****

**Community Health:** In addition to completing the simulations, students should be prepared to discuss selected topics in the pre/post-conferences or pre/debriefings. Below are potential topics and questions.

|  |  |  |
| --- | --- | --- |
| **Patient Name** | **Topics** | **Sample Questions** |

|  |  |  |
| --- | --- | --- |
| * 1. Ann Rails | 1. Domestic violence/Intimate partner violence incidence nationally/locally 2. The incidence of IPV related to gender, gender orientation, sexual orientation, age, associated with pregnancy and parenting. 3. Local Shelters and community resources 4. Vocational supports | 1. Where are local shelters for victims of intimate partner violence (IPV) in your community? 2. What community health concerns might a nurse confront in a shelter? 3. Describe nursing interventions to promote client and family safety in cases of domestic violence and abuse. 4. How can a nurse interrupt the cycle of abuse and assist clients to engage in effective problem solving? 5. How does society view victims of IPV? Perpetrators? |
| * 2. Carlos Mancia | 1. Tuberculosis testing and medication management 2. Contact tracing 3. Direct observed/video observed medication administration 4. Reportable illnesses | 1. Why is tuberculosis medication management so closely monitored? 2. Rates of tuberculosis have increased in the last decade. To what is that increase attributed? 3. How do social determinants interface with communicable illnesses, like tuberculosis? 4. What impact does poverty have on the rates of tuberculosis? 5. What illnesses are reportable to the CDC? Why? |
| * 3. Richard Dominec | 1. HIV+ vs. AIDS (clinical definition) 2. Keeping partners safe from HIV 3. Support groups for clients with HIV+ and AIDS | 1. How does being HIV positive differ from being diagnosed with AIDS? 2. Discuss local resources for clients with HIV/AIDS. 3. What can nurses do to reduce the stigma associated with HIV/AIDS, same sex parenting, and other forms of systemic marginalization? 4. How have HIV treatments and prophylaxis impacted the quality of life and length of lives of individuals who are exposed to HIV, are HIV positive or have AIDS? 5. What healthcare resources in your community provide PrEP? |
| * 4. Jenny Smith | 1. STIs 2. LARCs 3. Grief and loss following miscarriage/spontaneous abortion | 1. What are the most common symptoms associated with STIs? How do they differ among STIs? How do these differences impede diagnosis and treatment? 2. What are the unique features of the diagnosis and treatment of herpes? 3. What are the pros and cons of LARCs? What impact may the use of LARCs have on rates and transmission of STIs? How might nurses address this issue? 4. How might a nurse support a young woman and family following a spontaneous abortion? 5. How is the grief experienced by women and families when an infant is miscarried different from other losses? How is it similar? How can nurses assist with bereavement in women and families following a fetal loss? |
| * 5. Maria Sanchez | 1. Post -partum depression 2. Family/Cultural dynamics 3. Home visiting | 1. Search for local and national resources for clients and families confronting the complexities of post-partum depression. 2. Consider post-partum depression and mental health issues in general. What factors may lead to a client self-blaming when faced with symptoms? How can a nurse address these issues? 3. What nursing interventions ensure maternal and infant safety in cases with significant post-partum depression? 4. What assessments are critical parts of a home visit? 5. How should a nurse respond if they feel unsafe in a client’s home during a home visit? |
| * 6. Genevieve (Genny) Osaka | 1. Spinal cord injury 2. Highly skilled childcare 3. Financial resources 4. Complications of spinal cord injury 5. Developmental assessment | 1. What health issues are inherent of high-level spinal cord injuries? How can a nurse be instrumental in the prevention of complications associated with SCI? 2. What lifetime health financial issues can you anticipate for Genny? What resources may assist Genny and her family? 3. Why is Genny prone to temperature instability? Orthostatic intolerance? 4. How is care provided for technologically dependent clients in families who are living in poverty? 5. Determine if there are highly skilled childcare facilities in your community. |
| * 7. Bridgett Allen | 1. Down syndrome 2. Supraventricular tachycardia 3. Group home 4. Weight management | 1. What vocational, occupational, and healthcare resources exist in your community related to developmental delay? 2. Consider SVT that does not respond to non-medication-based interventions. What other management strategies may manage SVT? 3. What health concerns and interventions may be appropriate for group home living? 4. How can a nurse teach clients who have developmental delay about health promotion strategies? 5. What weight loss strategies are easiest for clients to incorporate into their lifestyles? |
