. How would you (or would you not) proceed with offering care to this patient? Why?
2. What other health disparities might this patient experience due to his DACA status?
3. What additional health disparities might this patient experience if he were part of other marginalized groups, such as racial minorities or LBGTQIA+?
4. What impact does being a part of multiple impacted communities have on the health disparities an individual might experience?
5. How might addressing health disparities among underserved populations of people, like this patient, help promote health equity on a larger scale?

Practical Application: Additional Guidance

Exercise Title

Addressing Health Disparities in Underserved Populations

Objective

This exercise aims to engage nursing students in critical reflection and decision-making regarding the provision of care to individuals facing multiple health disparities, including those related to immigration status and other marginalized identities.

Preparing for the Exercise

- **Introduction:** Provide background information on the scenario, emphasizing the patient's presenting symptoms, healthcare access barriers, and marginalized status as a DACA recipient.
- **Discussion Starter:** Encourage students to reflect on their own attitudes, beliefs, and ethical considerations regarding the provision of care to underserved populations, particularly those facing immigration-related challenges.

Exercise Components:

1. **Patient Care Decision:** Prompt students to consider how they would proceed with offering care to the patient in the scenario. Encourage them to explore the ethical principles of beneficence, nonmaleficence, autonomy, and justice in their decision-making process.
2. **Identifying Health Disparities:** Guide students in identifying potential health disparities experienced by the patient due to his DACA status, such as limited access to healthcare services, financial barriers, and heightened stress and anxiety.
3. **Intersectionality Analysis:** Facilitate a discussion on how the patient's experiences of health disparities might be compounded if he belonged to other marginalized groups, such as racial minorities or LGBTQIA+ individuals. Encourage students to consider the intersecting impacts of multiple marginalized identities on health outcomes.
4. **Promoting Health Equity:** Challenge students to reflect on the broader implications of addressing health disparities among underserved populations, like the patient in the scenario, in promoting health equity on a larger scale. Encourage them to explore the role of nurses in advocating for policy changes, providing culturally competent care, and addressing social determinants of health.

Evaluation and Assessment

- **Critical Reflection:** Assess students' critical thinking skills and ability to articulate their reasoning for their patient care decisions and reflections on health disparities and health equity.
- **Engagement in Discussion:** Evaluate students' active participation in discussions, including their contributions to identifying health disparities, analyzing intersectionality, and exploring strategies for promoting health equity.

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to community health nursing, cultural competence, social justice, and health equity.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Emphasize the application of nursing theory and ethical principles to real-world scenarios, fostering the development of culturally sensitive and socially conscious nursing practice.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on health disparities, immigration health, intersectionality, and social determinants of health.
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By following these guidelines, nurse educators can facilitate a meaningful and thought-provoking practical application exercise that challenges nursing students to confront health disparities faced by underserved populations, critically reflect on their role as advocates for health equity, and develop culturally competent and compassionate patient care practices.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Addressing Health Disparities in Primary Care

Objective

To enhance students' communication skills in providing equitable care to patients from diverse socio-economic backgrounds while addressing health disparities.

Roles

- Primary Care Nurse
- Patient 1: Low-income individual with limited access to healthcare
- Patient 2: Middle-income individual with average access to healthcare
- Patient 3: High-income individual with privileged access to healthcare

Scenario Setting

Primary care clinic

Background

Each patient presents with the same health concern (hypertension) but has different socio-economic backgrounds affecting their access to care and health outcomes.

Preparation

1. Provide background information for each patient's role, including socio-economic status, health literacy level, and barriers to healthcare access.
2. Brief the nurse on their role in addressing health disparities and promoting health equity.

Role-Playing Activity

The primary care nurse has three patients presenting for care related to hypertension.

- Patient 1 may present with financial barriers to medication adherence and healthcare visits.
- Patient 2 may have concerns about insurance coverage and time constraints.
- Patient 3 may request specific treatments or medications due to their financial resources.

Communication Skills Practice

- **Active Listening:** Students practice active listening skills to understand each patient's unique situation and concerns.
- **Empathetic Communication:** Students demonstrate empathy and cultural sensitivity in their interactions, acknowledging the impact of socio-economic factors on health outcomes.
- **Health Education:** Students provide tailored health education and resources to address each patient's needs while considering their socio-economic context.
- **Advocacy:** Students advocate for patients' rights to equitable care and collaborate with them to overcome barriers to access.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Provide constructive feedback on communication strategies, cultural competence, and advocacy efforts.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

Reflecting on your clinical experiences to date, consider a time when you observed or encountered

a healthcare disparity. How did this disparity manifest, and what factors contributed to it? In what way did this disparity impact patient outcomes or access to care? Furthermore, how do you envision your role as a professional nurse in addressing and advocating for health equity within the healthcare system?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A community health nurse is conducting a needs assessment in a low-income neighborhood. Which factor is most likely to contribute to healthcare disparities in this population?
 - A. Availability of public transportation.
 - B. Presence of community health clinics.
 - C. High level of health literacy among residents.
 - D. Access to affordable healthy food options.
2. A nurse is developing a plan of care for a patient from an underserved community. Which intervention is most appropriate for promoting health equity in this population?
 - A. Scheduling regular follow-up appointments with a specialist.
 - B. Providing written instructions in English only.
 - C. Referring the patient to a private healthcare facility.
 - D. Collaborating with community resources to address social determinants of health.
3. A nurse is conducting health education sessions for a group of pregnant teenagers. Which action best demonstrates a commitment to addressing health disparities in this population?
 - A. Providing pamphlets in English only.
 - B. Offering free transportation to prenatal appointments.
 - C. Recommending a private obstetrician for prenatal care.
 - D. Focusing solely on medical interventions without considering social determinants of

health.

4. A nurse is caring for a patient with limited English proficiency. Which action is most important for ensuring equitable access to healthcare for this patient?
 - A. Providing written instructions in English only.
 - B. Using medical jargon to communicate effectively.
 - C. Arranging for a professional interpreter during healthcare encounters.
 - D. Assuming the patient understands without verbal communication.

5. A nurse is assessing a patient's readiness to participate in a cardiac rehabilitation program following a myocardial infarction. Which factor is most likely to influence the patient's access to and engagement in the program, reflecting considerations of health equity?
 - A. The patient's history of tobacco use.
 - B. The patient's level of education.
 - C. The patient's family medical history.
 - D. The patient's willingness to adhere to the program.

Case Study: Addressing Health Disparities in a Rural Community

Background

You are a community health nurse working in a rural area with a population characterized by low socio-economic status, limited access to healthcare resources, and high rates of chronic diseases. The community is predominantly agricultural, with many residents working seasonal or low-wage jobs. There are few healthcare facilities in the area, and transportation options are limited.

Patient Profile

Marcel is a 55-year-old man who lives in a remote area of the community. He works as a farm laborer and has a history of hypertension and type 2 diabetes. Marcel struggles to afford his

medications and has difficulty accessing regular medical care due to the lack of nearby healthcare facilities and limited transportation options. He also has low health literacy and speaks English as a second language.

Scenario

Marcel presents to the local clinic with complaints of worsening chest pain and shortness of breath. He admits to not taking his medications regularly due to financial constraints and difficulty obtaining refills. On examination, his blood pressure is elevated, and he appears anxious. The nurse suspects that Marcel may be experiencing a cardiac event and needs immediate medical attention.

Questions for Reflection and Analysis

- Identifying Health Disparities
 - What are some of the health disparities evident in Marcel's case, considering his socio-economic status, access to healthcare, and health literacy?
- Impact of Social Determinants of Health
 - How do social determinants of health, such as income, education, and transportation barriers, contribute to Marcel's health outcomes and ability to access care?
- Barriers to Healthcare Access
 - Identify specific barriers that Marcel faces in accessing healthcare services and managing his chronic conditions. How do these barriers affect his health-seeking behaviors?
- Promoting Health Equity
 - As Marcel's nurse, what strategies would you implement to promote health equity and improve his access to healthcare resources and services?
- Collaborative Care Planning
 - How can you collaborate with other healthcare providers, community organizations, and resources to address Marcel's healthcare needs and reduce health disparities in the community?
- Cultural Competence

- Considering Marcel's language barrier and cultural background, how would you ensure effective communication and culturally sensitive care delivery?
- Advocacy and Policy Implications
 - What role can nurses play in advocating for policy changes and healthcare initiatives to address health disparities and promote health equity in rural communities like Marcel's?

Case Study Follow-up

After discussing the case study questions, students can develop a comprehensive care plan for Marcel, considering his unique needs, socioeconomic factors, and barriers to care. They can also explore community resources and potential partnerships to address health disparities and improve health outcomes for Marcel and other residents in the rural community.

Simulation

Scenario

Addressing Health Disparities in a Community Health Clinic

Objective

To simulate a nurse-led intervention to address health disparities and promote health equity among patients in the community health clinic.

Learning Outcomes

- Recognize the impact of socio-economic factors on health disparities and health outcomes.
- Develop effective communication and cultural competence skills for providing patient-centered care.

- Utilize community resources and advocacy strategies to address barriers to healthcare access and promote health equity.

Background and Setting

The student is a registered nurse working in a community health clinic located in an urban area with a diverse population. The clinic serves individuals from various socio-economic backgrounds, including low-income families, immigrants, and homeless individuals. Many patients face barriers to accessing healthcare services due to financial constraints, language barriers, and lack of health insurance.

Preparation

- Provide patient demographics and clinic statistics for students to understand the population served and prevalent health disparities.
- Have students familiarize themselves with available resources and community partnerships for addressing health disparities.

Simulation Outline

1. Patient Encounter
 - a. Engage in a simulated patient encounter with a standardized patient (SP) representing a member of the clinic's target population.
 - b. The SP may present with a common health concern (e.g., diabetes management, prenatal care) affected by socio-economic factors and disparities.
 - c. If your school does not have an SP program, students can serve as the SP, or you can use a high-fidelity mannequin.
2. Assessment and Care Planning
 - a. The nurse will conduct a comprehensive health assessment, considering the patient's socio-economic status, cultural background, and barriers to care.
 - b. The nurse will develop a tailored care plan in collaboration with the patient, addressing their immediate healthcare needs and long-term health goals.
3. Communication and Education

- a. The nurse will use effective communication strategies to build rapport with the patient and establish trust.
 - b. The nurse will provide health education materials in the patient's preferred language and format, addressing their specific health concerns and promoting self-management skills.
4. Resource Referral and Advocacy
- a. The nurse will identify community resources and support services available to assist the patient in overcoming barriers to care (e.g., financial assistance programs, language interpretation services).
 - b. The nurse will advocate for the patient's needs within the healthcare system, including assistance with navigating insurance coverage, accessing specialty care, or obtaining medications.
5. Follow-Up and Evaluation
- a. The nurse will schedule follow-up appointments to monitor the patient's progress and evaluate the effectiveness of interventions.
 - b. The nurse will collaborate with interdisciplinary team members to ensure continuity of care and address any ongoing barriers or challenges faced by the patient.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Discuss challenges encountered, successful strategies used, and areas for improvement in addressing health disparities and promoting health equity.
- Provide constructive feedback to peers based on their communication, assessment, and advocacy skills during the simulation.

Competency Assessment

Activity

Advocate for patients and communities to ensure equitable access to healthcare services and resources.

Demonstration

Students can demonstrate advocacy skills by identifying systemic barriers to healthcare access and working to address them through policy change, resource allocation, and community collaboration. This can be displayed by writing to government officials, major corporations, healthcare systems, or community partners.

Clinical Activities/Opportunities

- **Create a health promotion campaign.** Students can plan and implement various health promotion campaigns targeting specific health disparities prevalent in their communities. Students should utilize various media platforms and community outreach strategies to raise awareness and encourage positive behavioral changes.
- Students can participate in quality improvement projects within healthcare organizations to reduce healthcare delivery disparities and improve health outcomes for underserved populations. Students can help collect and analyze data, identify areas for improvement, and implement evidence-based interventions to address disparities.

CHAPTER THREE: SOCIAL DETERMINANTS OF HEALTH AND VULNERABLE POPULATIONS

Practical Application: Book Activity

Practical Application

Setting the Scene

Healthcare Disparities: Sharlene Adams Goes to Buy a Blood Pressure Cuff

Watch the video at <https://youtu.be/d6wH4nQVmhW>

Think About It

Consider Sharlene's experience as showcased in the video.

1. What factors did you notice that either contributed to or reduced Sharlene's overall health?
2. Of the factors you identified, how many are considered social determinants of health?
3. What changes could the physician's office make to make healthcare more accessible to Sharlene?
4. What were the transportation barriers Sharlene experienced? Do you think this will reduce her health-seeking behaviors in the future? For example, future health screenings?
5. What state or national policies can you identify that would contribute to or present barriers to Sharlene's health if she lived in your neighborhood?

Practical Application: Additional Guidance

Exercise Title

Addressing Healthcare Disparities

Objective

This exercise aims to engage nursing students in critical analysis of healthcare disparities through the lens of a patient's experience, with a focus on identifying social determinants of health and exploring potential interventions and policy implications.

Preparing for the Exercise

- **Introduction:** Introduce the scenario of Sharlene's experience as showcased in the video, emphasizing the challenges she faced in accessing healthcare and the potential impact on her overall health outcomes. Introduce students to the concept of upstream vs. downstream actions.
- **Video Viewing:** Direct students to watch the provided video on healthcare disparities or access it through the provided QR code. Encourage active observation and note-taking.

Exercise Components:

1. **Analysis of Factors:** Prompt students to identify factors that either contributed to or reduced Sharlene's overall health based on her experience in the video. Encourage them to consider social, economic, cultural, and environmental determinants of health.
2. **Identification of Social Determinants:** Guide students in identifying which of the factors they identified are considered social determinants of health, such as access to healthcare, socioeconomic status, education level, transportation, and social support networks.
3. **Proposed Interventions:** Challenge students to propose changes that the physician's office could make to improve healthcare accessibility for patients like Sharlene. Encourage them to consider strategies such as expanding clinic hours, providing transportation assistance, offering language interpretation services, and implementing culturally sensitive care practices.
4. **Transportation Barriers:** Facilitate a discussion on the transportation barriers that Sharlene experienced and their potential impact on her health-seeking behaviors, including future health screenings. Encourage students to consider the role of transportation infrastructure, affordability, and accessibility in healthcare access.
5. **Policy Implications:** Prompt students to identify state or national policies that could either contribute

to or present barriers to Sharlene’s health if she lived in their neighborhood. Encourage them to consider healthcare coverage policies, transportation policies, funding for community health programs, and initiatives addressing social determinants of health.

Evaluation and Assessment

- **Critical Analysis:** Assess students’ ability to critically analyze Sharlene’s experience and identify relevant social determinants of health, healthcare access barriers, and potential interventions.
- **Engagement in Discussion:** Evaluate students’ active participation in discussions, including their contributions to identifying factors, proposing interventions, and discussing policy implications. Consider having students write a 1 minute essay of their reflections that can be submitted as a participation grade.

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to community health nursing, health disparities, social determinants of health, and healthcare policy.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Emphasize the application of nursing theory and evidence-based practice to real-world scenarios, fostering the development of culturally competent and socially conscious nursing practice.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on healthcare disparities, social determinants of health, and healthcare policy.
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By following these guidelines, nurse educators can facilitate a meaningful and impactful practical application exercise that challenges nursing students to critically analyze healthcare disparities, identify social determinants of health, and explore potential interventions and policy implications for promoting health equity.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Home Visit with a Vulnerable Patient

Objective

To enhance students' communication skills and cultural competence when conducting home visits with vulnerable patients, considering the impact of social determinants of health on health outcomes.

Learning Outcomes

- Develop effective communication skills in conducting home visits with vulnerable populations.
- Identify social determinants of health and their impact on health outcomes.
- Strengthen cultural competence and sensitivity in addressing diverse patients' unique needs and preferences.
- Create care plans that promote health equity and address social determinants of health.

Preparation

1. Divide students into pairs, with one student playing the role of the nurse and the other playing the role of a vulnerable patient.
2. Provide each pair with a brief background scenario detailing the patient's socio-economic status, health concerns, and social determinants of health influencing their health outcomes.

Role-Playing Activity

1. Preparation

- a. The nurse prepares for a home visit to assess the patient's health status and living conditions.
 - b. The patient prepares to welcome the nurse into their home and discuss their health concerns and needs.
2. Home Visit
 - a. The nurse conducts the home visit, introducing themselves respectfully and explaining the purpose of the visit.
 - b. The patient welcomes the nurse into their home and shares information about their living situation, family dynamics, and health challenges.
3. Assessment and Communication
 - a. The nurse assesses the patient's health status, including vital signs, medication adherence, and any symptoms or concerns.
 - b. The patient expresses their health concerns, highlighting the impact of social determinants such as housing instability, food insecurity, or lack of access to healthcare.
4. Cultural Competence and Sensitivity
 - a. The nurse demonstrates cultural competence and sensitivity by respecting the patient's cultural beliefs, values, and practices.
 - b. The patient appreciates the nurse's willingness to listen and understand their cultural background and experiences.
5. Care Planning and Resources
 - a. The nurse collaborates with the patient to develop a care plan that addresses their health needs and social determinants of health.
 - b. The patient expresses gratitude for the nurse's support and advocacy and agrees to follow the care plan and utilize available resources.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Students can discuss their communication strategies, cultural competence skills, and areas for

improvement in conducting home visits with vulnerable populations.

- Possible questions:
 - How did you adapt your communication style to effectively engage with the patient?
 - What social determinants of health did you identify during the home visit, and how did they impact the patient's health outcomes?
 - How did you demonstrate cultural competence and sensitivity in your interactions with the patient?
 - What resources and support did you provide to address the patient's health needs and social determinants of health?
 - What did you learn from this role-playing exercise, and how will it inform your nursing practice when working with vulnerable populations?

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

How have you observed social determinants of health influencing the health outcomes and healthcare experiences of vulnerable populations? How do factors such as income, education, housing, and access to healthcare resources affect the health of individuals and communities? Furthermore, how does understanding social determinants of health influence your approach to patient care and advocacy for vulnerable populations within the healthcare system?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A community health nurse is conducting a needs assessment in a low-income neighborhood. Which social determinant of health is most likely to contribute to health disparities in this population?
 - A. Availability of public transportation.
 - B. Proximity to recreational facilities.
 - C. Access to affordable housing.
 - D. Presence of fast food restaurants.
2. A nurse is caring for an unhoused individual in the emergency department. Which social determinant of health should the nurse prioritize when developing a plan of care for this patient?
 - A. Employment status.
 - B. Educational level.
 - C. Stable housing.
 - D. Access to healthcare services.
3. A nurse is providing discharge instructions to a patient with limited health literacy. Which social determinant of health is the nurse addressing by using plain language and visual aids?
 - A. Employment status.
 - B. Income level.
 - C. Educational attainment.
 - D. Neighborhood safety.
4. A pregnant teenager from a low-income family presents to the clinic for prenatal care. Which social determinant of health is most likely to impact the health outcomes of both the mother and the baby?
 - A. Access to transportation.
 - B. Maternal education level.
 - C. Availability of fresh produce.
 - D. Proximity to healthcare facilities.
5. A community health nurse is planning a health promotion program for seniors living in low-

income housing. Which social determinant of health should the nurse prioritize to improve the health outcomes of this population?

- A. Availability of social support networks.
- B. Proximity to grocery stores.
- C. Access to public transportation.
- D. Availability of recreational facilities.

Case Study: Addressing Social Determinants of Health in the Unhoused Population

Background

The student is a community health nurse working in an urban area with a high unhoused population. Many individuals experiencing a housing crisis face multiple social determinants of health, including housing instability, food insecurity, substance use, and limited access to healthcare services. The lack of stable housing exacerbates their vulnerability and contributes to poor health outcomes.

Scenario

Megan presents to the community health clinic with complaints of chronic pain and difficulty sleeping. She reports feeling hopeless and isolated, attributing her symptoms to her living situation and lack of access to healthcare. During the assessment, you observe signs of malnutrition and unmanaged chronic conditions. Megan expresses a desire to improve her health but feels overwhelmed by her circumstances.

Questions for Reflection and Analysis

- Identifying Social Determinants of Health
 - What social determinants of health are evident in Megan's case, and how do they

contribute to her health challenges and vulnerability?

- Impact on Health Outcomes
 - How do social determinants such as housing instability, substance use, and limited access to healthcare services impact Megan's physical and mental health outcomes?
- Health Promotion Strategies
 - What health promotion strategies can be implemented to address Megan's immediate health needs and social determinants of health?
- Interdisciplinary Collaboration
 - How can interdisciplinary collaboration with social workers, mental health professionals, and community organizations support Megan in addressing her social determinants of health and improving her overall well-being?
- Barriers to Care
 - Identify specific barriers that Megan faces in accessing healthcare services and adhering to treatment plans. How can these barriers be addressed to facilitate better health outcomes for Megan?
- Cultural Competence and Sensitivity
 - How can you demonstrate cultural competence and sensitivity in providing care to Megan, considering her unique background and experiences as someone who is unhoused?
- Advocacy and Empowerment
 - What role can nurses play in advocating for policy changes and healthcare initiatives to address social determinants of health and improve outcomes for vulnerable populations like Megan's?

Case Study Follow-up

After discussing the case study questions, students can develop a comprehensive care plan for Megan, considering her unique needs, challenges, and social determinants of health. They can

explore community resources and support services to address Megan's immediate health concerns and work collaboratively to address the root causes of her vulnerabilities.

Simulation

Scenario

Vulnerable Populations

Objective

Provide nursing students with a simulated experience as community health nurses working with vulnerable populations. This will allow students to apply their knowledge and skills in providing holistic care, addressing social determinants of health, and promoting health equity.

