Population-Based Nursing - Concepts and Competencies for Advanced Practice 2nd edition Vitale Test Bank

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Instructor's Manual to Accompany

Population-Based Nursing

Second Edition

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CHAPTER 1

Introduction to Population-Based Nursing

EXERCISES AND DISCUSSION QUESTIONS WITH ANSWERS

EXERCISE 1.1

Using the following table as an example, list the parameters that describe the population(s) to whom you provide care.

Population	Framing Definitions	Parameters
Patients who have been diagnosed with congestive heart failure (CHF) and who live in the community	Adult (18 years of age and older) patients discharged from an urban medical center with a primary diagnosis of CHF	P1 = diagnosis P2 = age P3 = location/service area
Population of New Jersey	All permanent residents of New Jersey	P1 = geographical location P2 = permanent residency

EXERCISE 1.2

PolitiFact is a website created by the *St. Petersburg Times* (Now the *Tampa Bay Times*) and a winner of the 2009 Pulitzer Prize (http://www.politifact.com/). It was created to help people find the truth in American politics. Reporters and editors from the newspaper check statements by members of Congress, the White House, lobbyists, and interest groups and rate them on a *Truth-O-Meter*. Find a statement that is being circulated about the Affordable Care Act, and then check the Truth-O-Meter to determine the veracity of the statement.

Key Points

- Students should be encouraged to keep abreast of current news that is in the public domain and which may have an impact on nursing practice and/or patient care. It is important to be politically active, if only to stay informed. They may do this the conventional way (through radio/TV broadcasts or newspapers) or through more modern communication methods such as via podcasts or Twitter.
- Check out the following links:
  https://www.whitehouse.gov/podcast
  http://www.npr.org/sections/politics/
  https://www.gop.com/

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EXERCISE 1.3

Identify two or three population-based and health-related interventions at your institution or your community. Determine if the approach has been successful in changing outcomes and/or reducing health-related costs. Identify the aggregate population and the parameters used in this intervention. Identify any changes in policy associated with these interventions.

Key Points

- Outcomes should be carefully defined and measured as rates (or means/medians) before and after the intervention (do not use raw data).

EXERCISE 1.4

This chapter includes a brief description of the health effects of Hookah. Design an educational program that addresses the negative health effects of Hookah. First, research the health effects of Hookah and select three to five health effects to address. Identify your target population and design an educational intervention for them. What outcomes will you look at to determine if your intervention works? What approach will you use to engage your target population?

Key Points

- Some health effects: The tobacco and smoke from Hookah have toxic properties and have been linked to various cancers including lung and oral cancers. Many of the same effects of cigarette smoking are found with smoking Hookah.
- Check out: http://www.lung.org/associations/states/oregon/assets/docs/programs/tobacco/alao-hookah-fact-sheet.pdf
- Outcomes to measure: the number of participants who express an interest in quitting before and after the presentation. Survey participants 3 months following presentation: What percentage of participants has quit using hookah? It will be important to determine if they switched to another tobacco product or not.
- Educational activities should be designed such that they are appropriate to the age and literacy level of the participants. Stress to students: *know your audience.*
- The goal of the program should be to educate the audience so that participants can make an informed decision.

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EXERCISE 1.5

Toxic stress is described and discussed in this chapter. Conduct a search to answer the following questions. What are the three types (categories) *of* toxic stress? How does toxic stress affect the brain? Review results from the ACE studies and design a population-based prevention program to reduce exposure to toxic stress. Discuss the barriers to designing such a program. Give examples of prevention programs in your state that reduce or prevent toxic stress exposures. How do they work? Are they effective? If they are not effective, explain why you believe they are not working.

Key Points

- Check out: http://www.acestudy.org/
- There is tolerable or "normal" stress; serious "short-term" stress; and chronic, long-term, or "*toxic*" stress. Adverse childhood events usually fall under three categories—abuse, neglect, or household dysfunction.
- *Toxic stress* can affect both emotional and cognitive development.
- One problem is the identification and protection of children who experience *toxic stress.*
- *Encourage students to discuss various barriers to intervention* (e.g., resources)
- The education of healthcare workers, teachers, police, and childcare workers (people who come into frequent contact with children) is critical in combating *toxic stress.*

SUPPLEMENTAL DISCUSSION QUESTION

EXERCISE 1.6

What are the strengths and limitations of population-based nursing?

