Rector's Community and Public Health Nursing 11th edition Stanley Test Bank

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Test Bank Questions, Chapter 1, Introduction to Community/Public Health Nursing

1. The community/public health nurse is interested in improving heart health in the community. What will the nurse do **first**?
    A) Complete a needs assessment.
    B) Define the targeted community.
    C) Collect data on heart health issues.
    D) Educate the community on heart health.

2. The nurse is starting a community health project. Which group will the nurse identify as **best** fitting the definition of a community?
    A) members of a local church
    B) individuals diagnosed with hypertension
    C) large extended family
    D) all college graduates in the region

3. The nurse is attempting to determine populations at risk for certain illnesses. Which group will the nurse identify as **best** fitting the definition of a population for this task?
    A) members of a local labor union
    B) students at a university
    C) residents of a city aged 21 to 35 years
    D) fans of the city baseball team

4. A nurse is looking for a common-interest community to partner with for a community health intervention. Which group will the nurse select?
    A) global community
    B) small rural town in a northern state
    C) national professional organization
    D) counties addressing water pollution

5. There are several groups that work with the community/public health nurse on various projects. Which group will the nurse identify as a community of solution?
    A) group of nurses committed to ending workplace violence
    B) fundraising group dedicated to curing pancreatic cancer
    C) high school coaches offering weight loss training
    D) registered voters in a certain zip code

6. The nurse is discussing health concerns with a client. Which statement indicates that the client understands the concept of the health continuum?
    A) "I will always have the same level of health over time."
    B) "My health problems make me unhealthy."
    C) "I will go through cycles of having good health and bad health."
    D) "I am having health challenges but can work toward better health."

7. The nurse is using Healthy People 2030 recommended health indicators to measure the effectiveness of community health programs for maternal–child health. Which metric will the nurse use?
    A) infections at the site of the cesarian procedure
    B) infant mortality
    C) incidence of postpartum depression
    D) rate of breastfeeding parents

8. A student nurse is considering a role as a community/public health nurse. What knowledge should the student nurse focus on attaining? Select all that apply.
    A) pharmacology principles
    B) public policy
    C) basic life support
    D) concepts for emergency preparedness
    E) biostatistics

9. A group of community health nursing students designs a health education program for a group of pregnant adolescents. During the program, the nursing students plan to teach the adolescents about nutrition during pregnancy, demonstrate helpful exercises, and discuss the adolescents' concerns. This is an example of:
    A) health promotion.
    B) treatment of disorders.
    C) rehabilitation.
    D) evaluation.

10. The community/public health nurse is developing a plan of primary prevention activities for the community. Which activity(ies) might the nurse include? Select all that apply.
    A) teaching about safe sex practices to high school students
    B) encouraging older adults to install safety devices in the bathroom
    C) providing regular immunization programs for communicable diseases
    D) participating in cholesterol screening programs at health fairs
    E) providing skin testing for tuberculosis for children older than 1 year
    F) working with a group testing water samples for contamination

11. The community/public health nurse's goal is to promote autonomy in clients. What action does the nurse recognize as a sign of client autonomy?
    A) following the nurse's recommendations carefully
    B) creating their own health goals
    C) having similar outcomes as the nurse's other clients
    D) reaching out to the nurse when encountering health problems

12. A community/public health nurse is working with other members of a team who will be implementing a city-wide immunization program. What aspect of care will the nurse likely improve by working with an interprofessional team?
    A) involvement of the community
    B) client participation
    C) continuity of service
    D) affordability of care

13. The nurse has a limited budget and must select one program to implement. Which program will the nurse select if following the ethical principle of utilitarianism?
    A) physical therapy for injured student athletes
    B) creation of an exercise area in an apartment complex
    C) scholarship program for high school students who are homeless
    D) vaccine program for all public school students.