Learning Outcomes

- Apply nursing knowledge and skills in providing holistic care to vulnerable populations in community settings.
- Identify and address social determinants of health that impact the health outcomes of vulnerable clients.
- Enhance communication, cultural competence, and advocacy skills when working with diverse populations.
- Collaborate with interdisciplinary teams and community resources to promote health equity and improve the well-being of vulnerable individuals and communities.

Roles

- Nurse

Preparation

- Set up simulated community environments such as a local clinic, community center, shelter, or senior living facility.
- Provide realistic props and materials (e.g., medical equipment, client charts, community resources pamphlets) to enhance the authenticity of the simulation.
- Divide students into small groups and assign roles such as community nurse, client, family member, social worker, etc.
- Provide each group with a brief background scenario detailing the vulnerable population they will work with (e.g., unhoused individuals, elderly residents in low-income housing, undocumented immigrants).

Simulation Outline

1. Each group participates in the exercise that simulates a community nursing encounter with their assigned vulnerable population.
2. Students interact with each other in their assigned roles, addressing the unique needs, challenges, and social determinants of health affecting their clients.
3. Example:
 - a. Students role-play community nurses conducting home visits to elderly residents living alone in low-income housing. They assess the client's (this could be an SP, a student serving as the SP, or mannequin) health status, living conditions, and social support networks while addressing issues such as isolation, food insecurity, and access to healthcare.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Encourage students to explore the challenges of providing community nursing care to vulnerable populations, strategies for addressing social determinants of health, and the importance of promoting health equity and advocacy in their practice.

Competency Assessment

Activity

Develop and implement interventions that address social determinants and promote health equity.

Demonstration

Students can demonstrate competency by collaborating with interdisciplinary teams to address social determinants, providing patient education on self-care and resources, and advocating for policy changes to improve health equity.

Clinical Activities/Opportunities

- Students can participate with interdisciplinary care teams in hospitals or clinics that serve diverse patient populations, including individuals with complex health and social needs. Students can participate in care coordination efforts, case conferences, and collaborative care planning to address social determinants and promote health equity.
- Form clinical partnerships in underserved areas, such as urban clinics, rural health centers, or migrant health clinics, where students can work directly with vulnerable populations.

CHAPTER FOUR: EPIDEMIOLOGY

Practical Application: Book Activity

Practical Application

Setting the Scene

Legionnaires' disease is a type of pneumonia caused by the Legionella bacteria. In nature, Legionella live in nature and rarely cause illness. In a man made setting, Legionella can grow if water is not properly maintained. These man made water sources become a health problem when small droplets of water that contain the bacteria get into the air and people breathe them in (CDC, 2022b).

Legionnaires' Disease is a national reportable condition. In 2015, the New York City Department of Health and Mental Hygiene (NYC DOHMH) detected an abnormal number of Legionnaires' cases in the South Bronx via the notifiable conditions public health policy. To better understand how and why this was occurring, the response team within the Department of Health collected more data, including the sampling of many cooling towers within the designated areas within NYC in search of the Legionella pneumophila bacteria. Using the surveillance data and information about the disease, such as where bacteria are commonly found, the health department was able to identify the source (environment) as a cooling tower in the city. Locating this tower led to the destruction of the bacteria within the tower and a new local law to test for Legionella as part of the required certification and maintenance inspections (Chamberlain, et al. 2017).

Think About It.

1. Imagine you were a nurse during this outbreak.
 - a. How might you have been involved in the outbreak?
 - b. What steps would you take if a patient came in with Legionnaires' Disease?

2. Imagine you were a part of the NYC DOHMH when this outbreak took place.
 - a. What questions would you ask when the abnormal number of cases first arose?
 - b. How would you answer these questions? What data would you need to collect?
 - c. What were the three corners/vertices of the Epidemiologic Triangle for this outbreak?
 - d. Why might Legionnaires disease be classified as a notifiable condition?
3. Classify the following diseases as epidemic, pandemic, or cluster. Describe why you selected each classification.
 - a. Malaria in Africa, which is present at all times because of the presence of infected mosquitoes.
 - b. Ebola in parts of Africa where it exceeds what is expected for this region.
 - c. COVID-19
 - d. Measles, as occurring among employees at Factory X in Fort Worth, Texas in March 1981

Practical Application: Additional Guidance

Exercise Title

Epidemiology in Community/Population Care

Objective

This exercise aims to engage nursing students in understanding the functions of epidemiology in the process of community diagnosis and health surveillance, in the formulation of objectives and targets.

Preparing for the Exercise

- **Introduction:** Introduce the Legionnaires' outbreak in New York City in 2015. It could be helpful to also provide additional information to students, including
 - Presentation slides or handouts on Legionnaires' disease (including information on Legionella bacteria, transmission, symptoms, and risk factors). Video
 - Access to relevant case studies or outbreak scenarios.

- PBS video, with Dr. Anne Schuchat of the Centers for Disease Control and Prevention. [What caused the Legionnaires' disease outbreak in NYC? | PBS NewsHour](#)

Exercise Components

1. **Analysis of Factors:** Prompt students to begin the 5 steps of the health surveillance process with data collection in finding trends and data related to Legionnaires Disease in NYC in 2015.
2. **Identification of Epidemiological Data:** Guide students in identifying key factors regarding the data. What is known is that it is Legionnaires' disease, but now other factors such as how much, when, where and among whom.
3. **Proposed Interventions:** Challenge students to identify key elements regarding the epidemiological data that lead to the identification as to the source of the outbreak.

Exercise Activities and Timeline

1. Introduction (10 minutes):
 - a. Briefly introduce Legionnaires' disease and its significance.
 - b. Discuss the role of nurses in public health preparedness.
2. Scenario Discussion (20 minutes):
 - a. Present the NYC outbreak scenario to students.
 - b. Facilitate a discussion on how nurses might have been involved during the outbreak.
 - c. Encourage participants to consider patient care, surveillance, and communication strategies.
3. Group Activity (30 minutes):
 - a. Divide participants into small groups.
 - b. Provide each group with a specific aspect of outbreak response (e.g., patient assessment, contact tracing, environmental investigation).
 - c. Ask groups to brainstorm steps they would take in their assigned role.
4. Whole Group Discussion (15 minutes):
 - a. Have each group share their findings and strategies.
 - b. Discuss challenges, ethical considerations, and collaboration among healthcare professionals.

Evaluation and Assessment

- **Critical Analysis:** Assess students' ability to critically analyze the inferences drawn from the data identifying the Legionnaires' outbreak, its impact and subsequent action plan to address the cause.
- **Engagement in Discussion:** Evaluate students' active participation in discussions, including their ability to identify and understand health surveillance and epidemiologic investigation help identify and

address population and public health concerns. Consider having students write a 1-minute essay of their reflections that can be submitted as a participation grade.

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to basic epidemiologic principles in health promotion, disease and injury prevention, surveillance, investigation and control.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Emphasize the application of nursing theory and evidence-based practice to real-world scenarios, fostering the development of culturally competent and socially conscious nursing practice.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on Epidemiology and nursing role, including:
 - Centers for Disease Control and Prevention (CDC). Legionnaires' Disease: Information for Health Professionals. [Link](#)
 - Chamberlain, A. T., et al. (2017). An outbreak of Legionnaires' disease associated with a decorative water wall fountain in a hospital. *Infection Control & Hospital Epidemiology*, 38(8), 936-942.
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By following these guidelines, nurse educators can create a practical application exercise that engages nursing students in a meaningful exploration of health surveillance, epidemiology, and the nurse's role.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Outbreak Investigation in a Community

Objectives

- Understand the roles and responsibilities of a nurse in an outbreak investigation.
- Practice communication and collaboration skills in a public health crisis.
- Apply epidemiological principles such as surveillance, case definition, and outbreak control measures.

Roles

- **Community Health Nurse (Participant A):** You are a community health nurse responsible for the neighborhood affected by a suspected outbreak of a contagious disease (choose a disease relevant to your learning goals, such as influenza, measles, etc.).
- **Health Department Nurse (Participant B):** You are a nurse working for the health department investigating and managing the outbreak.

Role-Playing Activity

1. Situation Briefing (5 minutes): The facilitator sets the stage by briefing both participants on the current situation: several cases of the disease have been reported in the neighborhood, and there is concern about its spread.
2. Initial Assessment (10 minutes): Participant A (the nurse) conducts an initial assessment of the affected individuals and gathers epidemiological data (number of cases, symptoms, possible sources of infection, demographics, etc.).
3. Planning and Coordination (10 minutes): Participant A and Participant B discuss and plan the next steps, including:
 - a. Isolation and quarantine measures if necessary.
 - b. Communication strategies with affected individuals and the community.
 - c. Collection of samples for laboratory testing, if applicable.
 - d. Contact tracing and identification of potential sources of infection.
4. Execution and Role Play (20 minutes): Participants execute their plans:

- a. Participant A implements nursing interventions such as providing care, education on prevention, and monitoring symptoms.
 - b. Participant B coordinates with laboratories, communicates findings to public health officials, and manages data collection and analysis.
5. Debriefing (10 minutes): After the exercise, both participants discuss what went well, what challenges they faced, and what they learned from the experience

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Understanding Roles and Responsibilities
 - What specific responsibilities did you find most crucial in managing the outbreak? Why?
- Communication and Collaboration Skills
 - What were some effective communication strategies you utilized during the exercise? How did they contribute to managing the crisis?
- Application of Epidemiological Principles
 - How did you apply surveillance methods during the investigation? What were the challenges in collecting and analyzing data?

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

How did your nursing expertise contribute to applying epidemiological principles during the

outbreak investigation, and what insights did you gain about integrating clinical nursing practice with public health strategies to manage community health crises effectively?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A community health nurse is involved in investigating an influenza outbreak in a local school. Which of the following actions is a priority for the nurse?
 - A. Distributing educational pamphlets about hand hygiene to students
 - B. Administering flu vaccines to unvaccinated students
 - C. Identifying and reporting new cases to public health authorities
 - D. Arranging for the school to be closed immediately
2. During a measles outbreak, a community health nurse is tasked with contact tracing. Which of the following individuals should the nurse prioritize for follow-up?
 - A. Individuals who were in direct contact with confirmed cases
 - B. Individuals who have received the MMR vaccine
 - C. Individuals who show no symptoms of measles
 - D. Individuals who have a history of measles infection
3. In the event of a tuberculosis outbreak, what is the primary role of the community health nurse concerning epidemiological principles?
 - A. Providing nutritional support to affected individuals
 - B. Educating the community about the symptoms of tuberculosis
 - C. Conducting active case finding and contact investigation
 - D. Distributing face masks to the community
4. A community health nurse is part of a team responding to a foodborne illness outbreak.

Which epidemiological task should the nurse perform first?

- A. Collecting stool samples from affected individuals
 - B. Identifying the source of the food contamination
 - C. Implementing immediate isolation for all affected individuals
 - D. Providing oral rehydration therapy to patients
5. What is an important responsibility of the community health nurse during the recovery phase of a public health crisis?
- A. Continuing surveillance for new cases
 - B. Distributing personal protective equipment (PPE) to the community
 - C. Administering initial treatments to newly diagnosed patients
 - D. Initiating quarantine measures for all exposed individuals

Case Study: Epidemiological Management of a Measles Outbreak in a Community

Background

Taylor is a community health nurse working in an urban neighborhood. Recently, a measles outbreak has been reported in the community, affecting several households. Taylor has been assigned to investigate the outbreak, manage the situation, and implement measures to prevent further spread.

Patient Information:

- Name: Various (Community Residents)
- Age: Ranges from infants to adults
- Gender: Both male and female
- Presenting Symptoms: High fever, cough, runny nose, red and watery eyes, followed by a rash that starts on the face and spreads to the rest of the body.

Objectives

- Understand the nurse's role in epidemiological investigation and outbreak management.
- Develop and implement a comprehensive outbreak response plan.
- Apply epidemiological principles to trace contacts and control the spread of infection.
- Communicate effectively with stakeholders, including community members, healthcare providers, and public health officials.

Scenario

Taylor begins by gathering detailed information on the affected individuals and their symptoms. They review their medical histories and confirm the diagnosis of measles through laboratory testing. They also identify common factors among the cases, such as recent travel history, vaccination status, and close contacts.

Key Actions and Interventions:

1. Initial Response:
 1. Conduct a rapid assessment to determine the extent of the outbreak.
 2. Isolate confirmed and suspected cases to prevent further transmission.
 3. Communicate with affected individuals and their families to guide managing symptoms and preventing spread.
2. Epidemiological Investigation:
 1. Collect data on the onset of symptoms, contact history, and vaccination status of affected individuals.
 2. Trace contacts and identify potential sources of infection.
 3. Utilize public health resources to test and confirm measles cases and to analyze the data.
3. Infection Control Measures:
 1. Educate community members about the symptoms of measles, the importance of vaccination, and preventive measures such as hand hygiene and avoiding contact with infected individuals.
 2. Coordinate with local healthcare providers to ensure that unvaccinated individuals,

especially children, receive the MMR (measles, mumps, and rubella) vaccine.

3. Implement enhanced cleaning and disinfection procedures in public spaces, schools, and healthcare facilities.
4. Communication and Coordination:
 1. Hold community meetings to provide updates and answer questions.
 2. Coordinate with local public health officials to ensure a unified response and access to resources.
 3. Develop and distribute educational materials on measles prevention and care.
5. Ongoing Monitoring and Support:
 1. Monitor the health of the community members, tracking new cases and recoveries.
 2. Provide support to families dealing with sick individuals, offering guidance on symptom management and when to seek medical care.
 3. Evaluate the effectiveness of the response measures and adjust strategies as needed.

Outcomes:

After implementing the response plan, Taylor observes a decrease in new measles cases in the community. The educational efforts have increased awareness and improved preventive practices among community members. Vaccination rates have increased, reducing the risk of future outbreaks.

Questions for Reflection and Analysis

- How did Taylor's nursing expertise contribute to the effective management of the measles outbreak?
- What were the key epidemiological principles applied in this case study, and how did they help control the spread of infection?
- How did communication and collaboration with various stakeholders impact the outcome of the outbreak response?
- What challenges did Taylor face during the outbreak, and how did she address them?
- What additional measures could be taken to prevent future measles outbreaks in similar settings?

Simulation

Scenario

Managing an Influenza Outbreak in the Community

Overview

This simulation is designed to provide nursing students with practical experience in managing an influenza outbreak in a community setting. The simulation will focus on assessment, epidemiological investigation, communication, and intervention strategies.

Objectives

- Assess and identify cases of influenza within the community.
- Apply epidemiological principles to trace contacts and determine the outbreak source.
- Implement infection control measures to prevent further spread.
- Communicate effectively with patients, families, community members, and public health officials.
- Evaluate the effectiveness of interventions and adjust strategies as needed.

Roles

- Community health nurses
- Patients
- Community members
- Public health officials

Setting

A simulated community environment including a local clinic, community center, and several households.

Materials Needed

- Medical records
- symptom checklists
- contact tracing forms
- educational materials
- personal protective equipment (PPE)
- communication devices.

Simulation Outline

1. Introduction and Briefing (10 minutes):
 - a. The facilitator provides an overview of the scenario: a sudden increase in flu-like symptoms reported in the community over the past week.
 - b. The objectives and roles of the participants are explained.
 - c. Participants are given initial data on reported cases and their symptoms.
2. Initial Assessment (15 minutes):
 - a. Community health nurses conduct home visits and clinic assessments to gather detailed information on affected individuals, including symptom onset, severity, and possible exposure sources.
 - b. Nurses collect basic epidemiological data such as the number of cases, demographics, and vaccination status.
3. Epidemiological Investigation (20 minutes):
 - a. Nurses use contact tracing forms to identify close contacts of confirmed cases and potential sources of infection (e.g., school, workplace, social gatherings).
 - b. Public health officials collaborate with nurses to analyze data and identify patterns or clusters of infection.
 - c. The source of the outbreak is hypothesized, and initial containment measures are discussed.
4. Infection Control Measures (20 minutes):
 - a. Nurses educate patients and families on proper hygiene practices, the importance of staying home when sick, and how to care for sick family members.

- b. PPE is distributed to healthcare providers and high-risk community members.
 - c. Enhanced cleaning protocols are implemented in public spaces and households with confirmed cases.
 - d. Vaccination clinics are organized to increase flu vaccination rates in the community.
5. Communication and Coordination (15 minutes):
- a. Nurses hold community meetings to provide updates on the outbreak, answer questions, and dispel any myths or misconceptions.
 - b. Regular communication is established with public health officials to ensure a coordinated response.
 - c. Educational materials are distributed to community members via flyers, social media, and local media outlets.
6. Ongoing Monitoring and Support (20 minutes):
- a. Nurses conduct daily follow-ups with affected individuals to monitor symptoms and provide support.
 - b. New cases are tracked, and data is continually analyzed to adjust intervention strategies as needed.
 - c. Community health workers are trained to assist with monitoring and education efforts.
7. Debriefing (15 minutes):
- a. Participants reflect on their experiences, discussing what went well and what challenges they faced.
 - b. The facilitator provides feedback and highlights key learning points related to epidemiology, infection control, and communication.
 - c. Participants discuss how they would apply these skills and knowledge in real-world situations.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- How effective were your initial assessment and data collection efforts in identifying and managing the outbreak?

- What epidemiological principles did you apply during the investigation, and how did they guide your actions?
- How did you communicate effectively with patients, families, and community members?
- What infection control measures did you implement, and how did they impact the spread of the flu?
- How did ongoing monitoring and support contribute to managing the outbreak, and what challenges did you encounter

Competency Assessment

- Conduct community health assessments and surveillance activities to identify health trends and potential outbreaks.
- Use epidemiological tools and software to collect, analyze, and interpret health data.

Clinical Activities/Opportunities

1. Surveillance Activities:
 - a. Engage in routine surveillance activities, such as monitoring disease incidence and prevalence.
 - b. Use epidemiological software and tools to collect, analyze, and report data.
2. School Health Programs:
 - a. Work with school health nurses to implement health promotion and disease prevention programs.

- b. Conduct screenings, provide health education, and manage outbreaks in school settings.
3. Chronic Disease Management Programs:
- a. Assist in programs focused on managing chronic diseases, such as diabetes or hypertension.
 - b. Analyze data to evaluate the effectiveness of interventions and identify areas for improvement.

CHAPTER FIVE: POPULATION HEALTH

Practical Application: Book Activity

Practical Application

Setting the Scene

As a part of their support for community health, nurses can be involved in initiatives to reduce community tobacco use, increase the use of park spaces for exercise, or reduce childhood asthma attacks in school for a particular population. A nurse may undertake these efforts by:

1. Evaluating the data on the topic for a chosen population using public health data sets and metrics. A full data evaluation may not be required, but the main issues (outcomes) surrounding the topic—such as mortality rates, incidence, prevalence, and years of life lost—need to be considered to gain a good understanding of the impact and burden of this disease/condition within the community.
2. Reaching out to community partners such as a local organization, school, religious center, local government office, or health center to identify potential opportunities for collaboration.
 - a. They may already have an existing initiative to become involved with.
 - b. If not, they may need incentives for the partnership. What benefits would the partnership bring to the organization? Develop this as a “win-win.”

Think About It.

Use [the Healthy People 2030 website](#) to select a health issue in your community, such as tobacco use, lack of exercise space, or asthma triggers in K12 schools. Imagine you are a nurse working to build an initiative to combat this issue.

1. What data will be helpful in evaluating this issue? Where can you locate the needed data?

- a. How helpful was Healthy People 2030 in gathering needed information? What was missing from this site?
2. What are the stakeholders for this issue?
3. What work on this issue, if any, is already occurring in each of the four portfolios of population health?
4. What incentives may be needed to get the organizations to partner?
 - a. Which community organizations will be helpful partners for your initiative?
 - b. Do these organizations already have aligned initiatives?

Practical Application: Additional Guidance

Exercise Title

Population Health Application Practice

Objective

This exercise aims to engage nursing students in understanding the impact of community health issues (e.g., tobacco use, lack of exercise spaces, childhood asthma) on different populations and develop strategies for collaboration.

Preparing for the Exercise

- Familiarize students with the chosen health issue (e.g., tobacco use, exercise spaces, asthma triggers).
- Provide background information on the community and its demographics.
- Discuss the importance of data-driven decision-making.

Exercise Components

1. Data Evaluation:
 - a. Explain the significance of evaluating data related to the chosen health issue.
 - b. Encourage students to explore public health data sets (e.g., mortality rates, incidence, prevalence)

to understand the impact and burden.

2. Community Partnerships:
 - a. Emphasize reaching out to local organizations, schools, religious centers, and health centers.
 - b. Discuss existing initiatives and potential collaboration opportunities.
 - c. Highlight the “win-win” approach—how partnerships benefit both parties.
3. Stakeholder Analysis:
 - a. Identify key stakeholders (e.g., community members, policymakers, healthcare providers).
 - b. Discuss their roles, interests, and influence.
4. Population Health Portfolios:
 - a. Explore existing efforts in the four portfolios (promotion, prevention, protection, and population health services).
 - b. Discuss gaps and areas for improvement.
5. Incentives:
 - a. Consider incentives needed to encourage organizations to partner (e.g., shared resources, recognition).
 - b. Discuss negotiation strategies.
6. Additional Information:
 - a. Address any specific requirements or challenges related to the chosen health issue.

Evaluation and Assessment

- **Critical Analysis:** Assess students’ ability to critically analyze the inferences drawn from the data of their chosen health issue.
- **Engagement in Discussion:** Evaluate students’ active participation in discussions, including their ability to understand data and collaborate. Consider having students write a 1-minute essay of their reflections that can be submitted as a participation grade.