Key Points

- Facilitates the implementation of standard interventions, based on the best research evidence, to improve the health of targeted groups of people.
- Interventions at the population level have the potential to improve overall health across targeted groups of people and to impact mortality and morbidity rates.
- Population-based methods do not take into consideration the differences among individuals. There is still a need for individualized care. It has been argued that resources (because they are not unlimited) should be narrowly targeted to impact high-risk and vulnerable people. Population-based approaches are sometimes targeted at groups that include both high- and low-risk individuals.

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CHAPTER 2

Identifying Outcomes

EXERCISES AND DISCUSSION QUESTIONS WITH ANSWERS

EXERCISE 2.1

Poor infant mortality rates for African American babies in the United States are an example of a glaring health disparity.

- Where would you go to find information about this problem?
  - The National Center for Health Statistics (NCHS) (http://www.cdc.gov/nchs)
  - The National Vital Statistics System provides information about state and local vital statistics including infant mortality rates (www.cdc.gov/nchs/nvss.htm)
  - Healthy People 2020
  - Office of Minority Health and Health Disparities within the CDC
  - Quick Health Data Online (www.healthstatus2020.com/index.html)
- How would you obtain information regarding infant mortality rates from your local, state, or regional community?
  - U.S. Census Data
  - County and state health department information about infant mortality rates
  - Published studies from researchers
- What factors must be considered when interpreting epidemiological data on health disparities?
  - Social determinants of health, such as housing, education, access to public transportation, access to safe water, access to fresh food, and the built environment. In addition to ethnicity, other characteristics also contribute to the presence of disparities or the achievement of good health such as gender, sexual orientation, geographic location, working environment, cognitive, sensory, or physical disability, and socioeconomic status.
- What interventions have been designed to reduce infant mortality rates, and specifically the infant mortality rates of specific groups with the highest mortality rates?
  - Review information available on Healthy People 2020
  - The National Partnership for Action to End Health Disparities (www.minorityhealth.hhs.gov/npa)
  - The Association of American Medical Colleges report *The State of Health Equity Research: Closing Knowledge Gaps to Address Inequities* (www.aamc.org/initiatives/research/healthequity/402654/closingknowledgegaps.html)
  - Quick Health Data Online System (www.healthstatus2020.com/index.html)
  - *Have students conduct a literature review*
- How might an APRN participate in local efforts to reduce infant mortality rates?
  - Identify community partners from health agencies such as the health department, Healthy People committee, hospitals, CNMs, Obstetrics/gynecologists practices, and relevant community coalitions. Offer to lead a coalition or join an existing one to explore the local

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problem, identify potential interventions, and assist with implementing interventions and evaluating them.
- Assist in efforts to improve the social determinants of health at the local level.

EXERCISE 2.2

An APRN is interested in trying to prevent mortality from acute stroke and decides to develop an online continuing education program to teach RNs, APRNs, and physician assistants about stroke protocols, including administration of tissue plasminogen activator (tPA), a thrombolytic therapy.

- What outcomes might the APRN monitor to determine the effectiveness of this program?
  - Stroke mortality rates by region and at hospitals with/without stroke protocols and tPA use
  - Presence of a stroke protocol committee or similar hospital QI committee working on reducing stroke mortality
  - Number of providers per agency who underwent successful stroke protocol training
  - Change in practice by trained providers in relation to implementation of stroke protocols (e.g., fidelity to protocols)
  - tPA administration time after arrival at healthcare facility
- The APRN takes a closer look at identifying subgroups in his or her community with the highest risk of stroke. In what ways can he or she tailor the educational intervention to better reach these groups at the community level and at the state level?
  - Provide education at community, regional, and state levels.
  - Tailor stroke care education for outreach, surveillance, and response to high-risk groups.
  - Seek grant resources to train providers in areas of state with highest risk of stroke.
  - Partner with an acute care hospital that has earned the American Heart Association/American Stroke Association's Get With The Guidelines® Stroke Gold Plus Performance Achievement Award.