| * 8. Dominic Antelli | 1. Autism spectrum 2. Enuresis 3. Foster Care 4. Lead poisoning | 1. What behavioral support services exist in your community for clients and families with autism? 2. What is the incidence and prevalence of plumbism in your local community? To what do you attribute these rates? 3. What are the strengths and challenges of the foster care system in your community? 4. What topics might interest a support group for parents of children with autism? How might a nurse provide information for this group? 5. How can nurses promote health in children in foster care? |
| * 9. Antel Musaka | 1. Cerebral palsy 2. Respite care 3. Cultural dynamics | 1. What are the current and future health priorities associated with cerebral palsy and quadriplegia? 2. What roles do communication and technology play in the thriving of individuals with physical disabilities? 3. What respite resources exist in your community for families across the lifespan? 4. How can nurses support children and families with significant healthcare and ADL needs? 5. Discuss clients for whom you have cared in the past who held cultural beliefs about care of family members. How have they coincided or differed from your own beliefs? How can nurses reconcile these differences to provide holistic, sensitive nursing care? |
| * 10. Janeya Stone | 1. Hydrocephalus/shunting 2. School nursing 3. Urinary tract infections 4. Iron deficiency anemia 5. Family dynamics/conflict | 1. How has the role of the school nurse changed since you were a student? 2. What may be associated with/cause chronic urinary tract infections? 3. What dietary recommendations would you have for Janeya and her parents? 4. What referral resources could you suggest for Janeya’s fathers for personal and family counseling? 5. What clients are at risk for iron deficiency anemia? How can community health nurses address this issue? |
| * 11. Paul Martin | 1. Schizophrenia 2. Industrial health nursing 3. Escalation/de-escalation | 1. What medication monitoring resources exist in your community? 2. What are the core roles of the industrial health nurse? 3. What role does the industrial health nurse play in injury prevention, workplace safety, and health promotion? 4. Discuss various methods of de-escalation and situations in which these techniques might be required. 5. How do the services and goals of partial/outpatient hospitalization and full hospitalization compare and contrast? |
| * 12. Suzanne Olsen | 1. Sexual trafficking 2. Use of hotline resources 3. Sexual health | 1. What is the projected incidence and prevalence of sexual trafficking in your local community? 2. What resources exist in preventing and serving victims of sexual trafficking? 3. What individuals are at greatest risk for sexual trafficking? How can these risk factors be used to inform prevention efforts? 4. What is the role of the nurse’s “gut” feeling? What measures should the nurse use to prevent premature or incorrect assumptions while acting on these intuitive assessments? 5. Discuss places you have seen advertisements for hotlines and resources for victims of sexual trafficking. |
| * 13. Jim Goodman | 1. Home care 2. COPD 3. Medication adherence | 1. How does home care, on the clients “territory,” differ from providing care within the clinical agency? 2. What assessments are critical related to home safety and hazards? 3. What strategies and incentives may assist clients to adhere to medication regimens? 4. Imagine conducting a windshield and a shoe-leather community assessment for the Goodman household. What findings might concern you? What findings represent community assets? 5. What precautions surround Mr. Goodman’s home oxygen therapy? |
| * 14. Jack Storis | 1. Hospice 2. End of life care | 1. What signs and symptoms would the nurse anticipate in a client nearing death? 2. How do curative care and palliative care priorities differ? 3. How may the nurse support the family at the beside of a dying family member? 4. How might witnessing death in the capacity of a nurse be influenced by the nurse’s personal experiences with death and dying? 5. What happens after a client dies in the home? In the hospital? What are the elements of post-mortem care? |
| * 15. Charles Wheeler | 1. ADHD 2. Vocational training 3. School nursing | 1. Charles is the age of majority. How does Charles’ age impact the role of the school nurse? How would this scenario have been different if Charles was 17 years old or less? 2. What dimensions of the role of the school nurse does this scenario highlight? 3. How does management of ADHD differ in adults from management with children? 4. What role does therapeutic communication play in this scenario? 5. Would you consider school nursing as a job option? Why or why not? |
| * 16. Mary Jane | 1. Major depressive disorder 2. Cutting/self-harm 3. Support groups | 1. What physiological changes, including release of neurotransmitters, are associated with self-harm activities including cutting? 2. What types of support groups exist in your community related to mental health concerns? 3. How do Mary Jane’s experiences with support groups compare with other support groups you have experienced or witnessed in your personal or clinical experiences? 4. What prevention and management strategies exist in the treatment of cutting or self-harm disorders? 5. In addition to in-person support groups, what other support groups are available via the internet or social media? |
