

NUR 404 8WK

Population Health Assessment

I designed this 3 credit hour course in the summer of 2015 to run fall of 2016. This is a total redevelopment of an existing course due to curriculum changes, new book, and new research.

The course design is collaboration between myself and the SME/faculty developer. She is an experienced SME and faculty developer for an online course. She has taught many courses both on land and online for Mercy for many years.

This document includes screen shots of the overview, table of contents, and modules one and two.

Search Topics

Overview ▾

Settings

Overview
Bookmarks
Course Schedule

Table of Contents	41
Getting Started	2
Begins January 10	
Module 1: Defining Health and Assessment of the Whole Person, Part I	8
Begins January 11	
Module 2: Assessment of the Whole Person, Part II	4
Begins January 17	
Module 3: Assessment of the Whole Person, Part III	5
Begins January 24	
Module 4: Assessment of the Whole Person, Part IV	4
Begins January 31	
Module 5: Assessment of the Whole Person, Part V	5
Begins February 7	

NUR 404: Population Health Assessment

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Phone: 419-251-1524



Course Description

This course focuses beyond the physical assessment and includes a comprehensive examination of other health parameters and health behaviors of the adult and older adult patient. Physical, cultural, psychosocial, spiritual, environmental, genomic, nutritional, health-beliefs, and lifestyle variables will be examined through the use of a health history and health assessment of the adult and older adult. Individual models to promote health behaviors will be discussed. Planning and interventions for health promotion and prevention for the adult and older adult patient will be explored.

Course Objectives

1. Illustrate the impact that physical, cultural, psychosocial, spiritual, environmental, genomic, nutritional, health beliefs, and lifestyle variables have on the role of the nurse in promoting health and disease prevention for the adult and older adult population. (BSN Essential #1, PLO # 1)
2. Apply comprehensive health assessment skills to gather data and formulate a plan to guide improvement in healthcare of adults and older adults. (BSN Essential #2, PLO #2)
3. Demonstrate evidence-based practice as a foundational quality of health assessment skills for the adult and older adult population. (BSN Essential #3, PLO # 3)
4. Demonstrate information management skills regarding the collection, use, and protection of assessment data for the adult and older adult population. (BSN Essential #4, PLO # 4)
5. Examine legal, ethical and financial principles in the delivery of healthcare to the adult and older adult population. (BSN Essential #5, PLO # 5)
6. Employ effective interprofessional communication and collaboration in the process of performing an evidence-based health assessment of the adult and older adult population. (BSN Essential #6, PLO # 6)
7. Develop various strategies to improve health and health behaviors in the adult and older adult population. (BSN Essential #7, PLO # 7)
8. Demonstrate professional behavior in the performance of a health assessment and nursing care to the adult and older adult population. (BSN Essential #8, PLO # 8)

Welcome!

Module 6: Planning for Health Promotion and Prevention: A Quest for Health	4
Begins February 14	
Module 7: Interventions for Health Promotion and Prevention	4
Begins February 21	
End of Course Evaluation	1
Begins February 28	
Module 8: Assessment and Strategies for Self-Care for Health Promotion	4
Begins February 28	

Each week a new module will open on Sunday at 12:01 a.m. Eastern Standard Time. Access for dropboxes, discussions, and quizzes will close at 11:59 p.m. on the due date listed in each module's introduction.

Brightspace by D2L Orientation in Campus Connection

All students should self-enroll in **Campus Connection** and complete the Brightspace Orientation during the first week of this class. There you will find information on getting help with Brightspace and recommended downloads to optimize your system. You can access the **Campus Connection** materials anytime from the **Student Resource** box on both the Brightspace Home Page and your Course Home Page.

What are you waiting for? Get Started!

Check out the **Getting Started** module for your syllabus, a link to the Virtual Office, and more! Then head over to Module 1 to start your first lesson!