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to population health.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Emphasize the application of nursing theory and evidence-based practice to real-world scenarios, fostering the development of culturally competent and socially conscious nursing practice.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on Population Health, including:
 - [What is Population Health? | Population Health Training | CDC](#)
 - [Research Datasets | Population Health and Health Equity \(ucsf.edu\)](#)
 - [Zip Codes by State – Browse Zip Codes \(mapszipcode.com\)](#)
 - [Census.gov](#)
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By following these guidelines, nurse educators can create a practical application exercise that engages nursing students in a meaningful exploration of population health.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Engaging with Community Members on Population Health

Objective

Enhance nursing students' communication skills in the context of population health by practicing effective dialogue and engagement with community members.

Overview

You are a community health nurse assigned to a rural town with increased childhood obesity rates.

Your goal is to engage with a group of parents and caregivers at a local community center to discuss healthy eating habits for children and strategies to promote physical activity.

Roles

- **Community Health Nurse (CHN)** – Facilitates the discussion and provides health information.
- **Parent/Caregiver #1** – Concerned parent interested in learning about nutrition.
- **Parent/Caregiver #2** – The parent is skeptical about changing dietary habits.
- **Parent/Caregiver #3** – The parent is interested in incorporating more physical activity.
- **Community Center Coordinator** – Assists in organizing the session and provides logistical support.

Scenario Setup

- Arrange a meeting space at the community center with seating in a circle to encourage interaction.
- Prepare visual aids such as posters or slides with key information on healthy eating and physical activity for children.

Role-Playing Activity

1. Introduction (5 minutes):
 - a. CHN: Welcome the group and introduce the topic of childhood obesity and its impact on health.
 - b. Set the Tone: Emphasize the importance of open dialogue and sharing perspectives.
2. Presentation and Discussion (20 minutes):
 - a. CHN: Lead a brief presentation on the basics of nutrition for children and recommended physical activity guidelines.
 - b. Engage the Group: Encourage parents to share their experiences and concerns related to their children's health.
 - c. Address Concerns: Respond to questions and concerns raised by each parent role-player.
3. Small Group Activity (15 minutes):

- a. CHN: Divide the group into smaller discussion groups (3-4 participants per group).
 - b. Discuss Strategies: Each group discusses practical strategies they can implement at home to promote healthy eating and physical activity.
 - c. Rotate Roles: Nursing students can rotate roles to facilitate discussions in each group.
4. Whole Group Sharing (10 minutes):
- a. CHN: Reconvene the whole group and invite representatives from each small group to share their discussions and strategies.
 - b. Encourage Participation: Ensure all participants have an opportunity to contribute and provide feedback.
5. Reflection and Conclusion (10 minutes):
- a. CHN: Facilitate a reflection session where nursing students and participants share their insights and learning points.
 - b. Summarize Key Points: Recap the main strategies discussed and emphasize the importance of community support in promoting child health.

Communication Skills Practice

1. **Active Listening:** Demonstrate attentive listening to understand parents' concerns and perspectives.
2. **Empathy and Respect:** Show empathy towards differing viewpoints and respect for cultural beliefs related to food and health.
3. **Clarity and Explanation:** Communicate health information clearly and effectively, using simple language and visual aids when necessary.
4. **Facilitation of Discussion:** Foster a supportive environment for open discussion and idea sharing among participants.
5. **Conflict Resolution:** Manage any disagreements or skepticism constructively by addressing concerns with evidence-based information.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- How did you adapt your communication style to engage with parents of varying

perspectives on childhood obesity?

- What challenges did you encounter during the exercise, and how did you address them?
- How did you incorporate evidence-based information into your discussions on nutrition and physical activity?
- What strategies were most effective in encouraging participation and fostering discussion among the group?
- How will you apply what you learned from this exercise to your future practice as a community health nurse?

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

How does understanding population health dynamics influence your approach to promoting health and wellness within communities?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A community health nurse conducts a needs assessment in a rural area. Which of the following factors should the nurse prioritize when assessing population health?
 - A. Individual lifestyle choices
 - B. Access to healthcare facilities

- C. Employment status of community members
 - D. Educational level of community leaders
2. A nurse is planning a health promotion campaign to address a high prevalence of obesity in a local neighborhood. Which strategy would be most effective for promoting population health in this community?
- A. Providing nutrition education pamphlets at a local hospital
 - B. Organizing a weekly community exercise program
 - C. Hosting a one-time health fair in the community center
 - D. Offering free gym memberships for a month
3. The nurse assesses a community's readiness to implement a smoking cessation program. Which factor is most critical for the nurse to consider?
- A. Average household income
 - B. Prevalence of smoking among adolescents
 - C. Presence of local tobacco vendors
 - D. Support from community leaders
4. A nurse is participating in a community disaster preparedness drill. Which action by the nurse best demonstrates a focus on population health?
- A. Ensuring personal emergency supplies are stocked
 - B. Educating neighbors on basic first-aid techniques
 - C. Organizing a local blood donation drive
 - D. Developing a community evacuation plan
5. A nurse advocates for policy changes to improve air quality in a metropolitan area. Which outcome is most directly related to population health from improved air quality?
- A. Decreased rates of respiratory infections
 - B. Increased access to fresh produce
 - C. Enhanced social support networks
 - D. Expanded recreational facilities

Case Study: Improving Maternal and Child Health in a Rural Community

Background

You are a community health nurse working in a rural area where maternal and child health outcomes are below national averages. The community has limited access to healthcare facilities and faces socioeconomic challenges such as high unemployment rates and inadequate transportation options. Recent data shows higher rates of infant mortality and low birth weight infants compared to neighboring communities.

Scenario

Layla, a 25-year-old pregnant woman, visits your community health clinic for her first prenatal check-up. She is unemployed and lives with her partner, who works irregularly as a farm laborer. Bella reports minimal prenatal care before this visit due to transportation issues and lack of health insurance.

Key Points to Consider

- **Healthcare Access:** Layla's challenges in accessing prenatal care highlight broader healthcare access issues in the community.
- **Socioeconomic Factors:** The socioeconomic status of Layla and her partner may impact her ability to follow through with recommended prenatal care and nutrition guidelines.
- **Health Education:** There is a need for targeted health education on prenatal care, nutrition, and parenting skills tailored to the community's needs.
- **Community Resources:** Assessing available resources such as local clinics, transportation options, and support services is essential for addressing barriers to healthcare access.

Questions for Reflection and Analysis

- **Assessment of Barriers:** What are Layla's primary barriers in accessing prenatal care, and how can these barriers be addressed within the community?
- **Health Promotion Strategies:** What health promotion strategies can be implemented to improve maternal and child health outcomes in this rural community?

- **Collaborative Care:** How can collaboration with local stakeholders, including healthcare providers, social services, and community organizations, improve outcomes for Layla and other pregnant women in the community?
- **Educational Interventions:** Considering the community's unique challenges, what educational interventions would you prioritize to support Layla in her pregnancy journey?
- **Policy Implications:** What policy changes or advocacy efforts could be undertaken to improve access to healthcare and support services for pregnant women in rural areas?
- **Nurse's Role:** What is the community health nurse's role in advocating for population health improvements, addressing disparities, and promoting equitable access to healthcare resources in underserved rural communities.

Simulation

Scenario

Diabetes Management in a Community Health Setting

Overview

You are a community health nurse working in a local health clinic that serves a diverse population with a high prevalence of diabetes. Your role is to implement a diabetes management and education program to improve health outcomes and empower patients to manage their condition better.

Objectives

- To develop nursing students' skills in diabetes management and population health strategies.
- To practice conducting assessments, providing education, and collaborating with patients and healthcare providers.

Roles

- Community Health Nurse (CHN) – Leads the diabetes management program and facilitates patient interactions.
- Patient with Diabetes (Adult) – Represents a community member seeking support for diabetes management.
- Family Member (Spouse or Child) – Provides insights into family dynamics and support mechanisms.
- Primary Care Provider (Physician or Nurse Practitioner) – Collaborates on treatment plans and medical support.
- Certified Diabetes Educator (CDE) – Offers specialized education and counseling on diabetes management.

Simulation Outline

1. Patient Assessment and Care Planning (15 minutes):
 - a. CHN and Primary Care Provider: Review patient history, monitor glucose, and assess health status.
 - b. Involve Family Member: Discuss family support and lifestyle factors affecting diabetes management.
2. Diabetes Education and Self-Management (20 minutes):
 - a. CHN and CDE: Provide individualized education on diabetes self-care, including medication adherence, blood glucose monitoring, and dietary management.
 - b. Interactive Learning: Use visual aids and role-playing scenarios to reinforce learning.
3. Lifestyle Modification and Behavioral Change (15 minutes):
 - a. CHN and Patient: Develop a personalized diet modification and physical activity action plan.
 - b. Set Realistic Goals: Collaborate on setting achievable goals for weight management and blood glucose control.
4. Follow-Up and Support (10 minutes):
 - a. CHN and Patient: Schedule follow-up appointments, review progress, and adjust treatment plans as needed.

- b. Address Concerns: Discuss barriers to adherence and provide motivational support.
5. Collaborative Care and Referral (10 minutes):
 - a. CHN, Primary Care Provider, and CDE: Discuss coordination of care, referrals to specialist services, and community resources.
 - b. Empowerment: Encourage patient involvement in support groups and community programs.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- How did you prioritize patient education and self-management strategies based on the individual needs and preferences of the patient?
- What were the key challenges in promoting lifestyle modifications for diabetes management, and how did you address them during the simulation?
- How did collaboration with the primary care provider and certified diabetes educator enhance patient care and outcomes?
- What communication techniques effectively facilitated patient understanding and engagement in diabetes self-care?
- How will you apply what you learned from this simulation to future practice in community health and diabetes management?

Reflection

Reflect on the role of the community health nurse in advocating for population health improvements, particularly in managing chronic conditions like diabetes. Consider the impact of patient education, collaborative care, and community resources in enhancing health outcomes and quality of life for individuals and families affected by diabetes.

Competency Assessment

Activity

Developing Health Promotion Programs

Demonstration

Students can select, design, and implement a health promotion program tailored to community needs. This includes planning interventions that address specific health issues such as obesity, diabetes, or mental health within populations.

Clinical Activities/Opportunities

1. Rotating through community health clinics, public health departments, or non-profit organizations.
2. Managing care for populations with chronic conditions (e.g., diabetes, hypertension) through case management and coordination of services.

CHAPTER SIX: COMMUNITY HEALTH ASSESSMENT AND EVALUATION

Practical Application: Book Activity

Practical Application

Setting the Scene

Local health departments help provide a safe and healthy environment for their communities. They provide services such as

- Planning for emergencies
- Securing resources for disasters, such as first aid equipment and vaccines
- Administering vaccinations
- Managing local disease outbreaks
- Inspecting restaurants, grocery stores, and other community resources for food safety
- Implementing and supporting interventions for drug overdoses

They often work with community partners to ensure a base level of health for the communities they serve (National Association of County and City Health Officials, 2017).

Think About It.

Imagine that you are a new member of your local health department. Before you meet with community members, you decide to gather some additional data to help you draw a mental picture of the community. You will need to understand the range of social determinants of health, built environment, and the community's perception of their health and well being.

1. Describe the benefits, disadvantages, and considerations for each of the following types of

assessments.

- a. Census data for the community
 - b. Health impact assessment
 - c. Windshield survey
 - d. MAPP survey
 - e. Hospital needs assessment (published every 3 years by non-profit hospitals.)
2. Which assessment type (or combination of assessments) would you pick to help you become quickly familiar with your new community and why?
 3. What information will you need to complete a windshield survey?

Practical Application: Additional Guidance

Exercise Title

Community Health Assessment and Evaluation Application Practice Instructor Guidelines

Objective

- Discuss how community health assessments aid in promoting public health and addressing community needs.
- Familiarize students with various assessment methods used to evaluate community health.
- Develop critical thinking skills by analyzing community data and identifying health priorities.

Preparing for the Exercise

- **Review the Chapter Material:** Read Chapter Six: Community Health Assessment and Evaluation Practice.
- **Gather Resources:** Collect relevant materials, including textbooks, articles, and online resources related to community health assessment

Exercise Components

1. Introduction (15 minutes):
 - a. Briefly introduce the purpose of the exercise and its relevance to nursing practice.
 - b. Describe the community as patient.
 - c. Discuss the role of community health assessments in improving population health.
2. Types of Assessments (30 minutes):
 - a. Present the following assessment methods:
 - i. Census Data: Explain the benefits (comprehensive demographic information) and disadvantages (infrequent updates, lack of context) of using census data.
 - ii. Health Impact Assessment (HIA): Discuss how HIA evaluates potential health effects of policies, projects, or programs.
 - iii. Windshield Survey: Describe the process of observing the community by driving or walking through it. Highlight its advantages (direct observation, community engagement) and limitations (subjectivity).
 - iv. Mobilizing for Action through Planning and Partnerships (MAPP) Survey: Explore MAPP as a community-driven approach to health assessment.
 - v. Hospital Needs Assessment: Discuss its purpose (identifying health service gaps) and the role of non-profit hospitals in conducting it.
3. Group Activity (45 minutes):
 - a. Divide students into groups.
 - b. Assign each group a specific assessment type.
 - c. Provide case scenarios related to a community.
 - d. Ask students to analyze data, identify community needs, and propose interventions based on their assigned assessment method.
4. Discussion and Reflection (20 minutes):
 - a. Have groups share their findings and recommendations.
 - b. Discuss the strengths and limitations of each assessment type.
 - c. Reflect on the challenges of assessing a community.

Evaluation and Assessment

- **Group Presentation:** Assess students' understanding of assessment methods, critical thinking skills, and ability to apply knowledge.
- **Individual Reflection:** Ask students to write a brief reflection on the exercise, highlighting key takeaways and areas for improvement.

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to public health.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:**
 - Encourage students to explore real-world community health data and engage with local health departments.
 - Include assessment tools, like the windshield survey, into clinical requirements for students to complete in the communities where they are assigned.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on community health assessment, including:
 - Community Health Assessment Toolkit: Refer to the American Hospital Association’s toolkit for practical guidance¹.
 - CDC’s Community Health Assessment and Group Evaluation (CHANGE) Tool: Explore this resource for community health assessment.
 - Local Health Department Reports: Access reports from local health departments to understand community needs and priorities.
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By following these guidelines, nurse educators can create an activity which can help students identify which tools are best to use within their own communities of interest through comparing and contrasting community assessment tools.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Community Health Nurse Conducting a Health Assessment

Objective

To enhance communication skills and empathy in community health nurses while conducting health assessments.

Roles

- Community Health Nurse (CHN)
- Client/Patient
- Observer

Materials Needed

- Notepads and pens
- Mock health history forms
- Scenario cards with different client backgrounds and health conditions

Scenario Setup

- **Set the Scene:** Arrange a space that mimics a home or community health clinic.
- **Distribute Roles:** Assign participants to the roles of Community Health Nurse, Client/Patient, and Observer. Rotate roles if time permits.

Role-Playing Activity

1. Scenario Setup

- a. Provide each participant with a scenario card that includes a brief background about the client/patient. Scenarios should cover various demographics, health conditions, and social situations.
 - b. Example scenarios:
 - i. Elderly patient with diabetes living alone.
 - ii. Young single mother with a newborn.
 - iii. Middle-aged individual recently diagnosed with hypertension.
2. Role-Playing the Assessment
- a. Community Health Nurse:
 - i. Introduce yourself and explain the purpose of the visit.
 - ii. Use open-ended questions to gather comprehensive health information.
 - iii. Display active listening by nodding, maintaining eye contact, and summarizing what the patient says.
 - iv. Show empathy and understanding, especially when discussing sensitive topics.
 - v. Encourage the patient to ask questions and express concerns.
 - b. Client/Patient:
 - i. Provide detailed responses based on the scenario card.
 - ii. Exhibit realistic behavior and emotions relevant to the scenario.
 - iii. Ask questions and express any concerns or fears.
 - c. Observer:
 - i. Take notes on the communication skills used by the nurse.
 - ii. Observe body language, tone of voice, and the effectiveness of questions.
 - iii. Prepare to give constructive feedback on strengths and areas for improvement.
3. Feedback
- a. After the role-play, have the Observer provide feedback to the Community Health Nurse.
 - b. Discuss what went well and what could be improved.
 - c. Rotate roles and repeat the activity with a new scenario to allow each participant to practice and observe.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- The importance of cultural sensitivity and understanding the patient's background.
- Techniques for building rapport and trust with patients.
- How to handle difficult conversations and emotions during assessments.
- Strategies for ensuring clear and effective communication.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

As a community health nurse, how would you evaluate the overall health of a community, and what key indicators would you focus on to determine areas that need improvement?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A community health nurse is assessing the overall health of a community. Which of the following data would provide the most comprehensive information about the community's health status?

- A. Number of primary care physicians per capita
 - B. Rates of high school graduation
 - C. Prevalence of chronic diseases
 - D. Availability of recreational facilities
2. When evaluating the health needs of a community, a nurse considers social determinants of health. Which of the following is NOT typically considered a social determinant of health?
- A. Housing quality
 - B. Employment status
 - C. Individual genetic predisposition
 - D. Educational attainment
3. A nurse is developing a health improvement plan for a community with a high incidence of obesity. Which of the following strategies should be prioritized?
- A. Increasing the number of fast-food restaurants
 - B. Implementing community exercise programs
 - C. Reducing the cost of healthcare services
 - D. Offering free dental check-ups
4. During a community health assessment, a nurse finds a high rate of infant mortality. What is the most likely contributing factor to this finding?
- A. High prevalence of mental health issues
 - B. Lack of prenatal care services
 - C. High number of recreational facilities
 - D. Low rates of chronic diseases
5. A community health nurse is evaluating the effectiveness of a recently implemented vaccination program. Which outcome would best indicate the program's success?
- A. Increase in the number of healthcare providers
 - B. Decrease in the incidence of vaccine-preventable diseases
 - C. Improvement in overall literacy rates
 - D. Reduction in the average age of the community

Case Study: Evaluating Community Health

Background

A community health nurse, Bilal, is assigned to evaluate the health status of the town of Riverdale. Riverdale is a small town with a population of approximately 15,000 residents. It has a mix of urban and rural characteristics, with a diverse population that includes various age groups, ethnicities, and socioeconomic backgrounds. Recently, there have been concerns about increasing rates of chronic diseases and health disparities within the community.

Objectives

- Assess the overall health status of the Riverdale community.
- Identify key health indicators and social determinants impacting the community.
- Develop an action plan to address identified health issues.
- Engage community members and stakeholders in the health improvement process.

Part 1: Initial Assessment

Bilal begins his assessment by gathering data from various sources, including health records, community surveys, and interviews with local healthcare providers. He focuses on the following key health indicators:

- Prevalence of chronic diseases (diabetes, hypertension, heart disease)
- Infant mortality rates
- Immunization rates
- Access to healthcare services
- Rates of mental health issues
- Socioeconomic factors (income levels, education attainment, employment status)
- Environmental factors (housing quality, availability of recreational facilities)

Questions:

- What primary data sources should Bilal use to gather comprehensive information about the health status of Riverdale?
- Why is it important for Bilal to consider social determinants of health in his assessment?

- Which health indicators might suggest underlying health disparities within the community?

Part 2: Community Engagement

Bilal organizes a series of community forums and focus groups better to understand the community's health needs and concerns. He invites residents, local leaders, healthcare providers, and representatives from non-profit organizations to participate.

During these forums, community members express concerns about the lack of accessible healthcare services, high rates of obesity, and limited mental health resources. They also highlight positive aspects of the community, such as strong social support networks and a commitment to improving public health.

Questions:

- What strategies can Bilal use to engage the community in the health assessment process effectively?
- How can Bilal ensure that the voices of marginalized and underserved populations are heard during these forums?

Part 3: Data Analysis and Identification of Key Issues

After collecting data and engaging with the community, Bilal analyzes the information to identify key health issues. He discovers the following:

- High prevalence of diabetes and hypertension, particularly among low-income residents.
- Infant mortality rates are above the national average.
- Low immunization rates in certain areas of the community.
- Significant mental health challenges, with limited access to mental health services.
- Socioeconomic disparities contribute to health inequities.

Questions:

- What steps should Bilal take to prioritize the identified health issues and develop an action plan?
- How can Bilal address both the immediate health needs and the long-term social determinants of health in Riverdale?

Part 4: Action Plan Development and Implementation

Bilal collaborates with local stakeholders to develop a comprehensive action plan aimed at improving the health of Riverdale residents. The plan includes initiatives such as:

- Establishing community-based health education programs focused on chronic disease prevention and management.
- Partnering with local healthcare providers to improve access to prenatal care and reduce infant mortality rates.
- Launching immunization campaigns to increase vaccination coverage.
- Expanding mental health services and providing training for healthcare providers.
- Addressing social determinants of health through policies and programs that promote economic stability, education, and housing quality.

Questions:

- What key elements should Bilal include in his action plan to ensure its effectiveness and sustainability?
- How can Bilal measure the success of the implemented health initiatives over time?

Part 5: Evaluation and Continuous Improvement

Bilal implements the action plan and periodically evaluates its impact on the community's health. He collects new data, monitors health indicators, and gathers feedback from community members and stakeholders. Based on this information, he adjusts the plan as needed to address emerging health issues and ensure continuous improvement.

Questions:

- What methods can Bilal use to evaluate the effectiveness of the health initiatives and make necessary adjustments?
- How can Bilal foster a culture of continuous improvement in community health within Riverdale?

Simulation

Scenario

Evaluating Community Health

Overview

The town of Rivertown has a population of 20,000, diverse demographics, and varying socioeconomic statuses.

Objective

To provide nursing students the opportunity to evaluate the health of a community, identify key health issues, and develop strategies for improvement.

