Populations Exam 6 Practice (Sample)

Study Guide

BY EXAMZIFY

Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

• Practice answering questions under realistic conditions,
• Improve accuracy and speed,
• Review explanations to strengthen weak areas, and
• Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

1. **Which action is appropriate during disaster preparedness training?**

    A. Increasing social media presence

    B. Participating in emergency drills

    C. Hosting a charity fundraiser

    D. Purchasing office furniture

2. **Which activity should a nurse include when planning to increase disaster preparedness in the community?**

    A. Identify emergency shelter locations

    B. Distribute flyer's about nutrition

    C. Install solar panels in homes

    D. Create a neighborhood watch program

3. **Before a disaster, which safety action should be taken to keep exits clear?**

    A. Remove boxes blocking exits

    B. Keep boxes blocking exits

    C. Move boxes into doorways

    D. Place boxes in front of exits

4. **Which of the following is a process metric in evaluating a community health program?**

    A. Number of attendees at workshops since program start

    B. Long-term health outcomes after program completion

    C. Mortality rate reduction

    D. Rate of disease incidence in the population

5. **During a follow-up home visit, the care plan from the previous visit was not followed. What should the nurse do first?**

    A. Discuss with the family what changes have occurred that have prevented them from following plan of care

    B. Document noncompliance

    C. Escalate to supervisor

    D. Reassess the condition

6. Which factor may contribute to risks of abuse among an adolescent experiencing bullying?

    A. The client is an only child

    B. The client wears glasses

    C. The client has poor academic performance at school

    D. The client is left-handed

7. Which of the following is an example of health promotion and self-care family function and structure?

    A. Families learning about the importance of taking care of their health

    B. Nurses teaching individual clinical skills to patients

    C. Policy development at the community level

    D. Hospitals expanding bed capacity

8. Which SBAR component should a nurse use to communicate that a client's family member needs more assistance at home?

    A. Background

    B. Situation

    C. Assessment

    D. Recommendation

9. Which factor is identified as contributing to health disparities in rural populations' mammography uptake?

    A. Cultural beliefs

    B. Health literacy

    C. Insurance coverage

    D. Environment

10. A community health nurse explains to first responders about triaging during a mass casualty incident. The nurse should explain that which of the following approaches should be followed during triage?

    A. First-come, first-served

    B. Utilitarian

    C. Egalitarian

    D. Random selection

Answers

1. B
2. A
3. A
4. A
5. A
6. C
7. A
8. B
9. D
10. B

Explanations

1. Which action is appropriate during disaster preparedness training?

A. Increasing social media presence

B. Participating in emergency drills

C. Hosting a charity fundraiser

D. Purchasing office furniture

Disaster preparedness training is about practicing how to respond effectively in emergencies. The best action is participating in emergency drills because drills place people in realistic scenarios, allowing them to rehearse their roles, follow established procedures, and communicate under stress. Repeated practice helps reveal gaps in plans, equipment needs, and decision-making processes, so teams can refine them before a real event. The other activities don't build practical response skills. Increasing social media presence focuses on outreach rather than hands-on training. Hosting a charity fundraiser and purchasing office furniture don't develop the workflow, coordination, or quick decision-making needed during a disaster.

2. Which activity should a nurse include when planning to increase disaster preparedness in the community?

A. Identify emergency shelter locations

B. Distribute flyer's about nutrition

C. Install solar panels in homes

D. Create a neighborhood watch program

In disaster preparedness, having a clear plan for where people will go and what resources are available during an emergency is essential. The first practical step a nurse plans for is identifying emergency shelter locations. By mapping where shelters are, who they can serve (including the elderly, disabled, and those without transportation), and how people will reach them, the community gains a concrete refuge option during evacuations. This information also supports coordination with local authorities, shelter staffing, supply needs, and communication to residents about where to go if a disaster occurs. It lays the groundwork for drills, resource allocation, and ensuring access for vulnerable populations. Distributing nutrition flyers, while valuable for general health, doesn't directly establish sheltering or evacuation plans. Installing solar panels is about long-term resilience but isn't an immediate planning step for disaster refuge logistics. Creating a neighborhood watch improves safety in daily life but doesn't specifically address where people will seek shelter during disasters.

3. Before a disaster, which safety action should be taken to keep exits clear?

A. Remove boxes blocking exits

B. Keep boxes blocking exits

C. Move boxes into doorways

D. Place boxes in front of exits

The main idea is that in an emergency, you need a clear path to exit. Keeping exits unobstructed lets people evacuate quickly and safely and prevents trips or bottlenecks as they move toward safety. Removing boxes or other objects that block exit routes is the best action because it immediately opens the way for everyone to get out and for responders to reach the area if needed. Leaving things in doorways or in front of exits creates chokepoints and can trap people, dramatically increasing risk. So the correct approach is to remove anything blocking exits to keep those routes open.

4. Which of the following is a process metric in evaluating a community health program?

A. Number of attendees at workshops since program start

B. Long-term health outcomes after program completion

C. Mortality rate reduction

D. Rate of disease incidence in the population

In evaluating a community health program, focus first on how the program is being delivered and who it is reaching. This is what a process metric captures—the activities, reach, and implementation quality of the program itself, not the health outcomes those activities produce. The number of attendees at workshops since the program began is a classic process metric because it reflects participation and reach: it shows how many people the program connected with and how widely its activities were disseminated. This helps you assess implementation success, fidelity to the plan, and resource use. By contrast, measures of health changes—such as long-term health outcomes after the program, reductions in mortality, or changes in disease incidence—are outcome or impact metrics. They tell you about the actual health effects in the population, not about how the program was delivered or how many people engaged with it.