[Add Attachment](#)

Search Topics

Table of Contents ▾

Print Settings

- Overview
- Bookmarks
- Course Schedule

Import Course ▾ Bulk Edit Related Tools ▾

Expand All | Collapse All

Table of Contents		41
Getting Started	Begins January 10	2
Module 1: Defining Health and Assessment of the Whole Person, Part I	Begins January 11	8
Module 2: Assessment of the Whole Person, Part II	Begins January 17	4
Module 3: Assessment of the Whole Person, Part III	Begins January 24	5
Module 4: Assessment of the Whole Person, Part IV	Begins January 31	4
Module 5: Assessment of the Whole Person, Part V	Begins February 7	5
Module 6: Planning for Health Promotion and Prevention: A Quest for Health	Begins February 14	4

Getting Started ▾

Starts Jan 10, 2016 12:01 AM

New Add Existing Activities ▾

- NUR 404 syllabus ▾
- Virtual Office ▾

Module 1: Defining Health and Assessment of the Whole Person, Part I ▾

Starts Jan 11, 2016 12:01 AM

Welcome to module one. Before we can begin our discussion of our examination of health parameters and health behaviors of the adult and older adult, we must first define health. Therefore, the focus of this module will be twofold. First we will concentrate on defining health. Secondly, we will begin our assessment of the whole person by concentrating on the following areas: Evidenced-based assessment, evidence-based clinical decision making, cultural competence, and cultural care.

By the end of this module, you should be able to:

1. Examine various definitions of health.
2. Examine the role of assessment as the starting point of all models of clinical reasoning.
3. Describe the use of critical thinking in diagnostic reasoning and clinical judgment.
4. Describe the process for evidence-based clinical decision making.
5. Describe the basic characteristics of culture and the steps to cultural competence.
6. Provide nursing care that reflects an acceptance of the patient as a unique individual.

New Add Existing Activities ▾

- Introduce Yourself! ▾
- Due January 17 at 11:59 PM

Lesson 1 ▾ 2

Module 7: Interventions for Health Promotion and Prevention	Begins February 21	4
End of Course Evaluation	Begins February 28	1
Module 8: Assessment and Strategies for Self-Care for Health Promotion	Begins February 28	4
Add a module...		

- Due January 17 at 11:59 PM Starts Jan 11, 2016 12:01 AM
- Lesson 2** ▾ 2
- Due January 17 at 11:59 PM Starts Jan 11, 2016 12:01 AM
- Lesson 3** ▾ 2
- Due January 17 at 11:59 PM Starts Oct 11, 2015 12:01 AM
- M1 Mini: Definition of Health ▾
- Due January 17 at 11:59 PM

Module 2: Assessment of the Whole Person, Part II ▾

Due January 24 at 11:59 PM Starts Jan 17, 2016 12:01 AM

Welcome to module 2. We will continue with the assessment of the whole person. The focus for this module will be on examining the process of a thorough assessment of health and health behaviors as the foundation for developing a health promotion and prevention plan. The emphasis will be on refining your knowledge based, enabling you to use assessment data for making clinical judgements about the patient's health strengths, health problems, nursing diagnoses, desired health or behavioral outcomes, and interventions

At the completion of this module, the student will be able to:

1. Describe the expected outcomes of a nursing health assessment for an adult or older adult.
2. Analyze the components of a nursing health assessment conducted for an individual adult or older adult.
3. Compare and contrast the similarities and differences among the various approaches to assessing the family.
4. Compare and contrast the similarities and differences among the various approaches to assessing the community.

New Add Existing Activities ▾

- What is the Process of Assessing Health and Behavioral Issues ▾
- Starts Jan 17, 2016 12:01 AM

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Community Concerns Affecting Health of an Individual ▼

🕒 Starts Jan 18, 2016 9:00 PM ✔

☰

Core Values in Action ▼

🕒 Due January 24 at 11:59 PM 🕒 Starts Jan 17, 2016 9:00 PM

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Cultural Awareness and Assessment ▼

🕒 Due January 24 at 11:59 PM 🕒 Starts Jan 17, 2016 9:00 PM

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Module 3: Assessment of the Whole Person, Part III ▼

🕒 Due January 31 at 11:59 PM 🕒 Starts Jan 24, 2016 12:01 AM

Welcome to module 3. We will continue our focus with the assessment of the whole person. We will concentrate this week on the interview process and the complete health history.

By the end of this module, you should be able to:

1. Utilize effective communication to gather accurate data when conducting a health interview.
2. Examine the meaning of common nonverbal modes of communication.
3. Modify communication techniques as indicated by each patient's developmental stage, special needs, or cultural practices.
4. Discuss working with and without an interpreter to overcome communication barriers.
5. Examine the categories of information contained in a health history.
6. Describe the data or information that must be gathered for each category of a health history.