Roles

- Registered Nurse
- Residents
- Local Healthcare Providers
- Community Leaders

Materials Needed

- Community health data (pre-prepared handouts)
- Scenario cards for residents, healthcare providers, and community leaders
- Health assessment tools (mock surveys, interview guides)
- Notepads, pens, and clipboards
- Visual aids (charts, graphs)
- Meeting space set up to simulate a community hall or clinic

Simulation Outline

1. Pre-Simulation Briefing
 - a. Objective: Orient participants to the simulation, provide background information on Rivertown, and assign roles.
 - b. Background on Rivertown:

- i. Population: 20,000
 - ii. Key issues: rising rates of obesity, high incidence of diabetes and hypertension, low immunization rates, and mental health challenges.
 - iii. Socioeconomic factors: 20% of the population lives below the poverty line, limited access to healthcare in rural areas.
- c. Roles Assignment:
 - i. Registered Nurse: Conducts assessments, interacts with residents and stakeholders, and develops an action plan.
 - ii. Residents: Provide information based on scenario cards about their health and concerns.
 - iii. Local Healthcare Providers: Offer insights into health trends and challenges from a provider's perspective.
 - iv. Community Leaders: Represent community interests, provide information about resources, and collaborate on solutions.

2. Data Collection

- a. Objective: Gather health data and perspectives from the community.
- b. Activities:
 - i. Surveys: RN distributes and collects surveys from residents.
 - ii. Interviews: RN conducts structured interviews with residents, healthcare providers, and community leaders.
 - iii. Observation: RN observes community facilities (clinics, recreational centers) and assesses their condition and accessibility.
- c. Tools:
 - i. Mock health surveys with questions about chronic conditions, lifestyle habits, access to healthcare, and social determinants.
 - ii. Interview guides with questions tailored to each group (residents, healthcare providers, community leaders).

3. Community Engagement Forum

- a. Objective: Engage the community in a discussion about their health needs and concerns.

b. Activities:

- i. Town Hall Meeting: RN facilitates a meeting where residents, healthcare providers, and community leaders discuss health issues.
- ii. Focus Groups: Small group discussions on specific topics like chronic disease management, mental health, and preventive care.

c. Discussion Points:

- i. Key health concerns identified from the surveys and interviews.
- ii. Barriers to accessing healthcare.
- iii. Community resources and support systems.
- iv. Suggestions for health improvement initiatives.

4. Data Analysis and Action Plan Development

a. Objective: Analyze collected data and develop a comprehensive action plan.

b. Activities:

- i. Data Analysis: RN reviews survey results, interview notes, and observations to identify key health issues and trends.
- ii. Prioritization: RN prioritizes health issues based on severity, prevalence, and community input.
- iii. Action Plan: RN collaborates with healthcare providers and community leaders to develop a plan that addresses identified issues.

c. Action Plan Components:

- i. Health education programs on chronic disease prevention and management.
- ii. Initiatives to improve access to healthcare, such as mobile clinics.
- iii. Community outreach to increase immunization rates.
- iv. Mental health support services and resources.

5. Implementation and Evaluation

a. Objective: Implement the action plan and evaluate its effectiveness.

b. Activities:

- i. Implementation: RN works with community partners to roll out health initiatives.

- ii. Monitoring: Regularly monitor health indicators and community feedback.
 - iii. Evaluation: Assess the impact of initiatives on community health and make adjustments as needed.
- c. Tools:
- i. Progress reports with metrics on health improvements.
 - ii. Follow-up surveys and interviews to gather feedback.
 - iii. Evaluation meetings with stakeholders to review outcomes and plan next steps.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- What were the most significant health issues identified in Rivertown?
- How effective were the community engagement strategies?
- What challenges did you face in developing and implementing the action plan?
- How would you improve the process in a real-world setting?

Competency Assessment

Activity

Create an Action Plan

Demonstration

Outline a plan for addressing something that impacts community health, including preventive measures, education campaigns, and resource allocation.

Clinical Activities/Opportunities

1. School Health Programs:
 - a. Implement health education programs in schools focusing on nutrition, physical activity, and mental health.
 - b. Conduct screenings for vision, hearing, and general wellness.
2. Health Promotion Campaigns:
 - a. Develop and implement campaigns to promote healthy behaviors and preventive care.
 - b. Utilize social media, local media, and community events to spread awareness.

CHAPTER SEVEN: COMMUNITY VIOLENCE AND VIOLENCE PREVENTION

Practical Application: Book Activity

Practical Application

Setting the Scene

Mary Lou: Intimate Partner Violence in Later Life

Watch this video by visiting <https://youtu.be/B7N8CRorUvg>

Think About It

Consider Mary Lou's experience as showcased in the video.

1. Were you surprised that Mary Lou was a victim of domestic violence?
2. What from Mary Lou's experience indicated she was in a domestic violence situation?
3. Was Mary Lou exhibiting any risk factors for domestic violence?
4. If you had a patient like Mary Lou, what would you do if they exhibited clues that they were experiencing domestic violence?
5. What role does a therapist play in treating those who experience domestic violence? How can you, as a nurse, work with therapists in these situations?

Think About It: Other Examples

1. You are working in the sexually transmitted infection (STI) department at the local health department. A 21-year-old transgender man comes in to be treated for syphilis. As a part of their visit, you interview the patient about their current relationship. They confide that their

partner can be very controlling and, on more than one occasion, has hit him.

- a. What types of violence might you identify from their story?
 - b. What steps would you take after learning about this violence?
 - c. How does the patient's transgender status impact your treatment?
2. You are interviewing a 12-year-old at the pediatrician's office, and after reviewing their record, you note that they have a history of being physically abused and neglected by their parents. You also know that their parents are divorced, and their mother is incarcerated.
- a. What types of violence might you identify from their story?
 - b. What steps would you take after learning about this violence?
 - c. How does the ACE study come into your evaluation?
 - d. What adverse impacts might the child experience later in life, based on the ACE study?

Practical Application: Additional Guidance

Exercise Title

Understanding and Addressing Community Violence Application Practice

Objectives

- Promoting Awareness:
 - Discuss the impact of community violence on public health.
 - Recognize the role of nurses in violence prevention.
- Assessment Methods:
 - Familiarize students with various assessment tools to evaluate community violence.
 - Develop critical thinking skills by analyzing case scenarios.
- Collaboration:
 - Understand the collaborative role of nurses and therapists in addressing violence.

Preparing for the Exercise

- **Review the Chapter Material:**

- Read Chapter Seven: Community Violence and Violence Prevention.
- Understand key concepts related to intimate partner violence, child abuse, and other forms of violence.
- **Gather Resources:**
 - Collect relevant materials, including textbooks, articles, and online resources.
 - Explore real-world examples (videos, case studies) to illustrate different forms of violence.

Exercise Components

1. Introduction (15 minutes):
 - a. Briefly introduce the purpose of the exercise.
 - b. Discuss the relevance of community violence to nursing practice.
 - c. Describe the concept of the community as a patient.
2. Types of Violence Assessment (30 minutes):
 - a. Present the following assessment methods:
 - i. Census Data: Benefits and limitations.
 - ii. Health Impact Assessment (HIA): Application in evaluating potential health effects.
 - iii. Windshield Survey: Advantages and challenges.
 - iv. MAPP Survey: Community-driven approach.
 - v. Hospital Needs Assessment: Role in identifying gaps.
3. Group Activity (45 minutes):
 - a. Divide students into groups.
 - b. Assign each group a case scenario (e.g., Mary Lou, transgender man, abused child).
 - c. Ask students to analyze data, identify violence indicators, and propose interventions.
4. Discussion and Reflection (20 minutes):
 - a. Have groups share findings and recommendations.
 - b. Discuss the therapist's role in treating victims of violence.
 - c. Explore collaboration strategies between nurses and therapists.

Evaluation and Assessment

- **Group Presentation:** Assess students' understanding of assessment methods, critical thinking skills, and ability to apply knowledge.
- **Individual Reflection:** Ask students to write a brief reflection on the exercise, highlighting key takeaways and areas for improvement.

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to public health.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:**
 - Incorporate violence prevention concepts into lectures and clinical scenarios.
 - Encourage students to engage with local health departments and community organizations.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on community health assessment, including:
 - Refer to the Community Health Assessment Toolkit and CDC's CHANGE Tool.
 - [About CHANGE | CDC Archive](#)
 - Explore local health department reports for community insights.
 - Explore CDC's violence prevention resources
 - [VetoViolence | Resources for violence prevention \(cdc.gov\)](#)
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By following these guidelines, nurse educators can create an activity which can help empower nursing students to recognize and address community violence. By integrating these principles into their practice, they contribute to safer and healthier communities.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Addressing Community Violence

Objective

To enhance communication skills for effectively addressing and responding to community violence. This exercise aims to build empathy, improve active listening, and develop appropriate intervention strategies.

Roles

- Registered Nurse (RN)
- Community Member (role-played by participants)
- Observer

Materials Needed

- Role-play scenario cards
- Notepads and pens
- Guidelines for addressing community violence
- Feedback forms

Scenario Setting

A simulated community health clinic or a community meeting setting.

Role-Playing Activity

1. Pre-Exercise Briefing
 - a. Objective: Orient participants to the exercise, provide background information on community violence, and assign roles.
 - b. Background on Community Violence:
 - i. Definition of community violence (e.g., gang violence, domestic violence, youth violence).

- ii. Impact of community violence on health and well-being.
 - iii. The role of nurses in identifying, addressing, and preventing community violence.
- c. Role Assignment:
- i. Assign participants to the roles of RN, Community Member, and Observer.
 - ii. Rotate roles if time permits to give each participant the chance to practice and observe.

2. Role-Play Scenarios

- a. Objective: Practice communication skills in a safe and controlled environment.
- b. Scenario Cards:
 - i. Create scenario cards with different situations involving community violence.
Examples:
 - A. A young mother seeking help after experiencing domestic violence.
 - B. A teenager involved in gang activities and seeking advice on how to leave the gang.
 - C. A community leader concerned about increasing youth violence and looking for preventive measures.
 - D. A schoolteacher noticing signs of abuse in a student and seeking guidance on intervention.
- c. Role-Playing:
 - i. Registered Nurse (RN): Engage with the community member using active listening, empathy, and appropriate questioning techniques. Provide support and resources.
 - ii. Community Member: Role-play the given scenario, providing realistic responses and emotions based on the situation.
 - iii. Observer: Take notes on the communication skills demonstrated, including strengths and areas for improvement.
- d. Conducting the Role-Play
 - i. Introduction:

- A. RN introduces themselves and explains their role.
 - B. Establishes a safe and confidential environment for discussion.
- ii. Active Listening and Empathy:
 - A. RN listens attentively to the community member's story without interrupting.
 - B. Uses non-verbal cues (nodding, maintaining eye contact) to show understanding.
 - iii. Questioning and Clarification:
 - A. RN asks open-ended questions to gather more information.
 - B. Clarifies any ambiguities and repeats back key points to ensure understanding.
 - iv. Providing Support and Resources:
 - A. RN offers emotional support and validates the community member's feelings.
 - B. Provides information on available resources (e.g., shelters, counseling services, hotlines).
 - C. Discusses safety plans if applicable.
 - v. Encouraging Further Communication:
 - A. RN encourages the community member to ask questions and express any additional concerns.
 - B. Sets up follow-up appointments or referrals if needed.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Observer: Provides constructive feedback on the CHN's communication skills, highlighting strengths and areas for improvement.
- Community Member: Shares their experience and feelings during the role-play, offering insights into what felt supportive and what could be improved.
- RN: Reflects on their own performance and identifies key takeaways.

Discussion Points:

- Importance of creating a safe and supportive environment for discussing community violence.
- Effective communication techniques for addressing sensitive and potentially traumatic topics.
- Strategies for providing appropriate resources and support.
- The role of cultural competence and understanding in addressing community violence.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

How can community health nurses effectively address and mitigate the impact of community violence while ensuring they provide compassionate and culturally sensitive care to affected individuals?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A community health nurse is conducting a home visit and notices signs of physical abuse on a client. The client denies any violence but exhibits fear when questioned privately. What is the nurse's initial action?
 - A. Document the findings and reassure the client of confidentiality.

- B. Confront the suspected abuser and inform them of the nurse's observations.
 - C. Immediately report the suspected abuse to local law enforcement.
 - D. Offer the client resources for shelters and legal aid.
2. When assessing a community for risk factors contributing to youth violence, which factor should the nurse prioritize?
- A. Availability of recreational facilities
 - B. Educational attainment levels
 - C. Access to mental health services
 - D. Presence of community policing programs
3. A nurse is developing a violence prevention program for a high-risk community. Which intervention should the nurse prioritize to address intimate partner violence?
- A. Providing self-defense classes for potential victims
 - B. Establishing a hotline for reporting domestic abuse
 - C. Conducting community workshops on healthy relationships
 - D. Increasing police patrols in the neighborhood
4. During a community health fair, a participant asks about risk factors for community violence. Which response by the nurse is most accurate?
- A. "Low socioeconomic status is the primary risk factor for community violence."
 - B. "Violence in the media has minimal impact on community violence rates."
 - C. "Community violence is most prevalent in rural areas compared to urban settings."
 - D. "Drug and alcohol use often contribute to community violence."
5. A nurse is providing education to a group of parents about preventing youth violence. Which statement by a parent indicates a need for further education?
- A. "I will limit my child's exposure to violent video games and movies."
 - B. "I will encourage my child to join after-school programs and sports."
 - C. "I will teach my child effective conflict resolution skills."
 - D. "I will buy my child a weapon for self-defense."

Case Study: Community Violence

Background

Brianna is a 32-year-old woman who resides in a densely populated urban neighborhood. She presents to the community health clinic with complaints of anxiety, insomnia, and recurring nightmares. Brianna is visibly distressed and hesitant to speak openly initially.

Scenario

1. **History:** Brianna reveals that she has been in an abusive relationship with her partner for the past five years. She describes incidents of physical and emotional abuse, including being pushed, slapped, and verbally threatened. Brianna states that her partner often becomes aggressive after consuming alcohol, which occurs frequently.
2. **Assessment Findings:** Upon further assessment, the nurse notes multiple bruises on Brianna's arms and neck, which Brianna attributes to "accidents." She appears anxious and hypervigilant and is constantly looking over her shoulder during the examination. Brianna discloses that she has never sought medical help before due to fear of retaliation from her partner.
 - a. **Psychosocial Assessment:** Brianna reports feeling isolated from friends and family members, as her partner has restricted her interactions outside of the home. She expresses concerns about her safety and the well-being of her two young children, who witness the violence at home.
 - b. **Current Situation:** Brianna is contemplating leaving her partner but is unsure where to seek help or how to ensure her safety and that of her children. She fears the consequences of leaving, as her partner has threatened to harm her if she tries to end the relationship.
3. **Nursing Care Plan:**
 - a. **Diagnosis:** Risk for injury related to ongoing domestic violence.
 - b. **Goals:**
 - i. Ensure Brianna's safety and that of her children.

- ii. Empower Brianna to make informed decisions regarding her relationship.
 - iii. Provide resources and support to help Brianna navigate her situation effectively.
- c. Interventions:
- i. Safety Assessment:
 - A. Conduct a thorough safety assessment using the SAFE model (Safety, Ask, Future Planning, Empowerment).
 - B. Develop a safety plan with Brianna, including identifying safe places to go in case of emergency and establishing a code word for help.
 - ii. Emotional Support:
 - A. Offer emotional support and validate Brianna's feelings of fear and anxiety.
 - B. Utilize therapeutic communication techniques to build trust and rapport.
 - iii. Education and Counseling:
 - A. Educate Brianna about the cycle of abuse and its impact on her and her children.
 - B. Provide information about local domestic violence shelters, legal resources, and counseling services.
 - iv. Collaboration and Referral:
 - A. Collaborate with social services and law enforcement to ensure Brianna's safety.
 - B. Facilitate referrals to a domestic violence advocate for ongoing support and legal advice.
 - v. Follow-Up and Evaluation:
 - A. Schedule regular follow-up visits to monitor Brianna's progress and safety.
 - B. Evaluate the effectiveness of interventions and adjust the care plan as needed.
4. Outcome: Brianna agrees to develop a safety plan and seeks temporary shelter at a local domestic violence shelter. With ongoing support and counseling, she begins to regain a

sense of control over her life and explores options for long-term safety and independence.

Questions for Reflection and Analysis

- **Risk Assessment:** What are the key factors that contribute to Brianna’s risk of injury in this case?
- **Safety Planning:** How can nurses effectively collaborate with other healthcare professionals and community resources to ensure the safety of patients experiencing domestic violence?
- **Empowerment:** Discuss strategies for empowering victims of domestic violence to make informed decisions about their safety and well-being.

Simulation

Scenario

Addressing Community Violence

Objective

To prepare nursing students to assess, intervene, and support individuals affected by community violence. It focuses on providing immediate care, assessing safety needs, and connecting individuals with appropriate resources in a community health setting.

Setting

A simulated community health clinic or outreach program.

Roles

- Registered Nurse (RN)

- Victim of Community Violence (role-played by a student)
- Supportive Family Member/Friend (role-played by a student)
- Observer

Materials Needed

- Role-play scenario cards
- Notepads and pens
- Resources for community support services (simulated)
- Guidelines for managing community violence incidents
- Feedback forms

Simulation Outline

1. Pre-Simulation Briefing
 - a. Objective: Orient participants to the simulation, provide background on community violence, and assign roles.
 - b. Background on Community Violence:
 - i. Types of community violence (e.g., gang-related violence, domestic violence, youth violence).
 - ii. Impact of community violence on individuals' physical, psychological, and social well-being.
 - iii. Role of community health nurses in identifying, assessing, and supporting individuals affected by community violence.
 - c. Roles Assignment:
 - i. Assign participants to roles such as RN, Victim of Community Violence, Supportive Family Member/Friend, and Observer.
 - ii. Discuss safety protocols, trauma-informed care principles, and resources available for victims of community violence.
2. Role-Play Scenarios
 - a. Objective: Practice nursing skills in a simulated environment focused on managing incidents of community violence and providing compassionate care.

b. Scenario Cards:

- i. Develop scenario cards with different types of community violence incidents. Examples include:
- ii. A victim of domestic violence seeking medical attention and support.
- iii. A teenager involved in gang-related violence seeking guidance and resources to leave the gang.
- iv. A community member experiencing trauma following a violent incident in the neighborhood.

c. Role-Playing:

- i. Registered Nurse (RN): Assess the situation, provide immediate care, and initiate supportive interventions.
- ii. Victim of Community Violence: Portray symptoms and responses realistically based on the scenario card.
- iii. Supportive Family Member/Friend: Express concerns, provide information, and seek guidance on supporting their loved one.
- iv. Observer: Take notes on the interactions, communication strategies, and actions of the participants.

3. Conducting the Role-Play

a. Assessment and Immediate Care:

- i. RN conducts a thorough assessment of the victim's physical injuries and emotional state.
- ii. Provides first aid as needed and addresses immediate safety concerns.

b. Communication and Support:

- i. Utilize therapeutic communication techniques to build trust and rapport with the victim and family members.
- ii. Offer emotional support, validate feelings, and provide information about available resources (e.g., shelters, counseling services).

c. Safety Planning and Referral:

- i. Collaborate with the victim and family members to develop a safety plan tailored to their needs.

- ii. Facilitate referrals to community resources, such as domestic violence shelters, legal aid services, and mental health professionals.
- d. Documentation and Follow-Up:
 - i. Document the incident, assessment findings, interventions provided, and referrals made.
 - ii. Schedule follow-up appointments to monitor the victim's progress and ensure continuity of care.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

Feedback Session:

- Observer: Provide constructive feedback on communication skills, trauma-informed care approaches, and collaboration demonstrated during the simulation.
- Participants: Reflect on their roles and actions, identifying effective strategies and areas for improvement.
- Discuss the emotional and ethical challenges of providing care to individuals affected by community violence.

Discussion Points:

- Importance of trauma-informed care principles in managing and supporting victims of community violence.
- Strategies for identifying and addressing social determinants of health contributing to community violence.
- Role of community partnerships and resources in promoting community safety and well-being.

Competency Assessment

Activity

Assessment and Screening

Demonstration

1. **Risk Assessment:** Use standardized tools to assess the risk of violence in various community settings.
2. **Screening Protocols:** Conduct routine screenings for signs of violence during patient interactions during simulation and clinical.

Clinical Activities/Opportunities

1. **School Health Programs:** Participate in school-based health programs to address bullying, teen dating violence, and other forms of youth violence.
2. **Domestic Violence Shelters:** Work with shelter staff to provide medical care, support, and safety planning for survivors of domestic violence.

CHAPTER EIGHT: EMERGENCY PREPAREDNESS

Practical Application: Book Activity

Practical Application

Setting the Scene

Glanders is a disease that usually affects livestock and farm animals and household pets, including

- horses, donkeys, and mules
- goats
- dogs
- cats
- rabbits
- guinea pigs
- hamsters

Of note, cattle, swine, and chickens appear to be resistant to glanders. While the disease still occurs in certain parts of the world, no animal in the United States has gotten sick with glanders since the 1940s. As such, it is extremely unlikely that pets or livestock in the United States will get the disease naturally.

Though not common, people have contracted glanders from sick animals. It can be a serious illness and most people sick with glanders need to be hospitalized for treatment. As many as 9 of every 10 people who contract the disease die if they do not receive specific antibiotics, while up to 5 of 10 people die with the correct antibiotics. Even after they are well enough to go home, people who have had glanders need to take antibiotics for several months to ensure the germs are eradicated in the body and prevent the disease from coming back.

It can also be difficult to diagnose glanders quickly as its symptoms are the same as more common diseases like community-acquired pneumonia, the flu, or tuberculosis. In the entire world, only a few people are diagnosed with glanders each year. Because glanders in humans is so rare, most doctors are unfamiliar with the disease.