5. During a follow-up home visit, the care plan from the previous visit was not followed. What should the nurse do first?

A. Discuss with the family what changes have occurred that have prevented them from following plan of care

B. Document noncompliance

C. Escalate to supervisor

D. Reassess the condition

The situation tests how to handle nonadherence by exploring underlying reasons before taking punitive or repetitive steps. When a follow-up shows the care plan wasn't followed, the best first move is to talk with the family to learn what changed or prevented adherence. This open, nonjudgmental discussion helps uncover real barriers—such as transportation, cost, caregiver workload, misunderstanding of instructions, cultural beliefs, or new symptoms—that make the plan difficult to follow. By identifying these factors, the nurse can adapt the plan, reinforce education, or connect the family with needed resources, improving the chances of successful care going forward. Documenting noncompliance or escalating to a supervisor jumps ahead of gathering context and can strain trust or miss root causes. Reassessing the condition remains important, but it's most effective after you've understood why the plan wasn't followed, so you can determine whether the plan needs modification or additional supports.

6. Which factor may contribute to risks of abuse among an adolescent experiencing bullying?

A. The client is an only child

B. The client wears glasses

C. The client has poor academic performance at school

D. The client is left-handed

When a student is dealing with bullying, factors that heighten vulnerability to abuse often relate to psychosocial stress and coping ability. Poor academic performance at school can reflect underlying distress, anxiety, or depression, and may indicate fewer protective supports from teachers, peers, or family. This combination can make the adolescent seem more vulnerable or isolated, which can increase the likelihood of being targeted for further abuse by peers or others. It signals a need for additional support and intervention to reduce risk. In contrast, traits like being an only child, wearing glasses, or being left-handed aren't typically regarded as factors that inherently raise the risk of abuse in the bullying context. They may be present, but they don't explain the increased vulnerability as directly as difficulties with academics do.

7. Which of the following is an example of health promotion and self-care family function and structure?

   A. Families learning about the importance of taking care of their health

   B. Nurses teaching individual clinical skills to patients

   C. Policy development at the community level

   D. Hospitals expanding bed capacity

This item centers on health promotion and self-care within the family unit—the idea that families can actively learn about health, adopt preventive routines, and support one another in managing care at home. When families learn about the importance of taking care of their health, they build shared knowledge and practices, establish healthy routines, and encourage each other to engage in preventive behaviors and self-management. This reflects health promotion embedded in family life and the way the family supports its members' ongoing well-being. The example that fits best describes families collectively learning about health and how to care for themselves, which strengthens their ability to maintain good health together. The other scenarios involve education or actions at broader levels or different targets: teaching individual clinical skills to patients focuses on the patient rather than the family unit; policy development at the community level involves public policy and population health; hospitals expanding bed capacity relates to health system resources rather than family self-care and functioning.

8. Which SBAR component should a nurse use to communicate that a client's family member needs more assistance at home?

   A. Background

   B. Situation

   C. Assessment

   D. Recommendation

In SBAR, the Situation section answers what is happening now that requires the team's attention. Saying that the client's family member needs more assistance at home describes a current problem or condition that prompts action, so it fits best in the Situation. The following sections would then add the background information (history and context), the assessment (your interpretation of the situation and any safety concerns), and the recommendation (specific actions to address the issue, such as arranging home health support or caregiver resources). This structure keeps the message clear and action-oriented from the outset.

9. Which factor is identified as contributing to health disparities in rural populations' mammography uptake?

A. Cultural beliefs

B. Health literacy

C. Insurance coverage

D. Environment

Environmental barriers to healthcare access are a major driver of lower mammography uptake in rural populations. In rural areas, long distances to screening facilities, fewer providers, limited appointment options, transportation challenges, and factors like weather or road conditions all create practical obstacles to getting screened. These physical and logistical barriers directly reduce screening, often more than individual beliefs or knowledge. While cultural beliefs, health literacy, and insurance coverage can influence care, the distinct rural disparities in mammography uptake are best explained by the environmental challenges that limit access to services.

10. A community health nurse explains to first responders about triaging during a mass casualty incident. The nurse should explain that which of the following approaches should be followed during triage?

A. First-come, first-served

B. Utilitarian

C. Egalitarian

D. Random selection

In a mass casualty incident, the priority is to save the greatest number of lives with limited resources. This is why responders follow a utilitarian approach: triage decisions are guided by who is most likely to benefit from immediate care and by the potential total number of lives saved. It means directing interventions to those with the best chance of survival given the resources at hand, rather than treating people strictly by arrival time or evenly distributing care regardless of prognosis. First-come, first-served depends on who arrives first and can slow the response; treating everyone equally or choosing randomly ignores differences in survivability and can waste scarce resources. In practice, triage categories help identify those who need immediate intervention to survive and those whose needs can wait, ensuring that scarce life-saving efforts are used where they yield the most benefit.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://populationsexam6.examzify.com

We wish you the very best on your exam journey. You've got this!