14. Using *Healthy People 2030* as a guide, the community/public health nurse includes which factor in a teaching plan to demonstrate that the targeted population understands the basic information provided during an educational session?
    A) self-care
    B) health disparities
    C) health literacy
    D) episodic needs

15. The nurse has been asked to create a cost-effective program to address gun violence. What is the **best** way to identify cost-effective solutions for this issue?
    A) using research-based evidence to create interventions
    B) closely monitoring the make-up of the community
    C) documenting the number of services that are provided
    D) labeling resources as scarce or not scarce

16. The nurse has transferred from a hospital setting to a community/public health setting. Which activity(ies) should the nurse expect to do in this role? Select all that apply.
    A) examining infants in a city's well-baby clinic
    B) teaching older adults post stroke in their homes
    C) providing emergency care in an acute care facility
    D) carrying out epidemiologic research
    E) participating in health policy analysis

17. The community/public health nurse uses the World Health Organization definition of health in their practice. What does this nurse recognize as health?
    A) absence of disease
    B) potential to lead a productive life
    C) environment free of toxins
    D) holistic state of well-being

18. A school nurse is using a population-oriented focus to improve health in the community. What action reflects a population-oriented focus?
    A) creating a support group for students with asthma
    B) identifying students who scored highest on standardized tests
    C) focusing equally on all students in the school
    D) meeting with students attending an afterschool program

19. The community/public health nurse is developing a plan of secondary prevention activities. Which action(s) might the nurse include? Select all that apply.
    A) participating in skin cancer screening programs at health fairs
    B) encouraging parents to install safety devices in electrical outlets
    C) providing annual flu vaccinations
    D) participating in hypertension screening programs at health fairs
    E) providing skin testing for tuberculosis for children older than 1 year
    F) teaching college-age students about meningococcal vaccination

20. The community/public health nurse is developing a plan of tertiary prevention activities. Which action(s) might the nurse incorporate into the plan? Select all that apply.
    A) providing a support group for people recovered from breast cancer
    B) encouraging people to schedule yearly Papanicolaou tests
    C) providing height and weight measurements during a health fair
    D) participating in diabetes screening programs at health fairs
    E) educating high school students about bullying
    F) providing a community-based stroke rehabilitation program

Test Bank Answer Key, Chapter 1, Introduction to Community/Public Health Nursing

1. **B.** The community/public health nurse must first define who is in the community before an assessment takes place so that the appropriate people are included in the assessment. Assessment, data collection, and education would all occur after the nurse defines the community.

Format: Multiple Choice
Chapter: 1
Client Needs: Safe and Effective Care Environment: Management of Care
Cognitive Level: Understand
Integrated Process: Nursing Process
Page and Header: 8, Populations and Aggregates

2. **A.** The broad definition of a community is a collection of people who share some important features of their lives and interact with one another beyond the family unit. Community members may not live in the same geographic location, as in a common-interest community or a community of solution. Members of a local church fit that definition because they interact with each other and share in common their adherence to a certain religion and participation in church activities. People diagnosed with hypertension or college graduates in the region do not necessarily interact, even though they may have things in common.

Format: Multiple Choice
Chapter: 1
Client Needs: Safe and Effective Care Environment: Management of Care
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 5, The Concept of Community

3. **C.** A population is made up of people who do not necessarily interact with one another and do not necessarily share a sense of belonging to the group. Residents of a city who are of a certain age constitute a population because they share something in common but are not likely to interact or feel a sense of belonging to the group. A community is a collection of people who choose to interact with one another because of common interests, characteristics, or goals, which form the basis for a sense of unity or belonging. Students of a certain college, members of a local labor union, and fans of a city baseball team would be considered communities.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Teaching/Learning
Page and Header: 8, Populations and Aggregates

4. **C.** A common-interest community shares a common interest or goal that binds the members together. Membership in a national professional organization is one example. The global community and a small rural town in a northern state would be examples of a geographic community. Counties addressing a water pollution problem would be an example of a community of solution.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 6, Common-Interest Community