The germs that cause glanders, the bacteria *Burkholderia mallei*, have previously been used as a biological weapon during war and there remains a possibility that they may again be used for a similar purpose. The germs that cause glanders are prime candidates for bioterrorism because of the combined severity and rarity of the disease.

A bioterrorism attack that releases glanders germs into the air, water, or food supply might put many people at risk of getting sick. For example, if the germs that cause glanders were released into the air in a crowded place, many people might inhale them. Or, if the germs were put into food, people who eat the contaminated food would eat the germs, too. Anyone who comes into contact with these germs are in danger of getting sick with glanders. Discovering that an attack occurred may be delayed because people cannot see, smell, or taste the germs. Instead, an occurrence will likely not be identified until doctors begin to see many people sick with fevers and respiratory illnesses. Once doctors diagnose patients with glanders, they will work with public health authorities to find out how the patients came into contact with the glanders germs.

Public health authorities study glanders and many others to be prepared if a bioterrorism attack ever occurs. They develop bioterrorism response plans, which are extremely valuable and key to protection against bioterrorist attacks. (CDC, 2017).

Think About It

Nurses' roles in public health emergencies vary depending upon their area of focus. Select a public/community health role from the following:

- Nurse at a public health department
- Nurse at a hospital internal medicine department
- School nurse at a middle school
- Home visiting nurse at Nurse Family Partnership (focus on families with children under 5).

Answer the questions below and then discuss your responses with classmates who have selected the same and different roles.

1. What category of agents of bioterrorism is Glanders?
2. What is your role in preparing for a disaster like Glanders in the community? In the workplace?

3. What steps would you take if you suspect a patient has Glanders or another disease which may be used in a bioterrorism attack?
4. What is your role in each step of the disaster management cycle for outbreaks such as the one described in the case study?
5. How willing are you to respond during an outbreak when there are unknown levels of risk?

Practical Application: Additional Guidance

Exercise Title

Glanders Awareness and Bioterrorism Preparedness Application Practice

Objectives

- **Understanding Glanders:**
 - Familiarize nursing students with the disease, its rarity, and potential bioterrorism implications.
 - Highlight the role of nurses in public health emergencies.
- **Preparedness and Response:**
 - Equip students with knowledge and skills to respond effectively to Glanders outbreaks.
 - Emphasize collaboration with public health authorities.

Preparing for the Exercise

- **Review the Glanders Information:**
 - Provide background on glanders, its historical context, and current status.
 - Discuss the severity, transmission, and diagnostic challenges.
- **Bioterrorism Awareness:**
 - Introduce the concept of bioterrorism and its relevance to glanders.
 - Explain the potential impact of glanders release into the community.

Exercise Components

1. Discussion (30 minutes):

- a. Divide students into groups based on their chosen nursing roles (public health department, hospital, school, home visiting).
 - b. Discuss the following questions:
 - i. What category of agents of bioterrorism does Glanders belong to?
 - ii. How can nurses prepare for a glanders outbreak in the community and workplace?
 - iii. What initial steps should be taken if a patient is suspected to have Glanders or another potential bioterrorism-related disease?
2. Disaster Management Cycle (45 minutes):
- a. Explore each step in the cycle (mitigation, preparedness, response, recovery).
 - b. Discuss the nurse's role during each phase:
 - i. **Mitigation:** Educate the community about glanders risks.
 - ii. **Preparedness:** Develop response plans, train healthcare staff, and stockpile necessary supplies.
 - iii. **Response:** Identify cases, isolate patients, and collaborate with public health authorities.
 - iv. **Recovery:** Support affected individuals and assess lessons learned.
3. Risk Perception (20 minutes):
- a. Engage students in a scenario-based discussion:
 - i. How willing are you to respond during an outbreak with unknown risk levels?
 - ii. Explore personal and professional considerations.

Evaluation and Assessment

- Assess group discussions, understanding of glanders, and application of disaster management principles.
- Evaluate risk perception and willingness to participate in emergency response.

Integration into Curriculum

- **Alignment with Course Objectives:** Integrate glanders awareness into Community Health courses while discussing epidemiology or disaster nursing.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:**
 - Include case studies and simulations related to bioterrorism preparedness.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on

epidemiology or disaster nursing, including:

- Refer to CDC guidelines on glanders and bioterrorism response.
 - [CDC | Preparation and Planning for Bioterrorism Emergencies](#)
- Collaborate with local health departments and emergency management agencies like the Medical Reserve Corps.
 - [MRC | Home \(hhs.gov\)](#)
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

Nurses play a critical role in preventing, detecting, and responding to glanders outbreaks. By understanding the disease and participating in preparedness efforts, nurses contribute to community safety and resilience. Feel free to adapt this guide to your teaching context and tailor it to your students' needs.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Focusing on Emergency Preparedness

Objective

To enhance nursing students' communication skills in emergency preparedness scenarios. It focuses on clear, effective communication, teamwork, and the ability to provide accurate information during emergencies.

Roles

- Nurse (primary role)

- Patient (role-played by a student)
- Family Member (role-played by a student)
- Team Leader (role-played by a student)
- Observer

Materials Needed

- Role-play scenario cards
- Notepads and pens
- Emergency response plan (simulated)
- Communication guidelines for emergencies
- Feedback forms

Scenario Setting

A simulated hospital unit, community health center, or emergency response setting.

Communication Activity

1. Pre-Exercise Briefing
 - a. Objective: Orient participants to the exercise, provide background on emergency preparedness and assign roles.
 - b. Background on Emergency Preparedness:
 - i. Types of emergencies (e.g., natural disasters, mass casualty incidents, pandemics).
 - ii. Importance of effective communication during emergencies.
 - iii. Overview of emergency response plans and protocols.
 - c. Role Assignment:
 - i. Assign participants to roles such as Nurse, Patient, Family Member, Team Leader, and Observer.
 - ii. Discuss the objectives of the exercise and the key communication skills to be practiced.
2. Role-Play Scenarios

- a. Objective: Practice communication skills in a simulated environment focusing on emergency preparedness.
- b. Scenario Cards:
 - i. Develop scenario cards with different types of emergency situations. Examples include:
 - ii. A natural disaster (e.g., earthquake) causing multiple injuries.
 - iii. A mass casualty incident (e.g., large-scale traffic accident).
 - iv. An outbreak of an infectious disease requiring quarantine measures.
- c. Role-Playing:
 - i. Nurse: Communicate effectively with patients, family members, and the healthcare team during the emergency.
 - ii. Patient: Portray symptoms and responses realistically based on the scenario card.
 - iii. Family Member: Express concerns and seek information about the patient's condition and safety.
 - iv. Team Leader: Coordinate the emergency response and ensure all team members are informed and supported.
 - v. Observer: Take notes on the interactions, communication strategies, and actions of the participants.
- d. Conducting the Role-Play
 - i. Initial Communication:
 - A. Nurse assesses the situation, provides initial information to the patient and family member, and reassures them.
 - B. Uses clear and concise language to explain the emergency situation and the steps being taken.
 - ii. Team Communication:
 - A. Nurse communicates with the Team Leader and other healthcare team members, providing updates on patient status and needs.
 - B. Ensures all team members are aware of the emergency response plan and their roles.

iii. Patient and Family Communication:

- A. Nurse keeps the patient and family member informed about the ongoing situation, addressing their concerns and questions.
- B. Provides instructions on safety measures and what to expect next.

iv. Documentation and Reporting:

- A. Nurse documents the emergency situation, communication exchanges, and actions taken.
- B. Reports critical information to the Team Leader and updates the emergency response plan as needed.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Observer: Provide constructive feedback on communication skills, clarity, and effectiveness demonstrated during the exercise.
- Participants: Reflect on their roles and actions, identifying effective communication strategies and areas for improvement.
- Discuss the emotional and logistical challenges of communicating during emergencies.

Discussion Points:

- Importance of clear, concise, and consistent communication during emergencies.
- Strategies for managing stress and maintaining professionalism in high-pressure situations.
- Role of teamwork and collaboration in effective emergency response.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

- How well do I understand the impact of climate change on public health, and what steps can I take to further educate myself on this issue?
- In what ways can I integrate environmentally sustainable practices into my daily nursing care to reduce the carbon footprint of healthcare delivery?
- How can I effectively educate my patients and their families about the health impacts of climate change and ways to mitigate these effects?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A nurse is working in a hospital that has just received a large influx of patients following a natural disaster. Which of the following is the nurse's priority action?
 - A. Contact family members of the patients to inform them of their status.
 - B. Coordinate with local media to provide updates about the disaster.
 - C. Conduct a detailed medical history for each patient.
 - D. Triage patients based on the severity of their injuries.
2. During an emergency drill at the hospital, the nurse is assigned to evacuate patients from the ICU. Which of the following patients should the nurse prioritize for evacuation?
 - A. A stable patient who is scheduled for discharge the next day.
 - B. A patient on mechanical ventilation.
 - C. A patient who is receiving routine IV antibiotics.
 - D. A patient with a mild fever and no other complications.
3. A nurse is developing an emergency preparedness plan for a community health clinic. Which of the following elements is essential to include in the plan?
 - A. A list of all clinic staff members' home addresses.

- B. Procedures for protecting patient records and data.
 - C. Detailed biographies of the clinic's board members.
 - D. A financial budget for the next fiscal year.
4. A nurse is part of a team conducting a training session on emergency preparedness for a local community. Which of the following topics should the nurse emphasize as most important for immediate community response to a disaster?
- A. Creating and practicing a family emergency plan.
 - B. Identifying local political representatives.
 - C. Attending annual community social events.
 - D. Reading local historical disaster accounts.
5. During a hospital-wide emergency preparedness drill, a nurse discovers that the evacuation route is blocked. What should be the nurse's immediate action?
- A. Inform the hospital administration after the drill is completed.
 - B. Attempt to remove the blockage from the evacuation route.
 - C. Use an alternative evacuation route and report the blockage to the incident commander.
 - D. Ignore the blockage and continue with the drill as planned.

Case Study: Response to a Suspected Bioterrorism Incident: Anthrax Exposure at a Community Event

Background

A community health fair was held in a large metropolitan area, attended by several thousand people. Three days after the event, local hospitals began reporting an unusual number of patients presenting with flu-like symptoms, skin lesions, and respiratory distress. Public health officials suspect a bioterrorism attack involving anthrax.

Objectives

- To understand the role of nurses in identifying and responding to bioterrorism.
- To apply knowledge of bioterrorism agents and emergency response protocols.
- To explore the importance of interagency collaboration during a bioterrorism incident.
- To highlight the ethical and legal considerations in managing a bioterrorism event.

Scenario

1. Day 1: Initial Presentation

- a. Patient Demographics: Diverse group including men, women, and children of various ages.
- b. Symptoms: Patients are presenting with high fever, malaise, cough, shortness of breath, and in some cases, vesicular skin lesions.
- c. Initial Actions: Triage nurses at local hospitals are overwhelmed by the volume of patients. Nurses must prioritize care based on the severity of symptoms.
- d. Key Nursing Actions:
 - i. Triage and Initial Assessment: Assess the severity of each patient's symptoms, prioritize treatment, and initiate isolation protocols to prevent the spread of the suspected agent.
 - ii. History Taking: Collect detailed patient histories to identify common factors, such as attendance at the community health fair.
- e. Questions:
 - i. What are the key signs and symptoms of anthrax exposure that nurses should look for?
 - ii. How should nurses prioritize patients for treatment during this initial surge?

2. Day 2: Confirmation of Bioterrorism

- a. Laboratory Results: Public health laboratories confirm the presence of *Bacillus anthracis* (anthrax) in several patients.
- b. Public Health Response: The local health department issues a public health alert and begins coordinating with hospitals, emergency services, and federal agencies.
- c. Key Nursing Actions:

- i. Notification: Nurses must follow protocols to report suspected cases to public health authorities.
 - ii. Education: Provide accurate information to patients and the public about anthrax, its transmission, and treatment.
 - d. Questions:
 - i. What are the steps for reporting a suspected bioterrorism event to public health authorities?
 - ii. How can nurses effectively educate patients and the public during a bioterrorism event?
- 3. Day 3: Coordinated Response
 - a. Incident Command System (ICS): Hospitals activate their emergency operations plans and establish an incident command system.
 - b. Collaboration: Nurses collaborate with other healthcare professionals, law enforcement, and public health officials.
 - c. Key Nursing Actions:
 - i. Care Coordination: Work with interdisciplinary teams to manage patient care, including the administration of antibiotics and supportive treatments.
 - ii. Communication: Maintain clear and consistent communication with all stakeholders, including patients, families, and the media.
 - d. Questions:
 - i. What is the role of the incident command system in managing a bioterrorism event?
 - ii. How can nurses ensure effective communication and coordination during such a large-scale public health emergency?
- 4. Day 4: Ongoing Management and Follow-Up
 - a. Patient Care: Continued treatment and monitoring of affected patients.
 - b. Psychosocial Support: Address the psychological impact on patients, families, and healthcare providers.
 - c. Key Nursing Actions:
 - i. Treatment: Administer appropriate antibiotics (e.g., ciprofloxacin, doxycycline)

and monitor for adverse reactions.

- ii. Support: Provide emotional support and mental health resources to patients and healthcare workers.

d. Questions:

- i. What are the recommended treatments for anthrax exposure?
- ii. How can nurses support the mental health of patients and healthcare workers during and after a bioterrorism event?

5. Resolution:

- a. The coordinated response by healthcare professionals, public health authorities, and emergency services successfully manages the bioterrorism incident. The source of the anthrax is identified and neutralized, and patients receive appropriate treatment and support.

Questions for Reflection and Analysis

- What were the most significant challenges faced by nurses during this bioterrorism incident, and how were they addressed?
- How did interagency collaboration contribute to the effective management of the bioterrorism event?
- What lessons were learned about emergency preparedness and response that can be applied to future incidents?

Simulation

Scenario

Response to a Hurricane Disaster in a Coastal Community

Objective

To prepare nursing students to respond effectively to a hurricane disaster. Students will develop skills in emergency triage, patient care, communication, evacuation procedures, and interagency collaboration.

Setting

A large urban hospital and an emergency shelter were set up in a school gymnasium during and after a hurricane.

Roles

- Nurse (primary role)
- Patient
- Family Member
- Emergency Shelter Coordinator
- Public Health Official
- Hospital Administrator
- Observer

Materials Needed

- Role-play scenario cards
- Personal protective equipment (PPE)
- Simulated medical records and patient charts
- Emergency response plan documents
- Communication guidelines
- Evacuation equipment (wheelchairs, stretchers)
- Feedback forms

Simulation Outline

1. Pre-Simulation Briefing
 - a. Objective: Orient participants to the simulation, provide background on hurricane

preparedness, and assign roles.

b. Background on Hurricane Preparedness:

- i. Description of hurricane characteristics, potential impacts on health, and common injuries or illnesses associated with hurricanes.
- ii. Overview of emergency response plans, including triage, evacuation, and interagency coordination.

c. Roles Assignment:

- i. Assign participants to roles such as Nurse, Patient, Family Member, Emergency Shelter Coordinator, Public Health Official, Hospital Administrator, and Observer.
- ii. Discuss the objectives of the simulation and the key skills to be practiced, including triage, patient care, communication, and coordination.

2. Day 1: Hurricane Landfall and Initial Response

a. The hurricane makes landfall, causing widespread damage, flooding, and power outages. The hospital and emergency shelter begin to receive an influx of patients with various injuries and medical conditions.

b. Key Nursing Actions:

- i. Triage and Initial Assessment: Assess patients arriving at the hospital and emergency shelter, prioritize care based on the severity of injuries, and initiate appropriate treatments.
- ii. Infection Control: Implement infection control measures to prevent the spread of diseases in the crowded shelter environment.

c. Questions:

- i. What are the key priorities for triage and initial assessment during a hurricane disaster?
- ii. What infection control measures should nurses implement in an emergency shelter?

3. Day 2: Evacuation and Continued Care

a. Due to rising floodwaters and structural damage, parts of the hospital need to be evacuated. Patients must be safely transported to the emergency shelter or other facilities.

b. Key Nursing Actions:

- i. Evacuation Procedures: Coordinate the safe evacuation of patients, ensuring that critical medical equipment and medications are transported with them.
- ii. Continued Care: Provide ongoing care to evacuated patients in the emergency shelter, managing both chronic conditions and acute injuries.

c. Questions:

- i. What are the essential steps for safely evacuating patients from a healthcare facility during a disaster?
- ii. How can nurses ensure continuity of care for patients with chronic conditions in an emergency shelter?

4. Day 3: Coordination and Communication

- a. As the immediate crisis begins to stabilize, nurses must coordinate with public health officials, emergency shelter coordinators, and other agencies to manage ongoing care and resources.

b. Key Nursing Actions:

- i. Communication: Maintain clear and consistent communication with all stakeholders, including patients, families, healthcare team members, and public health authorities.
- ii. Resource Management: Identify and address resource shortages, such as medications, medical supplies, and staff.

c. Questions:

- i. How can nurses ensure effective communication with multiple stakeholders during a disaster response?
- ii. What strategies can be used to manage and allocate limited resources in an emergency setting?

5. Day 4 and beyond: Recovery and Follow-Up

- a. The hurricane has passed, and efforts shift to recovery and rebuilding. Nurses must support patients and the community in the aftermath, addressing both physical and psychological needs.

b. Key Nursing Actions:

- i. Post-Disaster Care: Provide follow-up care for injuries and illnesses sustained during the hurricane, as well as support for mental health issues such as trauma and stress.
 - ii. Community Outreach: Participate in community outreach programs to educate residents about health and safety measures during the recovery phase.
- c. Questions:
- i. What are the key components of post-disaster care that nurses should focus on?
 - ii. How can nurses contribute to community recovery and resilience following a hurricane?

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

Feedback Session:

- Observer: Provide constructive feedback on the participants' actions, communication, and adherence to protocols.
- Participants: Reflect on their roles, discussing what went well and what could be improved.

Discussion Points:

- Importance of rapid triage and evacuation during a hurricane.
- Effective communication and coordination among healthcare providers and agencies.
- Challenges and solutions in providing care in a disaster setting.
- Addressing the psychological impact of disasters on patients and healthcare providers.

Competency Assessment

Demonstration

- Demonstrate proper use of PPE to ensure safety and infection control during emergencies.
- Demonstrate appropriate triage techniques to prioritize patient care effectively in emergencies.
- Participate in hospital—or community-based emergency drills to practice triage, patient care, and resource coordination during emergencies.

Clinical Activities/Opportunities

1. **Health Education:** Participate in public health campaigns to educate community members about emergency preparedness, disaster response plans, and preventive measures.
2. **Community Assessments:** Complete assessments of community vulnerabilities, disaster preparedness plans, and resources available for response and recovery.
3. **Clinical Placements:** Mobile Health Units and Emergency Command Centers.

CHAPTER NINE: TRAUMA-INFORMED CARE

Practical Application: Book Activity

Practical Application

Setting the Scene

Stressful time often denotes being bombarded with many things at one time, perceived or actual, without sufficient time or ability to address them emotionally, cognitively, spiritually, and/or physically. The same goes for trauma — rapid exposure to numerous traumas one after another lessens one's ability to process the event before the next onslaught. This creates a cumulative effect, making it more difficult to heal from any singular trauma.

Think About It

Imagine an event that was particularly stressful (but not traumatic) in your life. Revisit this period as an observer watching the events unfold.

1. What made this event particularly stressful? Was it difficult to manage one situation before another circumstance came along demanding your time?
2. How did you process the event? What were the resources you used? Did you learn anything from processing it?
3. Are there any tools you'd use to process similar situations moving forward?
4. Suppose in your work area you were exposed to multiple poor patient outcomes over several days.
 - a. How do you think this situation might impact you and your role as a nurse?
 - b. Would you be able to use some of these same resources that you used to process your stressful event? Why or why not?

Practical Application: Additional Guidance

Exercise Title

Reflecting on Stressful Events and Building Resilience Application Practice

Objectives

- Understanding Stress and Trauma:
 - Explore the impact of cumulative stress and rapid exposure to trauma.
 - Recognize the challenges of healing from singular traumatic events.
- Personal Reflection:
 - Identify coping strategies and resources used during a stressful time.
- Professional Application:
 - Apply personal insights to the nursing role.
 - Consider resilience-building tools for managing work-related stress.

Preparing for the Exercise

- **Setting the Scene:**
 - Discuss the concept of cumulative stress and its parallels with trauma.
 - Emphasize the importance of processing events effectively.
- **Reflective Practice:**
 - Encourage students to choose a specific stressful event from their lives.
 - Remind them to observe the events as an objective observer.

Exercise Components

1. Personal Reflection (30 minutes):
 - a. Answer the following questions:
 - i. What made the chosen event particularly stressful?
 - ii. Was it challenging to manage multiple situations demanding your attention?
 - iii. How did you process the event? What coping mechanisms or resources did you use?
 - iv. Did you learn anything from this experience?
2. Workplace Scenario (45 minutes):
 - a. Imagine exposure to multiple poor patient outcomes over several days.
 - b. Discuss potential impacts on your well-being and nursing role.

- c. Consider whether the same coping resources would apply in this professional context.\
3. Resilience-Building Discussion (20 minutes):
- a. Explore tools for resilience:
 - i. **Self-Care:** Prioritize physical, emotional, and spiritual well-being.
 - ii. **Support Networks:** Connect with colleagues, mentors, and friends.
 - iii. **Mindfulness Practices:** Ground yourself in the present moment.
 - iv. **Professional Boundaries:** Set limits to prevent emotional overload.

Evaluation and Assessment

- Assess students' reflections, depth of insight, and ability to apply personal experiences to professional contexts.