EXERCISE 2.3

An APRN is volunteering in a homeless shelter and is caring for a young woman who is withdrawn and not making eye contact. The APRN observes bruising on the woman's arms and cheek.

- What information should the APRN assess that can be used to provide the appropriate health intervention(s)?
  - Safety issues (e.g., Does the woman have a phone with 911 call ability? Is the young woman being stalked?). *Discuss other safety issues with students.*
  - Comprehensive health history and physical examination.

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- The likelihood that youths who are homeless will experience health inequalities depends mainly on what types of determinants?
  - Social determinants of health, where one lives, works, and plays.
- What health indicators should the APRN monitor as a measure of health outcomes in young, homeless, people?
  - Prevalence of domestic violence among members of the homeless population of interest
  - Number of people with successful transitions to stable housing
  - Prevalence of mental health problems among homeless people and number who seek integrated health options (if available)

EXERCISE 2.4

A recent conference you attended included a session on ways that hospitals in the Southeast are using the NDNQI. You do not know very much about nursing indicators but recognize that this would be helpful to you in the new role you will have as a nurse manager.

- Where can you obtain information about the NDNQI?
  - National Database of Nursing Quality Indicators at http://www.pressganey.com/ourSolutions/performance-and-advanced-analytics/clinical-business-performance/nursing-quality-ndnqi
- You later learn that the hospital where you work has just started collecting data on five of the NDNQI nursing indicators. You ask to review the data and find that the nursing care hours per patient day on your unit are low in comparison with the national data provided from the database. How can you use this information to improve patient care on your unit?
  - Share information with stakeholders (*Discuss with students. Who are the stakeholders?*).
  - Work with nurse leadership to identify appropriate interventions such as additional resources.

EXERCISE 2.5

Diabetes affects a growing number of Americans. You have been invited to join a collaborative of community agencies interested in tackling diabetes from a community perspective.

- What resources will you use to identify different outcomes related to diabetes?
  - Information from Healthy People 2020, the CDC, American Diabetes Association, the Community Guide to Preventive Services, US Preventive Services Task Force, published research studies
- What outcomes related to diabetes are of most interest to community members?
  - This may vary depending on the local community. Outcomes related to various health disparities may be of interest (such as by ethnicity, gender, socioeconomic status, disability status, geography, etc.)
  - Incidence and prevalence trends of diabetes at the local level

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- How will you compare the outcomes you select to monitor at the local level with state and national outcomes?
  - Examine incidence and prevalence at the local level (e.g., county level) with state and national outcomes to compare with each other and substantiate evidence of need for additional resources or evidence of successful interventions

EXERCISE 2.6

APRNs should not only recognize but also make it part of their practice to develop strategies to reduce or eliminate health disparities. Review information from Healthy People 2020 and the CDC Office of Minority Health and Health Disparities (OMHD) websites.

- What health disparities can you find that are relevant to your community?
  - Compare information from Healthy People 2020 and the CDC OMHD websites with local information obtained from county community health assessments (CHAs) or assessments of community health needs conducted by local hospitals, or by a collaboration of local agencies (this will vary by community).
- How can you better advocate for minority groups who have poorer health outcomes?
  - Monitor for potential differences among groups to recognize why and where population disparities are occurring; work in partnership with others to develop creative strategies to reduce the disparities and improve health equities.
  - Review the literature and other resources for strategies that work in other parts of the county that could be considered at the state, regional, or local level.
  - Collaborate with local stakeholders. Create community partnerships.
  - *Be aware that such disparities exist!*
- What specific objectives in Healthy People 2020 can help this effort?
  - Numerous objectives may be able to help. Encourage students to review information about disparities in general found at the Healthy People 2020 website. Go to Home - About - Foundation Health Measures - Disparities. Healthy People 2020 assesses health disparities in the U.S. population by tracking multiple outcomes in relation to demographic factors including:
    - Race and ethnicity
    - Gender
    - Sexual identity and orientation
    - Disability status or special healthcare needs
    - Geographic location (rural and urban)

EXERCISE 2.7

You are a psychiatric clinical nurse specialist interested in improving mental health services in your community. You decide to review the *Guide to Community Preventive Services* to identify

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