5. **A.** A community of solution involves a group of people coming together to solve a health problem that affects them. Workplace violence is a health risk for all nurses, so a group of nurses working together to address workplace violence is considered a community of solution. Fundraising groups for pancreatic cancer, high school coaches helping others achieve weight loss, and registered voters in a certain zip code are not attempting to solve a health problem that affects them.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 7, Community of Solution

6. **D.** Wellness is a relative concept, not an absolute, and illness is a state of being relatively unhealthy. The continuum can change. Because health involves a range of degrees, from optimal health at one end to total disability or death at the other, it is often described as a continuum and not cyclic. If the client understands that they are having health challenges but can work toward better health, they understand the continuum. The continuum is not necessarily cyclical or static. In the continuum of health, any health problems cannot define a person as "unhealthy."

Format: Multiple Choice
Chapter: 1
Client Needs: Safe and Effective Care Environment: Management of Care
Cognitive Level: Understand
Integrated Process: Nursing Process
Page and Header: 9, The Health Continuum: Wellness–Illness

7. **B.** Infant mortality is one of the Healthy People 2030 recommended health indicators. Infections at the site of the cesarian procedure, incidence of postpartum depression, and rate of breastfeeding parents are not included in the recommended metrics.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Understand
Integrated Process: Teaching/Learning
Page and Header: 11, Box 1-5 Healthy People 2030*:* Proposed Leading Health Indicators

8. **B, D, E.** The Council of Public Health Nursing Organizations recommends certain areas of knowledge that community/public health nurses should obtain. These areas include biostatistics, public policy, and emergency preparedness because these are all important for community health. Pharmacology principles and basic life support are not included in the recommended knowledge areas.

Format: Multiple Selection
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Understand
Integrated Process: Teaching/Learning
Page and Header: 17, Community/Public Health Nursing Practice

9. **A.** The nursing students are engaged in health promotion activities. Health promotion incorporates all efforts that seek to move people closer to optimal well-being or higher levels of wellness. Treatment of disorders would include direct care for issues involving pregnant adolescents, such as complications that might arise in this population. Rehabilitation would involve activities to minimize disability or restore or preserve function. Evaluation would involve an analysis of the effectiveness of these activities.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 14, Promotion of Health

10. **A, B, C.** Primary prevention activities are those taken to keep illnesses or injuries from occurring. These include teaching about safe sex practices, encouraging older adults to use safety devices in the bathroom, and providing regular immunization programs for communicable diseases. Cholesterol screening programs, skin tests for tuberculosis, and working with a group testing water samples for contamination are examples of secondary prevention activities.

Format: Multiple Selection
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 14, Promotion of Health

11. **B.** The community/public health nurse works with the client as an equal partner, encouraging autonomy. Autonomy results in the self-reliance of clients, including the creation of their own health goals. Having similar outcomes as the nurse's other clients, reaching out to the nurse when having health problems, and following all of the nurse's recommendations are not signs of autonomy.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Caring
Page and Header: 19, Clients as Equal Partners

12. **C.** Working in cooperation with other team members, coordinating services, and addressing the needs of population groups are essential to interprofessional collaboration. In doing so, the community/public health nurse is preventing fragmentation and gaps, thereby ensuring continuity of service. The involvement of the community, affordability of care, and client participation are important, but they are not likely to increase due to interprofessional collaboration.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Understand
Integrated Process: Nursing Process
Page and Header: 21, Interprofessional Collaboration

13. **D.** The ethical theory of utilitarianism promotes the greatest good for the greatest number. A vaccine program for all public school students would reach more people than an exercise area in one apartment complex, physical therapy for injured athletes, or a scholarship program for students who are homeless.