Integration into Curriculum

- **Alignment with Course Objectives:** Integrate trauma-informed care principles into nursing courses.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:**
 - Include case studies related to stress management and resilience.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on epidemiology or disaster nursing, including:
 - [Trauma-Informed Care \(traumapolicy.org\)](http://traumapolicy.org)
 - [Self-Care \(aacnnursing.org\)](http://aacnnursing.org)
 - [Using Trauma-Informed Care to Guide Emergency Preparedness and Response | Blogs | CDC](#)
- **Student Support:** Share school/University resources for mental health support groups and counseling.
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By reflecting on personal stressors and considering resilience-building strategies, nurses enhance their ability to provide trauma-informed care and maintain well-being in challenging environments. Remember to customize this activity to the needs of your students.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Trauma-Informed Care

Objective

To enhance nursing students' understanding and application of trauma-informed care principles when interacting with patients who have experienced trauma. It focuses on fostering empathy, building trust, and creating a safe environment for healing.

Roles

- Nurse (Primary role)
- Patient (Role-played by a student)

Materials Needed

- Communication guidelines for trauma-informed care
- Scenario briefing cards
- Feedback forms

Scenario Setting

You are a nurse working in an emergency department. A patient arrives with injuries from a car accident. The patient appears distressed and avoids eye contact. You suspect the patient may have experienced trauma related to the accident.

Communication Activity

1. Pre-Exercise Preparation

- a. Brief participants on trauma-informed care principles and the importance of creating a safe and supportive environment for patients who have experienced trauma.
- b. Review Trauma-Informed Care Principles:
 - i. Safety
 - ii. Trustworthiness and transparency
 - iii. Peer support
 - iv. Collaboration and mutuality
 - v. Empowerment, voice, and choice
 - vi. Cultural, historical, and gender issues
- c. Discuss Communication Strategies:
 - i. Use of non-judgmental language
 - ii. Active listening skills
 - iii. Respect for patient autonomy
 - iv. Recognizing triggers and managing emotions

2. Scenario Introduction

- a. Introduce the scenario to participants and assign roles. Provide background information about the patient's potential trauma history related to the car accident.
- b. Scenario Description:
 - i. The patient arrives in the emergency department with visible injuries and signs of distress.
 - ii. The nurse's role is to provide compassionate care while applying trauma-informed communication techniques.

3. Role-Play Interaction

- a. Participants engage in a role-play interaction where the nurse applies trauma-informed communication strategies to assess and provide care for the patient.
- b. Role-Play Guidelines:
 - i. Nurse focuses on building rapport and establishing trust with the patient.
 - ii. Nurse demonstrates empathy and validates the patient's feelings and experiences.
 - iii. Nurse uses open-ended questions and active listening to gather information

sensitively.

- iv. Nurse respects the patient's boundaries and autonomy throughout the interaction.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

Debriefing Questions:

- How did you approach the patient to build trust and establish safety?
- What communication techniques did you find effective in this scenario?
- Were there any challenges in applying trauma-informed care principles? How did you address them?
- How did the patient respond to your communication approach?

Feedback:

- Participants provide feedback to each other based on observed communication skills, empathy, and adherence to trauma-informed care principles.
- Facilitator offers guidance and additional insights on effective communication strategies in trauma-informed care.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

How can nurses consistently incorporate trauma-informed care principles to promote patient-centered healing and recovery?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. Which action best demonstrates trauma-informed care by a nurse?
 - A. Providing detailed explanations without considering the patient's readiness to receive information.
 - B. Using open-ended questions to explore the patient's feelings and preferences.
 - C. Directing the patient's decision-making process to expedite treatment.
 - D. Minimizing patient autonomy to ensure compliance with treatment plans.
2. A nurse is caring for a patient with a history of trauma. Which intervention is most appropriate to promote a trauma-informed approach?
 - A. Engaging the patient in shared decision-making regarding their care plan.
 - B. Implementing restrictive measures to prevent potential harm to the patient.
 - C. Limiting communication to essential medical information only.
 - D. Encouraging the patient to conform to hospital routines without discussion.
3. Which statement by the nurse best demonstrates trauma-informed communication?
 - A. "I need to perform this procedure now, so please cooperate."
 - B. "Can you tell me if there's anything specific that makes you feel more comfortable during medical exams?"
 - C. "You seem upset, but we don't have time to discuss your feelings right now."
 - D. "I know what's best for you, so please trust my judgment."
4. A nurse is caring for a patient who becomes agitated during a procedure due to past trauma. Which action by the nurse demonstrates trauma-informed care?
 - A. Administering sedative medication without discussing options with the patient.
 - B. Ignoring the patient's distress to focus on completing the procedure efficiently.
 - C. Restraining the patient to ensure safety and prevent disruptive behavior.
 - D. Asking the patient about their past experiences and triggers to better understand their

reaction.

5. What is the primary goal of trauma-informed care in nursing practice?
 - A. Minimizing patient involvement in decision-making to reduce stress.
 - B. Applying rigid protocols to ensure consistent treatment outcomes.
 - C. Creating a safe and supportive environment for patients with trauma histories.
 - D. Promoting healthcare provider convenience by streamlining patient care processes.

Case Study: Delivering Trauma-Informed Care

Background

Owen is a 35-year-old man who was admitted to the hospital after a motor vehicle accident. He sustained multiple fractures and internal injuries. During the initial assessment, Owen appears withdrawn, avoids eye contact, and exhibits signs of anxiety when approached by healthcare providers. He discloses a history of childhood abuse and recent domestic violence.

Scenario

Clinical Presentation

Owen is in significant pain but hesitates to accept pain medication. He expresses fear about being touched and feels unsafe in the hospital environment. Owen's vital signs are stable, but he exhibits signs of emotional distress and hypervigilance.

Nursing Assessment and Intervention

The nurse recognizes Owen's signs of trauma and decides to implement trauma-informed care principles:

- Building Trust and Safety:

- The nurse introduces themselves calmly and explains his role in Owen's care.
- Uses non-threatening body language and maintains a respectful distance, respecting Owen's personal space.
- Empowering Patient Autonomy:
 - The nurse explains Owen's treatment options, including pain management strategies, and encourages him to make decisions about his care.
 - Offers choices when possible, such as adjusting bed positioning or selecting comfort measures.
- Sensitive Communication:
 - Engages in open-ended conversations to understand Owen's concerns and preferences.
 - Validates Owen's emotions and assures him that his feelings are understood and respected.
- Safety Planning:
 - Collaborates with the healthcare team to create a plan for minimizing triggers and ensuring a safe environment for Owen.
 - Implements strategies to reduce noise and limit unnecessary interruptions to promote a calm atmosphere.
- Trauma-Informed Documentation:
 - Records information in a factual and non-judgmental manner, focusing on Owen's responses to interventions and any observed triggers or concerns.

Outcome

Through consistent application of trauma-informed care principles, Owen gradually begins to trust the nursing team. He becomes more receptive to pain management interventions and actively participates in discussions about his treatment plan. Owen's anxiety levels decrease, and he demonstrates improved coping strategies during his hospitalization.

Questions for Reflection and Analysis

- What steps can you take to ensure Owen or similar patients feel comfortable with their

nursing team?

- What types of body language might make Owen uncomfortable? Feel safe?
- Why is it important to offer choices to patients, especially those with trauma?

Simulation

Scenario

Trauma-Informed Care in a Community Outreach Program

Objective

To enhance nursing students' understanding and application of trauma-informed care principles when interacting with individuals in a community setting who have experienced trauma. Nursing students will practice communication skills, empathy, and creating a supportive environment to facilitate healing and trust outside of traditional healthcare settings.

Setting

A community health center or outreach location, with simulated community members and interactive props.

Roles

- Nurse (Primary role)
- Community Member (Role-played by a student or a standardized patient)
- Observer

Materials Needed

- Scenario briefing cards

- Trauma-informed care guidelines
- Simulation equipment (basic medical supplies, community health education materials)
- Feedback forms

Simulation Outline

1. Pre-Simulation Briefing

- Introduce trauma-informed care principles, review scenario details, and assign roles.
- Review Trauma-Informed Care Principles:
 - Safety
 - Trustworthiness and transparency
 - Peer support
 - Collaboration and mutuality
 - Empowerment, voice, and choice
 - Cultural, historical, and gender issues
- Discuss Simulation Objectives:
 - Emphasize the importance of empathy, cultural sensitivity, and creating a safe environment for community members who have experienced trauma.

2. Simulation Introduction

- Introduce the simulation scenario to participants and set expectations.
- Scenario Description:
 - The community member (role-played or standardized) seeks assistance at a community health outreach event due to past trauma experiences, including domestic violence.
 - They are hesitant to engage with healthcare providers and may exhibit signs of distress or anxiety.
 - The nurse's role is to provide trauma-informed care while offering support and resources to meet the community member's needs.

3. Role-Play Interaction

- Participants engage in the role-play interaction, applying trauma-informed care principles to assess and provide support for the community member.

b. Key Actions for the Nurse:

- i. Approach the community member with respect and cultural sensitivity, acknowledging their experiences.
- ii. Use non-judgmental language and active listening skills to understand the community member's concerns and preferences.
- iii. Collaborate with the community member to identify their needs and goals for support.
- iv. Provide information on available community resources and empower the community member to make informed decisions about their health and well-being.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

Debriefing Questions

- How did you establish trust and safety with the community member during the simulation?
- What communication techniques were effective in promoting a trauma-informed approach in a community setting?
- Were there any cultural considerations or challenges in applying trauma-informed care principles? How did you address them?
- How did the community member respond to your approach? What improvements could be made?

Feedback:

- Participants provide feedback to each other based on observed communication skills, empathy, and adherence to trauma-informed care principles.
- Facilitator offers guidance and additional insights on effective communication strategies in trauma-informed care within diverse community settings.

Competency Assessment

Demonstration

- Conduct literature reviews on trauma-informed care practices, exploring current research, guidelines, and innovative approaches in nursing and healthcare.
- Initiate or participate in quality improvement projects within clinical settings to enhance trauma-informed care delivery and patient outcomes.
- Engage in community-based projects focused on raising awareness about trauma-informed care principles and promoting resilience within communities.

Clinical Activities/Opportunities

1. **Substance Use Clinics/Programs:** Participate in clinical experiences in programs that support individuals recovering from substance use disorder, many of whom have experienced trauma.
2. **Postpartum Support:** Participate in postpartum care and support services that address the emotional and psychological needs of new parents who have experienced trauma.
3. **Rehabilitation Services:** Learn about trauma-informed approaches to rehabilitation and recovery for patients recovering from injuries or surgeries related to trauma.

CHAPTER TEN: MENTAL HEALTH

Practical Application: Book Activity

Practical Application

Setting the Scene

Stop the Stigma: Why it's important to talk about Mental Health (Heather Sarkis)

Watch this video by visiting https://youtu.be/gy1iH_Gxn0Q

Think About It

Drawing from Ms. Sarkis's TED talk, consider:

1. Did you find any facts she shared surprising?
2. Why do you think mental health is so stigmatized into today's society? What is the impact of such stigmatization?
3. How have you encountered mental illness in your life? How did it impact your experience with others?
4. What is one thing you can do to help reduce or eliminate stigma related to mental illness?
5. As a nurse
 - a. what can you do to help your patients avoid being treated like "it's all in their heads"?
 - b. how can you incorporate acceptance and treatment of mental health into your practice, especially if this is not your area of focus?

Practical Application: Additional Guidance

Exercise Title

“Living with Schizophrenia an Exercise in Self-Reflection”

VIDEO: <https://www.youtube.com/watch?v=48YJMOcykvc>

Objectives

This exercise aims to immerse learners to critically reflect on their own attitudes and behaviors related to mental health.

Preparing for the Exercise

- **Introduction:** Introduce the concept of self-reflection. Provide background information on the exercise and its objectives. Use information from American Psychiatric Nurses Association
- **Video Viewing:** Direct students to watch the provided video “Living with Schizophrenia.” Encourage active engagement and note-taking.
 - If you have access to technology in your courses, you might explore VoiceThread or Perusall to encourage students recording their thoughts in real time.

Exercise Components

After watching the assigned video address the following areas:

1. Define the word stigma.
2. Describe an experience you have in mental health or with someone with mental illness
3. What is your view of mental illness and persons with mental illness?
4. Do you believe there is a stigma associated with mental illness? Why or why not.
5. Discuss any concerns you have regarding working with persons with mental illness?
6. Identify strategies to address these concerns regarding working with persons with mental illness

Evaluation and Assessment

- **Assessment Criteria:** Establish clear criteria for evaluating student performance:
 - thoroughness of their analysis and self-awareness as to their preconceptions and assumptions
 - identification of personal action items

- **Assessment Method:** Written reflection

Integration into Curriculum

- **Alignment with Course Objectives:** Ensure that the exercise aligns with course objectives related to community health nursing, health promotion, advocacy, and program planning.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on mental health
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Content for this exercise comes from the American Psychiatric Nurses Associations (APNA) Undergraduate Education Toolkit:

American Psychiatric Nurses Association Education Council, Undergraduate Branch. (2022). Crosswalk toolkit: Defining and using psychiatric-mental health nursing skills in undergraduate nursing education. Retrieved from <https://www.apna.org/resources/undergraduate-education-toolkit/>

Conclusion

By following these guidelines, nurse educators can facilitate a dynamic and engaging practice application exercise that empowers nursing students to explore their attitudes and beliefs regarding mental health and how these attitudes may influence patient care and interactions.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Understanding Bipolar Disorder

Objective

To enhance nurses' understanding of bipolar disorder and practice effective communication strategies when interacting with patients diagnosed with this condition.

Materials Needed

- Information handouts or slides about bipolar disorder
- Scenario cards depicting common patient interactions
- Flipchart or whiteboard
- Markers

Role-Playing Activity

1. Introduction (15 minutes)
 - a. Welcome and Introduction:
 - i. Start the session by welcoming participants and explaining the objectives of the communication activity.
 - b. Overview of Bipolar Disorder:
 - i. Provide a brief overview of bipolar disorder, including its types (bipolar I, bipolar II, cyclothymic disorder), symptoms, and common treatment approaches.
 - ii. Discuss the impact of bipolar disorder on patients' lives, emphasizing the importance of holistic care and understanding.

2. Scenario Exploration (30 minutes)

a. Scenario Cards:

- i. Distribute scenario cards depicting various situations involving patients with bipolar disorder.
- ii. Each scenario should include details about the patient's behavior, mood changes, and communication challenges.

b. Small Group Discussion:

- i. Divide participants into small groups.
- ii. Assign each group a scenario card and ask them to discuss:
 - A. How they would approach the patient in the scenario.
 - B. Effective communication strategies to use based on the patient's current mood (manic, depressive, mixed).
 - C. Ways to build rapport and trust with the patient.

c. Role-Playing:

- i. After discussion, invite groups to role-play their scenarios.
- ii. Encourage participants to practice using the communication strategies they discussed.
- iii. Rotate roles so that each participant has the opportunity to play the nurse, patient, or observer.

3. Debriefing and Discussion (15 minutes)

a. Group Reflection:

- i. Facilitate a group discussion on the challenges encountered during the role-plays and the effectiveness of different communication approaches.
- ii. Encourage participants to share insights and lessons learned from their experiences.

b. Key Takeaways:

- i. Summarize key communication strategies for interacting with patients with bipolar disorder.
- ii. Discuss the importance of empathy, active listening, and adapting

communication styles to meet the patient's needs.

4. Step 4: Wrap-Up (10 minutes)

- a. Q&A and Closing Remarks:
- b. Address any questions or concerns raised by participants.
- c. Provide additional resources or reading materials on bipolar disorder and trauma-informed care in nursing practice.

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- What symptoms indicated that the patient may have bipolar disorder?
- Why did you choose the communication strategies you used in the role play?
- What communication strategies seemed to be the most successful?

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

What insights have you gained from your interactions with mental health clients as a nursing student, and how have these experiences influenced your approach to providing patient-centered care?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A nurse is caring for a client diagnosed with generalized anxiety disorder (GAD). Which intervention should the nurse prioritize to assist the client in managing anxiety?
 - A. Administering lorazepam (Ativan) as prescribed by the healthcare provider.
 - B. Restricting the client's access to caffeine-containing beverages.
 - C. Initiating cognitive-behavioral therapy sessions immediately.
 - D. Encouraging deep-breathing exercises and progressive muscle relaxation techniques.
2. A nurse is caring for a client diagnosed with major depressive disorder (MDD). Which assessment finding would the nurse prioritize as indicating a potential worsening of the client's depression?
 - A. Expressing feelings of worthlessness and guilt.
 - B. Increased appetite and weight gain.
 - C. Improved concentration and ability to make decisions.
 - D. Increased interest in social activities.
3. A nurse is caring for a client diagnosed with bipolar disorder who is experiencing a manic episode. Which intervention should the nurse prioritize to promote client safety?
 - A. Encouraging participation in group therapy sessions.
 - B. Implementing a strict bedtime routine to promote sleep.
 - C. Monitoring fluid intake and output closely.
 - D. Establishing limits on impulsive spending behaviors.
4. A nurse is caring for a client diagnosed with obsessive-compulsive disorder (OCD). Which client behavior would the nurse prioritize for intervention?
 - A. Spending excessive time organizing personal belongings.
 - B. Engaging in ritualistic handwashing for 30 minutes before meals.
 - C. Preferring to follow a daily routine without changes.
 - D. Reporting occasional intrusive thoughts about harm to loved ones.
5. A nurse is assessing a client diagnosed with schizophrenia who exhibits disorganized thinking and delusions of persecution. Which intervention should the nurse prioritize to promote therapeutic communication?

- A. Asking the client direct questions to clarify their delusional beliefs.
- B. Using non-verbal communication, such as nodding to show understanding.
- C. Encouraging the client to participate in group therapy sessions.
- D. Administering antipsychotic medication as prescribed.

Case Study: Mental Health in the Community

Patient Profile

Bella, a 38-year-old woman, resides in a suburban community. She works as a freelance graphic designer and lives alone in a small apartment. Bella has a history of depression and anxiety, managed with medication and occasional therapy sessions. Recently, she has been experiencing increased stress due to financial difficulties and isolation exacerbated by the COVID-19 pandemic. Bella has been feeling overwhelmed and expresses thoughts of hopelessness and worthlessness.

Presenting Issues

Bella presents to the community health clinic with complaints of persistent sadness, insomnia, and loss of interest in activities she once enjoyed. She reports feeling fatigued despite sleeping poorly and has experienced significant weight loss over the past month. Bella admits to having thoughts of ending her life, although she has not made any specific plans.

Assessment Findings

The nurse recognizes Mary's signs of trauma and decides to implement trauma-informed care principles:

- **Mental Status Examination:** Bella appears withdrawn and tearful. She exhibits slowed speech and poor eye contact. She expresses feelings of guilt over being a burden to others.
- **Physical Examination:** Vital signs are within normal limits. Physical exam is unremarkable except for signs of poor self-care (e.g., unkempt appearance).
- **Psychosocial Assessment:** Bella reports limited social support and increased feelings of

isolation since the pandemic began. She describes difficulty concentrating on work tasks and diminished motivation.

Nursing Diagnosis

Risk for Suicide related to feelings of hopelessness, social isolation, and recent stressors.

Plan of Care

1. Immediate Safety Measures:
 - a. Ensure Bella's immediate safety by removing any potential means of self-harm (e.g., sharp objects, medications).
 - b. Establish a suicide safety plan with Bella, including identifying supportive contacts and coping strategies.
2. Psychiatric Assessment:
 - a. Arrange for a comprehensive psychiatric assessment to evaluate Bella's current mental health status, suicidal ideation severity, and need for medication adjustment or additional therapy.
3. Therapeutic Communication and Support:
 - a. Engage in therapeutic communication to validate Bella's feelings and provide emotional support.
 - b. Encourage Bella to express her emotions and concerns in a safe and non-judgmental environment.
4. Collaborative Care:
 - a. Coordinate care with Bella's psychiatrist and therapist to ensure continuity of care and appropriate follow-up.
 - b. Involve community resources such as local mental health support groups or crisis intervention services.
5. Health Promotion and Education:
 - a. Educate Bella about the importance of adhering to her prescribed medications and attending therapy sessions regularly.

- b. Provide information on stress management techniques, relaxation exercises, and healthy coping strategies.

Evaluation

Monitor Bella's progress closely, assessing for changes in mood, suicidal ideation, and overall well-being. Evaluate the effectiveness of interventions implemented in reducing Bella's risk for suicide and improving her mental health status.

Outcome

The goal is for Bella to feel supported, safe, and empowered to manage her depression effectively with the help of appropriate treatment and community resources. Long-term objectives include improving Bella's coping skills, enhancing social support networks, and promoting overall mental health wellness in the community.

Simulation

Scenario

Managing Depression in a Community Setting

Setting

You are a community health nurse assigned to provide care for Abraham, a 45-year-old man who lives alone in an apartment complex. Abraham has a history of depression and recently experienced a significant loss—he was laid off from his job of 15 years due to company downsizing. He has been feeling increasingly hopeless and withdrawn, neglecting his personal hygiene and skipping meals. Today, you are visiting Abraham to assess his current mental health status and provide necessary interventions.

Objective

- Conduct a thorough assessment of Abraham's mental health, including his current mood, suicidal ideation, and functional status.
- Develop a plan of care to address Abraham's depression and promote his mental well-being in the community setting.
- Implement therapeutic interventions to support Abraham and enhance his coping skills.
- Evaluate the effectiveness of interventions and adjust the plan of care as needed based on Abraham's response.

