

Community and Population Care Settings

Concepts/Micro-Concepts:

Professional roles: Leadership; Clinical Judgment/Decision-Making; Health Education

Core Nursing Competencies: Communication; Collaboration; Nursing Process; Emergency preparedness

Distinct Client Attributes: Functional ability (defined as "the physical, psychological, cognitive and social ability to carry on the normal activities of life."); Cultural congruence

Oxygenation/Hemostasis: Perfusion/Gas Exchange/Clotting

Protection/Movement: Mobility; Tissue Integrity; Infection; Pain; Stress and Coping

Health Care Delivery: QI; Care Coordination

Mapping concepts to an experiential setting:

Concept/Micro-concepts	Potential Concept-Based Learning Opportunities in the Setting
Leadership	Observe various roles: School Nurse, public health nurse, epidemiologist, public health nurse manager; health officer
Clinical Judgment	Demonstrate ability to set and follow through on nursing priorities; Reflect upon own ability to notice, interpret & respond to a change in client's condition
Health Education	Provide instruction on pre-natal care; provide hand hygiene class to primary school class, teaching parents about immunizations.
Communication	As a school nurse communicate with families, physicians about student's care;
Collaboration	Participate in developing Instructional Education Plan in a school setting;
Nursing Process	Learn how nurses, epidemiologists and others use data to monitor population health; Learn how nurses and others assess community priorities for health; Talk through a county's community health assessment and plan.
Cultural congruence	Determine the various ethnic populations an RN in a community setting encounters. Dialogue about the unique health needs, perspective of members of that culture. Use language skills as appropriate. Care for members of a population different from that of the student. Compare experience with knowledge gained from other sources. Assess cultural strengths.
Functional ability	Assess for impaired functional ability, including risk factors, and deliver individualized care that is appropriate to level of functional ability. Consider the ways in which a home, school or community environment facilitates or impedes the functional ability of an individual or population. How are children with disabilities supported in schools or other settings.

Glucose regulation Nutrition	Intervene to assess and maintain glucose control; Assess and promote adequate nutrition, including enteral and parenteral supplements & dietary counseling if indicated
Oxygenation/Hemostasis Tissue Integrity/Infection	Determine how air quality or building quality affects children with asthma; promote the use of sunscreen with clients in the community; learn how epidemics are addressed at the community/population level (meningitis on campus).
Protection/movement Pain	Learn how pain is managed with people who are incarcerated; Review the prevalence of opioid-addiction in a community/population and how the agency is addressing the issue.
Coping & Stress Regulation	Learn of population or community-focused programs to promote stress reduction and healthy coping skills.
Quality Improvement (QI)	Explore the PDSA cycle involved in a agency-based QI activity. Attend at agency-based QI meetings.
EBP	Identify an application of research or EBP guideline r/t community level care

ALSO CONSIDER Health & Illness concepts specific to the patient population primarily served, e.g., Cellular Regulation (cancer); Intracranial Regulation (neuro); Perfusion (cardiac); Oxygenation (pulmonary); Reproduction (OB); Elimination (GI/GU); Palliation; Trauma; Addiction; Cognitive Impairment