Format: Multiple Choice
Chapter: 1
Client Needs: Safe and Effective Care Environment: Management of Care
Cognitive Level: Apply
Integrated Process: Caring
Page and Header: 19, The Greatest Good for the Greatest Number of People

14. **C.** Consumers are often intimated by health professionals and are uninformed about health and healthcare, affecting the quality of care. Adopting a teaching plan to ensure that the population understands the basic information addresses health literacy, the ability to read, understand, and use healthcare information appropriately. Doing so helps to ensure that the teaching plan will be effective. Self-care refers to the process of taking responsibility for developing one's own health potential by actively participating in promoting one's own health. Health disparities reflect differences in all aspects of healthcare related to vulnerable populations. Episodic needs are one-time specific negative health events that arise and are not an expected part of life.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Teaching/Learning
Page and Header: 19, Clients as Equal Partners

15. **A.** Decisions for programs or services are often made based on cost-effectiveness or cost–benefit ratio. Therefore, community/public health nurses must provide policymakers with information about best practices grounded in research. Although the population's makeup, amount of services to be provided, and scarcity of the available resources are factors that may need to be considered, the community/public health nurse must first demonstrate evidence-based practice.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Analyze
Integrated Process: Nursing Process
Page and Header: 20, Optimal Use of Available Resources

16. **A, B, D, E.** Community/public health nurses work in every conceivable kind of community agency, from a state public health department to a community-based advocacy group. Their duties range from examining infants in a well-baby clinic or teaching older adults post stroke in their homes to carrying out epidemiologic research or engaging in health policy analysis and decision making. Providing care in an acute care facility would not be an activity associated with a community/public health nurse.

Format: Multiple Selection
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 2, Community and Public Health

17. **D.** The World Health Organization (WHO) offers a positive explanation of health as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." This would include a holistic state of well-being.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Remember
Integrated Process: Nursing Process
Page and Header: 8, Populations and Aggregates

18. **A.** As a result of their population-oriented focus, the community/public health nurse seeks to discover possible groups with a common health need, such as children being treated for asthma or groups at high risk for development of a common health problem. Population-oriented focus also takes into account relationships among the population. Students who do not have greater risk for health problems, like those scoring highest on standardized tests or those attending an after-school program, would not be a part of population-oriented focus. Addressing the whole school equally would also not be population-oriented focus because it does not take into account the individual needs of students.

Format: Multiple Choice
Chapter: 1
Client Needs: Health Promotion and Maintenance
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 18, Population Focused

19. **A, D, E.** Secondary prevention activities are those used to detect and treat existing health problems at the earliest possible stage when disease or impairment is already present. Activities may include hypertension and cholesterol screening programs to identify high-risk individuals and encourage early treatment to prevent heart attacks or stroke. Other examples are encouraging regular mammograms and Papanicolaou test for early detection of possible cancers and providing skin testing for tuberculosis (in infants at 1 year of age and periodically throughout life, with increasing frequency for high-risk groups). Secondary prevention attempts to discover a health problem at a point when intervention may lead to its control or eradication.

Format: Multiple Selection
Chapter: 1
Client Needs: Physiological Integrity: Physiological Adaptation
Cognitive Level: Apply
Integrated Process: Nursing Process
Page and Header: 14, Promotion of Health

20. **A, F.** Tertiary prevention measures attempt to reduce the extent and severity of a health problem to its lowest possible level to minimize disability and restore or preserve function. Examples include treatment and rehabilitation of persons after a stroke to reduce impairment, postmastectomy exercise programs to restore functioning, and early treatment and management of diabetes to reduce problems or slow their progress. Primary prevention activities are those taken to keep illnesses or injuries from occurring, such as educating high school students about bullying and providing height and weight measurements during a health fair. Secondary prevention activities are those used to detect and treat

existing health problems at the earliest possible stage when disease or impairment is already present, such as encouraging people to schedule yearly Papanicolaou tests and participating in diabetes screening programs at health fairs.

Format: Multiple Selection

Chapter: 1

Client Needs: Physiological Integrity: Physiological Adaptation

Cognitive Level: Apply

Integrated Process: Nursing Process

Page and Header: 15, Prevention of Health Problems

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