Simulation Outline

1. Preparation:
 - a. Review Abraham's medical history and any recent assessments or notes.
 - b. Gather assessment tools, such as scales for depression severity and suicide risk assessment.
2. Initial Assessment:
 - a. Approach Abraham in a calm and non-threatening manner.
 - b. Conduct a mental status examination, assessing his mood, affect, thought content, and cognitive function.
 - c. Use validated screening tools (e.g., PHQ-9) to assess the severity of Abraham's depression.
3. Therapeutic Communication:
 - a. Establish rapport with Abraham and create a supportive environment.
 - b. Encourage open communication and active listening to understand Abraham's concerns and emotions.
 - c. Validate Abraham's feelings of sadness and hopelessness without judgment.
4. Safety Assessment:
 - a. Assess Abraham's risk of suicide using a standardized suicide risk assessment tool.
 - b. Implement safety measures as needed to ensure Abraham's immediate safety.
5. Development of Plan of Care:

- a. Collaborate with Abraham to develop a personalized care plan based on assessment findings and his preferences.
 - b. Include goals related to symptom management, social support enhancement, and daily routine establishment.
6. Intervention Implementation:
- a. Educate Abraham about depression, its symptoms, and the importance of treatment adherence.
 - b. Discuss coping strategies and relaxation techniques (e.g., deep breathing exercises, mindfulness) to help manage stress and negative emotions.
 - c. Provide information on community resources, such as support groups or counseling services, available to Abraham.
7. Evaluation and Follow-Up:
- a. Evaluate Abraham's response to interventions and monitor changes in his mood and functional status.
 - b. Schedule follow-up visits or phone calls to assess ongoing needs and provide additional support.
 - c. Document all assessments, interventions, and outcomes in Abraham's health record.

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- Challenges encountered during the simulation and strategies for overcoming them.
- Effectiveness of interventions and areas for improvement in providing care to individuals with depression in community settings.
- Reflect on the importance of holistic care and multidisciplinary collaboration in managing mental health issues.

Competency Assessment

Demonstration

Assessment and Care Planning: Developing individualized care plans based on assessment findings, incorporating evidence-based interventions and patient preferences.

Crisis Intervention and Safety Measures: Apply protocols for assessing and managing suicidal ideation, aggression, and other psychiatric emergencies.

Family and Community Education: Educate patients, families, and communities about mental health disorders, treatment options, and strategies for promoting mental wellness.

Clinical Activities/Opportunities

1. Crisis Intervention Teams:
 - a. Respond to mental health crises in the community, participate in de-escalation techniques and safety protocols.
2. School-Based Mental Health Programs:
 - a. Screening and Assessment: Assist in conducting mental health screenings or assessments for students, identifying early signs of mental health issues and facilitating referrals.
 - b. Education and Support Groups: Facilitate or co-facilitate educational sessions or support groups for students focusing on mental health awareness, coping skills, and stress management.

CHAPTER ELEVEN - SECTION 1: OPIOID USE DISORDER

Practical Application: Book Activity

Practical Application

Setting the Scene

The Opioid Epidemic is widespread, affecting every state in the United States. KFF, an independent polling and public policy research company, has a collection of data related to the epidemic, including information on deaths and the prevalence of opioid use disorder. The collection can be accessed at <https://www.kff.org/statedata/collection/opioid-epidemic/>

Think About It

Using the KFF collection, look up the data for your state.

1. Does the death rate from opioid overdose in your state surprise you? Why or why not?
2. Which of the classifications of data (e.g., death by sex or age) was the most surprising?
3. Did your state differ from national trends in any categories? What aspects of the community might influence this difference?
4. What do you think is one thing that might lessen the opioid-related death rate in your state?

Practical Application: Additional Guidance

Exercise Title

Targeted Community Health Strategies to Address the Opioid Epidemic

Objectives

- Identify the opioid death rate in your community based on age and racial and ethnic groups
- Discuss culturally competent interventions to target populations at risk

Preparing for the Exercise

- **Review the Chapter Material:**
 - Read Chapter Eleven: Opioid Use Disorder.
 - Understand key concepts related to the opioid epidemic
- **Gather Resources:**
 - Collect relevant materials, including textbooks, articles, and online resources.
 - Explore real-world examples (videos, case studies) to ground students' understanding of real world impact the opioid use.

Exercise Components

1. Gathering the data (30 minutes)
 - a. Identify a community based on geographical location.
 - b. Gather data regarding opioid death from available local, state and federal resources.
 - c. Organize students into small groups
 - i. Each group is assigned one group within the data, such as age, race, gender etc.
2. Identifying the strategies. (30 minutes)
 - a. Groups identify evidence-based strategies that target their assigned group
3. Presenting the strategies. (30 minutes)

Each group presents their strategies

 - a. Each group presents their strategies

Evaluation and Assessment

- **Group Presentation:** Assess student's ability to identify culturally competent interventions to address the opioid epidemic within a targeted population.
- **Individual Reflection:** Ask students to write a brief reflection on the exercise, highlighting key takeaways and areas for improvement.

Integration into Curriculum

- **Alignment with Course Objectives:** Integrate evidence-based strategies to address opioid use disorder into nursing courses.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Include case studies that utilized evidence-based strategies to address opioid use disorder.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on opioid use disorder, including:
 - [The Role of Community Health Centers in Addressing the Opioid Epidemic](#)
 - [The Opioid Epidemic: The Evolving Role of Nursing](#)
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

By identifying data within a designated community along with targeted strategies regarding the Opioid Epidemic, it becomes clear as to the role nurses play in addressing the crisis along with evidence-based targeted strategies.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Opioid Use Disorder

Objective

To engage learners in applying an identified targeted strategy to address some aspect of the opioid epidemic such as Naloxone availability for immediate use in overdose hotspot areas.

Roles

- Community Health Nurse (Played by 2 students)
- Librarian at City Library

Scenario Setup

You are a community health nurse and your local library and the area near it has seen an increased number of incidents related to opioid overdose. Based on this information and through the support of your local government, you arranged a teaching session for all of the librarians to receive education and training regarding Naloxone and its use.

Background resources

- Guidelines for the use of Naloxone
- Naloxone Training Kit- [Naloxone Toolkit | Overdose Prevention | CDC](#)

Community Education Activity

1. Pre-Exercise Briefing

- a. Brief participants on educational strategies
 - i. Verbal
 - ii. Written
 - b. Review Naloxone
 - i. What is it
 - ii. Why is it important
 - iii. How is it used
 - c. Discuss Strategies to Evaluate Learning:
 - i. Read back
 - ii. Return Demonstration
2. Scenario Introduction
- a. Introduce the scenario to participants and assign roles. Provide background information about the increased incidence of opioid overdoses within the community, especially in and around the library. The local health department worked with community leaders to offer an educational session for the public health nurses to educate the librarians on Naloxone.
 - b. Scenario Description:
 - i. The librarian and nurses meet in the library.
 - ii. The nurse's role is to provide education to the librarian regarding Naloxone.
3. Role-Play Interaction
- a. Participants engage in a role-play interaction where the nurse applies educational strategies
 - b. Role-Play Guidelines:
 - i. Nurse focuses on recognizing librarians' willingness to learn.
 - ii. Nurse demonstrates best practices in educating learners
 - iii. Nurse uses teach back method to evaluate learners level of understanding

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

Debriefing Questions

- How did you approach the learner to assess willingness to learn?
- What teaching strategies did you use?
- Were there any challenges in engaging your learner?

Feedback:

- Participants provide feedback to each other based on observed educational strategies
- Facilitator offers guidance and additional insights on educational strategies.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

1. The ANA issued a brief in 2018 [“The Opioid Epidemic: The Evolving Role of Nursing”](#) . In consideration of your education and associated experiences, discuss how you envision your role as a nurse or future nurse in addressing the opioid epidemic.
2. How do you feel when you think about caring for clients with opioid use disorder? Do you notice any assumptions, fears, or biases that come up for you? Where do you think these feelings stem from (e.g., personal experiences, media portrayals, societal attitudes)?

Simulation

Scenario Title

Therapeutic Communication with a Client with Opioid Use Disorder

Objective

- To enhance the nurse's ability to communicate therapeutically with clients who have an opioid use disorder.
- To practice motivational interviewing skills and therapeutic boundaries.
- To address stigma and demonstrate nonjudgmental support.

Roles

- Nurse (Participant A)
- Client (Participant B)
- Observer

Scenario Setup

The client has been admitted to the hospital after an overdose related to opioid use. The client expresses ambivalence about quitting and feels ashamed and defensive. The nurse's goal is to support the client's health needs, understand the client's perspective, and help the client explore readiness for change.

Role-Play Activity

1. Setting the Scene
 - a. Nurse: Start by establishing a calm, nonjudgmental environment. Acknowledge the client's experience and allow them to share their thoughts.
 - b. Client: You're feeling conflicted about your opioid use. You have some desire to quit but also fear the withdrawal process and don't trust that anyone can help you. You may feel defensive, scared, and overwhelmed.
2. Role-Play the Interaction
 - a. Nurse's Goals

- i. **Use open-ended questions:** Start the conversation by exploring the client's thoughts without forcing solutions.
 - A. E.g. "Can you tell me a bit about what you're feeling right now?"
- ii. **Express empathy:** Acknowledge the difficulty the client is going through and validate their emotions.
 - A. E.g. "It sounds like you're carrying a lot right now. That must feel overwhelming."
- iii. **Avoid judgment:** Ensure that your tone and body language are nonjudgmental and accepting.
- iv. **Motivational Interviewing:** Gently guide the client to explore their own motivation for change.
 - A. E.g. "What are some of the things you'd like to change about your current situation?"
- v. **Support autonomy:** Make it clear that the client is in control of their own choices.
 - A. E.g. "It's really up to you what you decide to do. What do you think your next step should be?"

b. Nurse's Goals

- i. **Express your ambivalence:** You want to convey that you feel conflicted about your opioid use and the idea of quitting.
- ii. **Show some defensiveness:** At times, push back or deflect to demonstrate how clients might respond when feeling overwhelmed or judged.
 - A. E.g. "I don't see how anything's going to change. No one's ever really helped me."
- iii. **Reveal underlying fears:** At some point, express fear or reluctance related to withdrawal or change.
 - A. E.g. "I'm scared of what it's going to be like if I stop. I've tried before, and it was awful."

3. Observer Feedback (If applicable)

- a. How well did the nurse listen without judgment?
- b. Did the nurse use open-ended questions and empathetic statements?
- c. Did the client feel heard and respected in the conversation?
- d. Were motivational interviewing techniques used effectively?

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- **For the Nurse:** How did you feel during the interaction? Was it difficult to avoid giving advice or passing judgment?
- **For the Client:** Did you feel supported and understood during the conversation? What made you feel defensive or open?
- **For the Observer:** What did you notice about the nurse's communication? Were there any missed opportunities for deeper connection or support?

CHAPTER ELEVEN - SECTION 2: REPRODUCTIVE HEALTH CARE

Practical Application: Book Activity

Practical Application

Setting the Scene

Frontline: The Abortion Divide

Watch this video by visiting <https://www.pbs.org/wgbh/frontline/documentary/the-abortion-divide/>

Think About It

The Frontline video provides an overview of the fight of abortion. Drawing on the video and your experiences, answer the following questions:

1. What is the criminalization of abortion?
2. How does abortion access positively affect individuals who can give birth?
3. What are some examples of recent legislation on reproductive rights?
4. How do existing restrictive reproductive rights laws impact community health?
5. How are reproductive rights connected to racial justice?
6. What does it mean for the Supreme Court to overturn reproductive rights?

Practical Application: Additional Guidance

Exercise Title

Understanding the Abortion Debate

Objectives

- Understand the criminalization of abortion and its implications.
- Analyze the impact of abortion access on individuals who can give birth.
- Identify and discuss recent legislation affecting reproductive rights.
- Evaluate how restrictive reproductive rights laws impact community health.
- Explore the connection between reproductive rights and racial justice.
- Comprehend the implications of the Supreme Court overturning reproductive rights.

Preparing for the Exercise

- **Review the Chapter Material:**
 - Read Chapter Eleven: Reproductive Healthcare.
- **Gather Resources:**
 - Collect relevant materials, including textbooks, articles, and online resources.
 - Explore real-world examples (videos, case studies) to ground students' understanding of real world impact the the reproductive healthcare debate.

Exercise Components

1. Introduction (10 minutes)
 - a. Begin with a brief overview of the importance of understanding reproductive rights.
 - b. Introduce the video “The Abortion Divide” and explain its relevance to the discussion.
2. Video Viewing (30 minutes)
 - a. Have students watch the Frontline video in class. Ensure that each student has access to a computer or tablet.
3. Group Discussion (20 minutes)
 - a. Divide the students into small groups.
 - b. Assign each group one of the following discussion questions:
 - i. What is the criminalization of abortion?
 - ii. How does abortion access positively affect individuals who can give birth?

- iii. What are some examples of recent legislation on reproductive rights?
 - iv. How do existing restrictive reproductive rights laws impact community health?
 - v. How are reproductive rights connected to racial justice?
 - vi. What does it mean for the Supreme Court to overturn reproductive rights?
 - c. Instruct each group to discuss their assigned question and prepare a brief summary of their findings.
4. Group Presentations (20 minutes)
 - a. Have each group present their findings to the class.
 - b. Encourage other students to ask questions and engage in discussions.
5. Class Reflection (10 minutes)
 - a. Lead a class discussion on the key themes that emerged from the group presentations.
 - b. Summarize the connections between the impact of legislation on individuals and communities, and the broader implications for society.
6. Learning Activities (15 minutes)
 - a. Activity 1: Case Study Analysis
 - i. Provide students with a case study related to reproductive rights. Ask them to analyze how the scenario illustrates the concepts discussed in the video and class discussion.
 - ii. Example Case Study: A woman living in a state with restrictive abortion laws seeks medical care. Discuss the potential challenges she might face.
 - b. Activity 2: Legislative Debate
 - i. Organize a debate where students argue for or against a recent piece of reproductive rights legislation.
 - ii. Encourage students to use evidence from the video, recent news reports, and scholarly articles to support their arguments.
7. Conclusion (5 minutes)
 - a. Summarize the key points discussed during the activity.
 - b. Reinforce the importance of understanding reproductive rights and their broader implications for individuals and communities.

Evaluation and Assessment

- **Group Presentation:** Assess student's participation in group discussions and presentations.
- **NCLEX Questions:** Review responses to NCLEX-style questions to assess understanding of key concepts.

Integration into Curriculum

- **Alignment with Course Objectives:** Integrate evidence-based strategies to address reproductive healthcare into nursing courses.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Include case studies that utilized evidence-based strategies to address opioid use disorder.

Resources and Support

- **Learning Resources:**
 - Provide students with access to relevant literature, articles, and resources on recent legislation, community health impacts, and racial justice related to reproductive rights.
 - Suggest further viewing or reading on landmark Supreme Court cases affecting reproductive rights.
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

This guide ensures that students not only engage with the video content but also critically analyze and apply their understanding through discussion, debate, and case studies.

Additional Activities

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. Which of the following is a potential consequence of the criminalization of abortion?

- A. Increased access to safe and legal abortion services
 - B. Improved community health outcomes
 - C. Higher rates of unsafe, illegal abortions
 - D. Decreased health care costs
2. How might restrictive reproductive rights laws disproportionately affect marginalized communities?
- A. They provide equal access to reproductive health services for all groups.
 - B. They create barriers that disproportionately impact individuals from lower socioeconomic backgrounds.
 - C. They have no impact on different communities.
 - D. They reduce the need for community health interventions.

Competency Assessment

1. **Knowledge of Reproductive Health:** Evaluate the students' understanding of preventive care.
2. **Clinical Skills:** Assess the students' ability to provide contraceptive counseling.
3. **Ethical and Legal Considerations:** Measure the students' understanding of legal regulations, confidentiality, informed consent, and ethical challenges in reproductive health.
4. **Patient Communication and Education:** Assess the students' ability to communicate effectively with patients about reproductive health options, sensitive topics, and culturally competent care.

Clinical Activities/Opportunities

1. **Family Planning Clinics:** Students can learn how to support diverse patient populations in making informed choices about contraception, pregnancy termination, and reproductive health.
2. **Sexual Health Clinics:** Students can expand their understanding of sexual and reproductive health across diverse populations, including marginalized groups.
3. **Primary Care:** Students can integrate reproductive health into holistic primary care, emphasizing prevention and education.

CHAPTER ELEVEN - SECTION 3: GENDER-AFFIRMING CARE

Practical Application: Book Activity

Practical Application

Setting the Scene

The City of San Francisco has distinguished itself as a national leader in addressing the needs of the transgender community. Under the leadership of executive director Theresa Sparks, who is transgender, The San Francisco Human Rights Commission has led various groundbreaking efforts to prevent anti-transgender violence and reduce the vast disparities faced by members of the transgender community.

One of the city's flagship initiatives has been trans-inclusive universal healthcare for all residents of San Francisco, which includes all medically necessary transition-related care free of cost to transgender people, care that has a limited-to-no impact on the city's budget but would be prohibitively expensive for many individuals.

In the last year alone, San Francisco has also allocated \$2 million in funding to local service providers for programs working specifically with transgender residents. These programs include an employment program that has provided training and job placement for 200 transgender people in the last couple of years, the creation of a Trans Advisory Council for the city, and an HIV prevention program aimed at eliminating HIV transmission in the transgender community by the year 2020.

The city also has programs to support transgender women of color in prison and help facilitate their reentry into society following incarceration, which, according to Sparks, has cut the recidivism rate among those who have participated in the program to about 20%, compared to a statewide average of more than 50%. San Francisco is also taking direct aim at the issues of anti-transgender street violence and domestic violence. Earlier this year, the Human Rights Commission published an

LGBTQIA+ Community Violence Assessment report along with 15 other community organizations and has allocated funding for implementing and tracking the report's recommendations. The city has also started a violence prevention program for transgender Latinas, one of the city's most marginalized groups (Human Rights Campaign, 2015).

Think About It

1. Does your area offer similar programs to support the health and well-being of trans people in employment, healthcare, or safety? How did you locate these programs?
2. As a nurse, what actions can you take to ensure you provide safe and supportive care for trans patients?
3. In your health care practice, you have a colleague misgendering a patient. How do you react?

Practical Application: Additional Guidance

Exercise Title

Exploring Local and Personal Strategies for Supporting Transgender Patients

Objectives

- Compare local transgender support programs with those in San Francisco.
- Develop strategies to ensure safe and supportive care for transgender patients.
- Learn how to address and correct misgendering in a professional setting.

Preparing for the Exercise

- **Review the Chapter Material:**
 - Review the case study on San Francisco's support programs.
- **Gather Resources:**
 - Ensure students have access to research tools for locating local transgender support programs.
 - Familiarize yourself with best practices in transgender healthcare.
- **Preparing materials:**
 - Prepare role-playing scenarios and handouts.

Exercise Components

1. Research and Discussion (30 minutes)
 - a. **Activity:** Research Local Programs
 - i. Have students research and identify any similar programs in their area that support the health and well-being of transgender people. This can include employment support, healthcare, or safety initiatives.
 - ii. Provide guidance on how to locate these programs (e.g., local LGBTQIA+ organizations, health departments, online resources).
 - b. **Activity:** Class Discussion
 - i. Discuss findings as a class. Ask students to present examples of local programs, how they compare to those in San Francisco, and what gaps might exist in their own communities.
2. Conclusion (5 minutes)
 - a. Summarize the key points discussed during the activity.

Evaluation and Assessment

- **Student Participation:**
 - Assess students' participation in discussions and role-playing activities.
 - Review their ability to identify and compare local transgender support programs.
- **NCLEX Questions:** Review responses to NCLEX-style questions to assess understanding of key concepts.

Integration into Curriculum

- **Alignment with Course Objectives:** Integrate evidence-based strategies to address gender-affirming care into nursing courses.
- **Sequencing:** Incorporate this activity into a broader unit on cultural competency and LGBTQIA+ healthcare.
- **Integration of Theory and Practice:** Use the role-playing exercise as part of training modules on communication skills and patient advocacy.

Resources and Support

- **Learning Resources:**
 - Provide students with access to resources on best practices for transgender healthcare.
 - Virginia: [Transgender Health Services & Support – Disease Prevention \(virginia.gov\)](https://www.virginia.gov/healthcare/transgender-health-services)

- Share links to local LGBTQIA+ organizations and support networks.
- Recommend additional readings on cultural competency and inclusivity in healthcare.
 - [Cultural Competence in the Care of LGBTQ Patients – StatPearls – NCBI Bookshelf \(nih.gov\)](#)
- **Faculty Support:** Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.
 - Summarize key learnings from the research and role-playing activities.
 - Emphasize the importance of creating an inclusive and supportive environment for transgender patients.
 - Encourage students to continue exploring ways to improve care for all patients, with a focus on marginalized communities.

Conclusion

This exercise provides a structured approach to understanding and supporting transgender patients, with activities designed to engage students in meaningful discussions and practical exercises.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Responding to Misgendering in the Healthcare Setting

Objectives

- Practice appropriate responses to misgendering.
- Develop skills in advocating for and supporting transgender patients.

Roles

- Nurse
- Colleague (misgendering the patient)
- Transgender patient
- Observer (to provide feedback)

Scenario Setting

A nurse is in a healthcare setting where a colleague repeatedly misgenders a transgender patient. The role-playing exercise will involve the nurse addressing the situation tactfully and supporting the patient.

Scenario Setup

- Review the scenario details and key points on addressing misgendering.
- Prepare a list of guiding questions for the debriefing session.

