

## NU 440 Community Health Guided Self-Assessment

**The student considering the challenge exam for NU 440 Community Health should be prepared to meet the following 10 core competencies:**

1. Describe the practice of community health nursing including the concept of community-as-client and community partnerships in a rural context.
2. Integrate the nursing process with community health nursing practice to identify community needs, formulate community health diagnoses, plan interventions, and evaluate outcomes.
3. Describe community theories and interdisciplinary strategies for health promotion, risk- reduction, and disease prevention for those living in a rural setting.
4. Recognize the need to implement risk reduction strategies in rural settings to address social and public health issues including domestic violence, family abuse, sexual abuse, substance abuse and societal issues such as homelessness and HIV/AIDS.
5. Investigate environmental health risks to communities and the roles of the community/public health nurse and public agencies in environmental health promotion.
6. Describe the role of the community/public health nurse in the identification and control of communicable diseases.
7. Investigate and describe information technologies to communicate health promotion/disease prevention information to the rural community and between rural health care agencies.
8. Apply legal and ethical guidelines, standards of practice, and the professional nurse development model to rural and urban community health situations.
9. Discuss the effects of health and social policies and trends on diverse rural, urban and global communities.
- 10.** Demonstrate professional nursing roles of provider of care and designer/manager/ coordinator of care as evidenced by accountability, self-directed learning, critical thinking, and effective communication skills in the study of community, rural, and public health theory.

**Specific topics to be evaluated in the challenge exam may include, but are not limited to:**

- Roles and settings of the community health nurse
- Health promotion and risk-reduction
- Epidemiology and communicable disease control
- Theoretical models in community health nursing
- Community assessment
- Program planning and evaluation
- Global health issues
- Environmental health
- Disaster preparedness

**The following resources will be helpful to you in preparing for the exam:**

Allender, J. A., Rector, C., & Warner, K. (2014). *Community health nursing: Promoting and protecting the public's health* (8<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins. **Available on reserve in the LCSC Library.**

Association of Community Health Nursing Educators. (2009). *Essentials of baccalaureate nursing education for entry level community/public health nursing*. Retrieved from [http://www.achne.org/files/essentialsofbaccalaureate\\_fall\\_2009.pdf](http://www.achne.org/files/essentialsofbaccalaureate_fall_2009.pdf)

Centers for Disease Control and Prevention. (2015). *Centers for disease control and prevention*. Retrieved from <http://www.cdc.gov/>

U. S. Department of Health and Human Services. (2015). *Healthy people 2020*. Retrieved from <http://www.healthypeople.gov/>

World Health Organization. (2015). *World health organization*. Retrieved from World Health Organization

**Format of the exam:**

There are 25 questions on the challenge exam. Twenty-three (23) of the questions are true/false, matching, or multiple choice, and two (2) of the questions are essays. You are allowed two hours to complete the exam. The exam will automatically submit two hours after you have begun.

The maximum score possible on the exam is 100 points. The 23 true/false, matching, and multiple choice questions are worth a total of 50 points, and the two essay questions are worth a total of 50 points. In order to pass the exam a score of 73 or greater must be achieved.

## Sample Challenge Exam Questions

**The following questions are representative of those that will appear on the challenge exam.**

1. (2 points) True or False: Community health focuses equally on illness and wellness in the Illness-Wellness continuum.
  - a. True
  - b. False
  
2. (2 points) Which of the following represents a secondary level of prevention? (Please mark all that apply):
  - a. A needle exchange program for IV drug users
  - b. Regularly-scheduled foot screenings for a Diabetic patient
  - c. A public lecture on the importance of vaccinating your child
  - d. Physical therapy following a stroke
  
3. (2 points) A community diagnosis should start with:
  - a. a windshield survey
  - b. statistics on the community
  - c. inferences from the assessment
  - d. a survey of community members
  
4. (2 points) True or False: As opposed to the beginning of the 20th century, the underlying causes of death in the U.S. in the 21st century are more often behavioral rather than communicable.
  - a. True
  - b. False
  
5. (2 points) As part of your Community Assessment investigating safety issues at a small rural elementary school, you find records of playground accidents resulting in broken bones. You need to find reports of similar accidents in other schools in order to:
  - a. Calculate the prevalence of broken bones
  - b. Apply the Health Belief Model to this scenario
  - c. Help analyze this data
  - d. Develop a community diagnosis
  
6. (25 points) Please identify the public health achievement you feel has had the greatest positive impact on people's lives in the United States. (1) How did it change people's lives and improve the overall health of the country? (2) What role did community health nurses play in implementing this achievement? (3) Identify at least three nursing interventions implemented by community health nurses. *Your response should be a minimum of 3 paragraphs consisting of 5 sentences each.*

## Answer Key

1. False
2. b
3. c
4. True
5. C
6. Grading Rubric for essay question:

<b>Presentation Organization, Grammar, Typos</b>	4 points No errors	3 points Contains 1-2 different errors	2 points Contains 3-6 different errors	1 point Numerous errors
<b>Content</b>	10 points Clearly addresses all content areas in depth.	7 points Some content areas addressed in depth while others addressed only superficially	4 points All content areas addressed only superficially or one content area missing	2 points More than one content area missing.
<b>Quality</b>	11 points The main idea is clear and writing demonstrates professional thinking and insight	8 points Main idea is clear but the supporting information is general	5 points Main idea is somewhat clear but there is a need for more supporting information	2 points The main idea is not clear. There is a seemingly random collection of information.