| * 17. Ramona Stukes | 1. Wound ostomy continence nursing 2. Ostomies 3. Prescription medication abuse 4. Rural healthcare | 1. What are your local laws and programming related to the administration of naloxone? 2. How is naloxone administered? 3. Following Ms. Stukes recovery from this overdose and addiction, what care would you suggest in addressing Mr. Stukes’ reluctance to manage the ostomy and how the stoma may impact various aspects of their lives, including sexual health? 4. How can nurses ensure that post-operative pain is managed but prescription medication misuse is avoided? 5. What role would an in-person, telephone, or internet media meeting with another ostomate play in Ms. Stukes plan of care? |
| * 18. Kenny Barrett | 1. Rural healthcare 2. Home care 3. Hypertension 4. Buerger’s Disease | 1. What teaching is indicated for Mr. Barrett related to his hypertension and Buerger’s disease? 2. What qualities are necessary to provide professional home care nursing services? 3. How does a client’s home and region (rural, urban, suburban) impact the client’s heath, access to healthcare, resources, and lifestyle? How can a nurse address the deficits and maximize the positive aspects of each of these regions? 4. What biases might one hold about Mr. Barrett and his care? How can a nurse effectively advocate for care for Mr. Barrett? 5. What resources exist in your local community to assist with housing issues such as those faced by Mr. Barrett? |
| * 19. Gina Smith | 1. Addiction-alcohol/drugs 2. Prison healthcare/incarceration | 1. What characteristics of the prison environment provide threats to client health and safety? 2. Did you know the term “kites” prior to completing this scenario? What are kites in prison health and how do they relate to nursing care? 3. The scenario shares that prison nursing is safe. Do you agree or disagree? Will you consider prison health nursing as a career? 4. How does self-harm differ from suicidal ideations? Are there common elements of these two behaviors? 5. Consider Ms. Smith’s spiraling trajectory in her life. Where and how could a nurse or other healthcare professional intervened to prevent these outcomes? How may this inform your future nursing care? |
| * 20. Roger McClusky | 1. Alzheimer’s Disease 2. Case Management 3. Migrant health 4. Parish nursing/spiritual care | 1. What is case management and why is it considered to have a positive impact on health outcomes? 2. How did Mr. McClusky’s job as a migrant farm worker impact his health status? What would you consider major impacts? What would you consider potential impacts? 3. What is the role of the parish nurse? Would you consider this role in your nursing career? Why or why not? 4. Compare the importance of organized religion/spiritual care for Mr. McClusky to your own spiritual beliefs. How might your beliefs and values impact your provision of client care to Mr. McClusky and future clients? 5. What resources exist in your community to allow clients to age-in-place? |
| * 21. Arthur Silverstein | 1. PTSD 2. Veteran health 3. Homelessness 4. Social isolation | 1. What role did Mr. Silverstein’s was experiences have on his mental health? Physical health? Social determinants? 2. How have your feelings about homelessness changed following completion of this scenario? 3. Mr. Silverstein is experiencing social isolation. How can a nurse address this social isolation while also considering the symptoms associated with PTSD? 4. What Veterans health services exist in your local area? How might these services assist Mr. Silverstein? 5. The student nurse in this scenario is asked to write a reflective journal. Reflection is considered the fourth stage of learning clinical judgment (sensing, interpreting, responding, and reflecting). Have you completed such journals in your nursing school experience? Do you believe reflection has assisted your learning? Why or why not? |
| * 22. Judith Hanks | 1. Telehealth 2. Alcoholism/alcohol use disorder 3. Cirrhosis 4. Self-management | 1. What applications of Telehealth have you seen or experienced? 2. What are the strengths and opportunities for improvement are noted with telehealth care methods? 3. What barriers did telehealth overcome for Judith and her husband? 4. What strategies were important in the telehealth approach to ensure client self-management? |
| * 23. Hildegard Lowe | 1. Medication reconciliation 2. Self-management 3. Mobility/pain/pulmonary hypertension | 1. What is medication reconciliation? What is it important? What does it prevent? 2. What non-pharmacological strategies might be used to address pulmonary hypertension? 3. How does medication reconciliation enhance the client’s ability to self-manage their health? 4. How can nurses explain and address use of generic and trade names for medications? |