Role-Playing Activity

1. Introduction (5 minutes):
 - a. Introduce the scenario and objectives of the role-playing exercise.
 - b. Explain the importance of addressing misgendering and supporting transgender patients.
2. Role-Playing (15 minutes):
 - a. Conduct the role-playing exercise with participants assuming their roles.
 - b. Observe interactions and provide guidance as needed.
3. Debriefing and Feedback (10 minutes):
 - a. Discuss the experience with participants.
 - b. Reflect on what went well and what could be improved.
 - c. Provide feedback on effective strategies for addressing misgendering and supporting transgender patients

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. What is the most effective initial response when a colleague is misgendering a transgender patient?
 - A. Ignore the situation to avoid conflict.
 - B. Correct the colleague in a public setting to make a point.
 - C. Politely and privately correct the colleague and ensure the patient's preferred pronouns are used.
 - D. Discuss the issue with the patient to seek their input.
2. Which of the following initiatives is likely to improve healthcare access for transgender individuals in a community?
 - A. Providing trans-inclusive universal healthcare coverage.
 - B. Offering general healthcare services without specific considerations for transgender needs.
 - C. Restricting access to transition-related care to reduce costs.
 - D. Restricting access to transition-related care to reduce costs.
3. A nurse is caring for a transgender male client (assigned female at birth) who is starting testosterone therapy. Which of the following side effects should the nurse include when educating the client about testosterone therapy?
 - A. Decreased body hair
 - B. Breast enlargement
 - C. Increased muscle mass
 - D. Decreased libido
4. A nurse is providing care to a client who identifies as nonbinary. The nurse should:
 - A. Ask the client what their preferred name and pronouns are
 - B. Avoid using any pronouns to prevent offending the client

- C. Use “he/him” pronouns unless the client states otherwise
 - D. Default to using “they/them” pronouns for all nonbinary clients
5. A nurse is assessing a transgender client who reports experiencing gender dysphoria. Which statement by the client reflects a need for immediate mental health intervention?
- A. “I feel like my body doesn’t match who I am.”
 - B. “I’ve been isolating myself because I feel uncomfortable in public.”
 - C. “I’m frustrated because people don’t understand my gender identity.”
 - D. “Sometimes I feel like hurting myself because of how I look.”
6. A nurse is preparing a transgender female client (assigned male at birth) for gender-affirming surgery (vaginoplasty). Which preoperative teaching point is most important to include?
- A. “You will need to avoid any hormone therapy after surgery.”
 - B. “It’s normal to have a period after surgery, so use sanitary pads.”
 - C. “You will need to dilate the neovagina regularly to prevent closure.”
 - D. “Your ability to conceive will improve after surgery.”
7. A transgender woman (assigned male at birth) reports feeling uncomfortable seeking healthcare due to past negative experiences with medical providers. Which response by the nurse is most appropriate?
- A. “I understand why you feel that way, but you need to trust us to help you.”
 - B. “You should always report any provider that makes you uncomfortable.”
 - C. “I’m sorry you’ve had those experiences. How can we make you feel more comfortable here?”
 - D. “Healthcare providers aren’t supposed to treat people differently based on gender.”

Case Study: Gender Affirming Care

Objectives

By engaging with this case study, nursing students should:

- Demonstrate how to apply inclusive communication practices and use correct pronouns for transgender clients.
- Provide evidence-based education on hormone therapy, its effects, and management of side effects such as persistent menstruation.
- Counsel transgender clients about surgical transition options, emphasizing patient autonomy and informed decision-making.
- Offer gender-affirming preventive care recommendations, being mindful of the unique needs and concerns of transgender clients.
- Recognize the importance of mental health support and reduce the impact of healthcare discrimination on transgender individuals.

Background

You are a nurse working in a primary care clinic. Your client, Jordan, is a 24-year-old transgender man (assigned female at birth) who has been taking testosterone therapy for 18 months. Jordan presents today for a routine check-up and to discuss some health concerns. He is generally healthy and has no significant past medical history aside from gender dysphoria, which was diagnosed three years ago.

Jordan is employed full-time and has supportive family and friends. However, he reports ongoing stress related to navigating healthcare and fear of discrimination when seeking services. Jordan's goals include maintaining his health, continuing hormone therapy, and exploring future surgical options (top surgery). He also expresses concerns about the potential side effects of testosterone and whether he should be doing anything different for his health as a transgender man.

Assessment Information

- **Vital signs:** BP 122/80 mmHg, HR 76 bpm, RR 16 breaths per minute, Temperature 98.6°F
- **Medications:** Testosterone cypionate 100 mg IM every two weeks
- **Current concerns:**
 - Some anxiety about how long he should continue hormone therapy and possible long-term effects
 - Increased facial and body hair growth (expected) but some frustration with persistent

menstruation

- Wants to discuss future surgical options (top surgery for chest masculinization)
- Requests advice on general health screening and preventive care

Nursing Considerations

- **Communication and Support:**

- Use Jordan's preferred name and pronouns throughout the interaction.
- Assess how comfortable Jordan is in the healthcare setting and address any fears of discrimination he may express.
- Provide a safe, nonjudgmental space to talk about gender identity and future goals.

- **Education:**

- **Testosterone therapy:** Review potential side effects and benefits of continued hormone therapy. Provide evidence-based information regarding long-term effects of testosterone on bone health, cardiovascular risk, and reproductive system.
- **Persistent menstruation:** Explain that while testosterone can suppress menstruation, some individuals may still experience bleeding. Discuss options such as adjusting testosterone dosage or using additional medications like progestins or GnRH agonists to stop menstruation.
- **Surgical options:** Explore Jordan's interest in top surgery. Explain the process, including how to get a referral for a consultation with a surgeon, insurance considerations, and the general recovery timeline. Address any questions or concerns about the procedure.
- **Preventive care:** Provide gender-affirming advice for routine health screenings (e.g., Pap smears, breast cancer screening) and discuss reproductive health, including options if Jordan does not want to pursue hysterectomy. Offer information on maintaining bone health with long-term hormone therapy.

- **Mental Health Support:**

- Ask Jordan how he is coping with stress and anxiety related to healthcare discrimination and body image. If appropriate, provide resources for mental health support, such as gender-affirming counselors or support groups.
- Screen for signs of depression or anxiety, as transgender individuals may face higher rates of these conditions due to minority stress.

Questions for Reflection and Analysis

- **Communication and Cultural Competence:**

How can the nurse ensure Jordan feels safe, respected, and supported during the visit? What communication techniques would be appropriate to ensure gender-affirming care?

- **Testosterone Therapy:**

Jordan expresses concerns about the long-term effects of testosterone therapy. What side effects should the nurse discuss, and how can the nurse provide reassurance or additional resources about managing these effects?

- **Menstrual Suppression:**

Jordan is frustrated by persistent menstruation despite being on testosterone therapy. What options can the nurse suggest to help manage this, and how can the nurse help Jordan feel more comfortable discussing reproductive health?

- **Surgical Transition:**

Jordan expresses interest in top surgery. How should the nurse counsel Jordan regarding the next steps, and what should be discussed regarding recovery, risks, and emotional aspects of the surgery?

- **Preventive Health:**

What gender-affirming recommendations should the nurse provide regarding preventive health screenings (such as cervical cancer or breast cancer screening) while being sensitive to Jordan's needs and concerns?

CHAPTER ELEVEN - SECTION 4: CLIMATE AND HEALTH

Practical Application: Book Activity

Practical Application

Setting the Scene

Climate adaptation and resilience were not recognized as pressing issues for the community of Blacksburg, Virginia. The current leading climate concern, the rising sea level did not seem relevant to the city, which is located more than 300 miles from the nearest coastline. However, when Carol Davis was hired as Blacksburg, Virginia's Sustainability Manager, she set out to develop the town's 2016 [Climate Action Plan](#) (PDF), which led to the town being a leader for climate resilience.

The city passed its new Climate Action Plan around the same time as the Global Covenant of Mayors for Climate and Energy. This global alliance dedicated to climate leadership at the local level was spurring communities to develop mitigation strategies to reduce greenhouse gas emissions and adaptation strategies to make our communities more resilient in a changing climate. Using the plan as a starting point, Blacksburg worked to answer this charge.

Carol quickly found that best practices and tools to assess climate vulnerability, adaptation, and resilience were harder to locate for non-coastal communities. She was able to pull from

- the [Climate Explorer](#), a visualization tool that provides graphs and maps of historical and projected climate variables for the contiguous United States at the county level
- key findings from the [Fourth National Climate Assessment](#)
- [Temperate](#) tool, which provided a concrete, guided process to help her make sense of the data and evaluate the degree to which each potential climate hazard could impact an array of critical community systems

Using these tools, she determined 13 key temperature and precipitation metrics that would be most relevant to Blacksburg. Each of these metrics pointed to potential areas of vulnerability that Blacksburg might need to address.

To further explore which climate metrics might have the greatest adverse impact on the community and bring a variety of experience and expertise to the project, Carol convened a Climate Vulnerability Advisory Team of experts from a variety of disciplines. The team was primarily composed of faculty from the Blacksburg-located Virginia Tech. Members of the Advisory Team provided input on invasive plants, climate trends and ecological processes, energy systems and society, surface water hydrology, extreme weather conditions, climate modeling, food system resiliency, heat stress and public health, transportation, and land use planning, stormwater engineering, climate adaptation planning, water systems and security, civil engineering, hazard mitigation planning, and forest dynamics. This team:

- helped her interpret the best-available climate data and modeling,
- provided critical knowledge on how those changes might specifically impact Blacksburg, and
- provided input on potential adaptation policies that could help Blacksburg deal with new conditions.

With these tools and the Advisory Team's help, Carol was able to direct the project. The group focused attention on anticipated changes to climate by mid-century and end-of-century time scales, with both low- and high-emissions scenarios in mind. The group further examined the interplay between local and national geographic scopes for each of the 13 climate metrics under consideration.

In this way, the team was able to identify and prioritize the top three climate hazards of concern for Blacksburg: hotter summers, warmer winters, and increased precipitation anticipated to occur with changing precipitation patterns.

With these top climate hazards in mind, the team turned its attention to how these hazards might impact local community systems. Grouping the systems into four broad categories — People & Climate, Natural Systems, Economy & Employment, and Infrastructure & Basic Services — the team worked to identify the specific elements and systems critical to the community's functioning and the well-being of the residents.

The team's final assessment, the 2020 [Climate Vulnerability Assessment](#) (PDF), included plotting potential areas of vulnerability on a risk matrix to consider the degree of risk for each community system from Blacksburg's primary climate hazards. This drew their focus to the areas of highest anticipated risk and helped them focus their efforts on potential adaptation strategies for the

greatest threats. The assessment is being integrated into the town's policy documents for future action.

Think About It

1. Why was having an Advisory team important to the project? What benefit does having a variety of voices, experiences, and expertise bring to a study?
2. An important outcome of the plan is that Blacksburg's key decision makers are now aware of potential areas of vulnerability and are also equipped with a list of specific actions they can take to foster short- and long-term community resilience. Imagine you are a nurse in Blacksburg. What impact (both direct and indirect) would the plan have on your work? Is there any direct action you would take?
3. Does your local community have a Climate Action Plan, Climate Vulnerability Assessment, or other climate policy? How will this impact your work?
4. Are there any climate issues in your local community that will impact your work as a nurse? What steps can you take to mitigate impact through patient care?

Practical Application: Additional Guidance

Exercise Title

Climate Adaptation and Resilience: A Case Study in Community Health

Objectives

- Understand the role of climate adaptation and resilience planning in local communities.
- Explore the implications of climate change on community health and nursing practice.
- Analyze the benefits of interdisciplinary collaboration in addressing climate-related challenges.
- Apply knowledge of climate vulnerability assessments to nursing practice and patient care.

Preparing for the Exercise

- **Review the Case Study:** Familiarize yourself with the case study details provided. Ensure you understand the climate metrics, the role of the Advisory Team, and the outcomes of the Climate Vulnerability Assessment.

- **Gather Resources:**
 - Collect relevant materials, including textbooks, articles, and online resources.
 - Explore real-world examples (videos, case studies) to ground students' understanding of real world impact of climate change.
- **Set Up the Classroom:** Arrange seating to facilitate group discussions and role-playing exercises. Ensure that any multimedia equipment is functioning if you plan to use slides or videos.

Exercise Components

1. **Discussion:** Begin with a discussion on the importance of climate adaptation and resilience. Focus on the relevance of such plans to nursing and community health.
2. **Role-Playing/Communication Exercise:** Engage students in a role-playing exercise to simulate the process of creating and implementing a climate action plan.
3. **Reflective Practice:** Encourage students to reflect on how climate change might impact their future nursing practice and the steps they can take to address these impacts.

Evaluation and Assessment

- **Participation:** Assess student engagement and participation in discussions and role-playing exercises.
- **Reflection:** Evaluate the depth of students' reflections on the implications of climate change for nursing practice.
- **NCLEX Style Questions:** Use these questions to assess understanding of the content covered in the exercise.

Integration into Curriculum

- **Alignment with Course Objectives:** Integrate evidence-based strategies to address the impact of climate on health into nursing courses.
- **Sequencing:** Determine the appropriate timing and sequencing of the exercise within the course curriculum to complement other content and activities.
- **Integration of Theory and Practice:** Connect the concepts from the exercise to broader nursing practice, particularly in relation to community health and environmental factors.
- **Interdisciplinary Collaboration:** Highlight the importance of working with diverse teams to address complex health issues related to climate change.

Resources and Support

- **Learning Resources:** Provide students with access to relevant literature, articles, and resources on climate change, including
 - U.S. Climate Resilience Toolkit: Provide access to additional resources from the toolkit for further reading.
 - Local Climate Data: Share any local climate data or reports relevant to the students' community
- **Faculty Support:**
 - Offer guidance on how students can incorporate climate considerations into their nursing education and practice.
 - Offer guidance, feedback, and support to students as they engage in the exercise, addressing any questions or concerns they may have about the scenario or related topics.

Conclusion

This guide provides an exercise which will help students understand climate change impacts and the role of nurses in promoting community resilience.

Additional Activities

Role-playing/Communication Exercise

Scenario Title

Community Health Nurse and Climate Vulnerability Advisory Team Meeting

Objective

To practice communicating climate-related health risks and develop collaborative strategies for mitigating these risks.

Roles

- Community Health Nurse: Responsible for understanding and conveying the implications of climate changes on public health.
- Advisory Team Members: Experts in various fields providing input on climate impacts and adaptation strategies.

Scenario Setup

- Set up a mock meeting room where the nurse and advisory team can discuss climate data and its implications.
- Provide each participant with role-specific information and data relevant to their expertise.

Scenario

A community health nurse meets with the Climate Vulnerability Advisory Team to discuss the potential impacts of increased heat stress and changing precipitation patterns on local public health.

Role-Play exercise

1. Pre-Exercise Briefing
 - a. Review the case study and role descriptions with participants.
 - b. Ensure that all materials (data charts, vulnerability assessment reports) are ready for distribution.
2. Scenario Introduction
 - a. Welcome the participants and explain the purpose of the role-playing exercise. Emphasize the importance of interdisciplinary communication in addressing climate-related health issues.
 - b. Assign Roles
3. Role-Play Interaction
 - a. Participants engage in a role-play interaction of the meeting.
 - b. Role-Play Guidelines:

- i. Each Advisory Team Member provides an update on their field
- ii. The Nurse asks questions to ensure they have the relevant information to support their community

Debriefing and Feedback

After the role-play, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- The challenges faced in communicating and addressing climate impacts.
- The effectiveness of the strategies proposed.
- Insights gained from interacting with professionals from different disciplines.

Reflective Practice

This activity could occur on a discussion board or by uploading a video using Flip or Canvas Studio.

Reflect on how climate change may affect the health of communities in your area. Consider both direct and indirect impacts, such as heat-related illnesses, vector-borne diseases, and changes in mental health. How can you, as a nurse, address these issues in your practice? What steps can you take to advocate for climate resilience and adaptation in your community?

Interactive Module

Create an interactive escape room using Google Forms that challenges students to solve puzzles related to the chapter topic. These NCLEX-style questions can be a starting point.

1. A nurse in a community with increasing heat waves is educating residents about heat stress. Which of the following should the nurse include in the education plan?
 - A. Advise residents to avoid hydration to prevent frequent bathroom visits.
 - B. Recommend wearing light, loose-fitting clothing and staying hydrated.
 - C. Encourage residents to stay indoors only during peak sunlight hours.
 - D. Suggest using fans and air conditioning only during emergencies.

2. During a community health meeting, a nurse learns that the local climate action plan includes measures to address increased precipitation and potential flooding. Which of the following actions should the nurse consider in response to this information?
 - A. Focus solely on educating patients about individual health practices.
 - B. Develop community outreach programs to raise awareness about flood preparedness.
 - C. Ignore the climate action plan as it is unrelated to patient care.
 - D. Advocate for the removal of flood prevention measures from the plan.

Simulation

Scenario

Addressing the Health Impacts of Climate Change in Community Health Nursing

Objective

- Assess health risks related to climate change, focusing on vulnerable populations in the community.
- Educate community members on the health effects of climate change, such as heat-related illnesses, respiratory conditions, and waterborne diseases.
- Develop and communicate strategies for preventing and managing climate change-related health issues in the community.

- Encourage community engagement by promoting sustainable practices and emergency preparedness for extreme weather events.

Overview

You are a public health nurse working in a community clinic in a region experiencing increasingly severe weather patterns, including heatwaves, poor air quality, and frequent flooding. Today, you are hosting a community education session to discuss the health effects of climate change and offer strategies to mitigate its impact on the vulnerable populations in the area, such as older adults, children, and individuals with chronic respiratory conditions.

Roles

- Nurse(s)
- Community Member(s) – played by participant or instructor

Setting

Community health clinic or a local community center where residents have gathered for an educational session led by the public health nurse.

Background and Preparation

- Review the health effects of climate change, including heat-related illnesses (e.g., heat stroke), exacerbation of respiratory conditions (e.g., asthma, COPD due to poor air quality), and increased risk of vector-borne diseases (e.g., West Nile virus, Lyme disease).
- Understand the role of public health nurses in disaster preparedness, community education, and advocating for policies to reduce climate impacts.
- Target Population
 - The community includes elderly residents, children, individuals with respiratory conditions, and families in flood-prone areas.
 - Review the community's specific environmental challenges, such as heatwaves, air pollution, and flooding.
- Communication Skills:
 - Focus on clear, culturally appropriate communication.

- Be prepared to address concerns, answer questions, and offer actionable advice for community members.

Simulation Outline

1. Part 1: Opening the Session (10 minutes)

- a. **Task:** Introduce the topic of climate change and health, emphasizing its relevance to the community.
- b. **Script:** “As we’ve all seen over the past few years, our weather patterns have been changing, with more intense heatwaves, worsening air quality, and flooding events. These changes are affecting the health of our community, especially for our older adults, children, and those with health conditions like asthma or heart disease. Today, I’d like to talk about how climate change is impacting our health and what steps we can take to protect ourselves and our loved ones.”
- c. **Nurse’s Goals**
 - i. Introduce the topic of climate change in a relatable and non-alarming way.
 - ii. Establish a connection with the community by referencing recent local events (e.g., heatwaves, floods).
 - iii. Ask open-ended questions to gauge the community’s current understanding of climate change and health risks.
- d. **Community Member Role**
 - i. Ask questions like: “Is this really because of climate change?” or “What can we do about it?”

2. Part 2: Discussing the Health Effects of Climate Change (15 minutes)

- a. **Task:** Provide specific examples of how climate change can impact health, focusing on vulnerable populations in the community.
- b. **Key Points to Address**
 - i. Heat-related Illnesses
 - ii. Air Quality and Respiratory Issues
 - iii. Flooding and Waterborne Diseases
- c. **Nurse’s Goals**

- i. Educate about the direct and indirect effects of climate change on health.
- ii. Offer practical advice on preventing and managing heat-related illnesses, respiratory conditions, and waterborne diseases.
- iii. Highlight the increased risk for vulnerable populations and suggest specific precautions for them.

d. **Community Member Role**

- i. Raise concerns or share personal experiences, such as: “My father has COPD. What should he do on those bad air quality days?” or “What should we do if we get caught in a flood?”

3. **Part 3: Prevention Strategies and Community Engagement (10 minutes)**

- a. **Task:** Engage the community in developing action plans to mitigate health risks related to climate change.

b. **Key Points to Address**

- i. Personal Protection
- ii. Sustainable Practices
- iii. Emergency Preparedness

c. **Nurse’s Goals**

- i. Empower the community to take preventive actions and make their homes safer during extreme weather.
- ii. Encourage sustainable behaviors that promote long-term environmental health.
- iii. Promote community resilience through disaster preparedness and collective action.

d. **Community Member Role**

- i. Ask about emergency preparedness or ways to get involved: “What should I include in an emergency kit?” or “How can we help our elderly neighbors during a heatwave?”

4. **Part 4: Reflection (10 minutes)**

- a. **Task:** End the session with a summary and a call to action.

b. **Key Points to Address**

- i. Personal Protection
 - ii. Sustainable Practices
 - iii. Emergency Preparedness
- c. **Nurse’s Script:** “Climate change is a challenge, but together we can take steps to protect our health and reduce its impacts. Check on your neighbors during heatwaves, make a plan for emergencies, and stay informed. If we work together, we can build a stronger, healthier community.”
- d. **Nurse’s Goals**
- i. Summarize key points from the session.
 - ii. Motivate community members to take action.
 - iii. Provide resources for further information (e.g., local emergency management, public health websites).
- e. **Community Member Role**
- i. Express appreciation or ask for clarification on any final points: “Thanks for this information—where can we get more resources?”

Debriefing and Feedback

After the simulation, conduct a debriefing session where each participant reflects on their experience, provides feedback, and discusses lessons learned.

- How effectively they communicated health risks related to climate change.
- The appropriateness of the advice provided for specific populations (e.g., children, elderly).
- How they encouraged community engagement and preventive actions.
- Areas for improvement in delivering clear and actionable information.

Students should reflect on how they can integrate climate change awareness into their community nursing practice and empower patients to adapt to a changing environment.