New ▼

Add Existing Activities ▼

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Lesson 1 ▼

2

☰

Lesson 2 ▼

2

☰

M3 Mini: Environmental Hazards ▼

🕒 Due January 31 at 11:59 PM

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Module 4: Assessment of the Whole Person, Part IV ▼

🕒 Due February 7 at 11:59 PM 🕒 Starts Jan 31, 2016 12:01 AM

Welcome to week 4. This is a continuation of the assessment of the whole person. Part IV focuses on the functional assessment of the older adult, including assessment tools, caregiver assessment, environmental assessment, and elder mistreatment. In addition, we will be examining the components of a mental status assessment for the adult and older adult.

By the end of this module, you should be able to:

1. Describe the various functional assessments that may be performed with the older adult
2. Examine the other domains of assessment that may be performed with the older adult.
3. Discuss the aspects of assessment for elder mistreatment.
4. Describe the four components of mental status assessment.

New ▼

Add Existing Activities ▼

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Lesson 1 ▼

1

☰

Lesson 2 ▼

1

☰

Assessment of the Older Adult ▼

🕒 Due February 7 at 11:59 PM

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Choice of Elderly Assessment, Elder abuse or Depression warning signs ▼

🕒 Due February 7 at 11:59 PM

✔

Module 5: Assessment of the Whole Person, Part V

Due February 14 at 11:59 PM Starts Feb 7, 2016 12:01 AM

Welcome to week five. We are continuing with the assessment of the whole person. This week we will focus on the substance abuse assessment, domestic violence assessment, and the changes to the whole person as a result of substance abuse or domestic and family violence.

By the end of this module, you should be able to:

1. Describe appropriate assessment tools to identify and assess substance abuse in adult patients.
2. Explain the aspects of assessment, history taking, and reporting of suspected domestic violence abuse.
3. Describe resources available for patients with substance abuse and victims of domestic violence.
4. Recognize health care professionals' role as mandatory reporters of domestic and family violence abuse.

New Add Existing Activities

Lesson 1

2

Lesson 2

2

M5 Mini - Red flags of substance abuse

✓

Due February 14 at 11:59 PM

Module 6: Planning for Health Promotion and Prevention: A Quest for Health

Due February 21 at 11:59 PM Starts Feb 14, 2016 12:01 AM

Welcome to week six. We will be focusing on planning for health promotion and prevention. This week we will focus on examining various individual models of health behaviors as a means to systematically assess and explain why individuals do or do not engage in health behaviors and how individuals change negative behaviors or implement new health behaviors. In addition, we will also explore the process of developing a health promotion-prevention plan.

By the end of the module, you should be able to:

1. Compare and contrast commonalities and differences in the individual models of behavior change.
2. Discuss the Revised Health Promotion Model and its usefulness in nursing practice.
3. Describe theory-based strategies for changing behavior.
4. Describe the nine steps in the health planning process.

New Add Existing Activities

The Nurse's Role in Promoting Positive Change in Health Behaviors

✓

Heath History and Family Genogram Assessment paper

✓

Due February 21 at 11:59 PM

Behavior change

✓

Due February 21 at 11:59 PM

M6 Core Values in Action

✓

Due February 21 at 11:59 PM

Module 7: Interventions for Health Promotion and Prevention

Due February 28 at 11:59 PM Starts Feb 21, 2016 12:40 AM

Welcome to week seven. This week we will focus on the role of the nurse in using evidence-based knowledge to assist individual adult and older adult patients in developing lifelong positive health promotion behaviors. Specific interventions for health promotion behaviors related to physical activity, nutrition, stress management and social support will be examined.

By the end of this module, you should be able to

1. Examine strategies for developing and implementing culturally appropriate physical activity interventions for the adults and older adult patients.
2. Examine interventions to motivate individual adults and older adults to change eating habits and maintain weight loss.
3. Compare and contrast holistic approach for stress management in the adult and older adult.
4. Describe strategies to enhance social support in the promotion of health in the adult and older adult.

New Add Existing Activities

The Nurse's Role in Developing Interventions for Health Promotion in Adults and Older Adults

✓

☰	The Nurse's Role in Developing Interventions for Health Promotion in Adults and Older Adults	✓
☰	M7 Mini: Complementary therapy	✓
	🕒 Due February 28 at 11:59 PM	
☰	Obesity	✓
	🕒 Due February 28 at 11:59 PM	
☰	Interventions for Health Promotion	✓
	🕒 Due February 28 at 11:59 PM	
☰ End of Course Evaluation		
	🕒 Starts Feb 28, 2016 12:00 AM	
	You must submit this survey to unlock Module 8.	
	<input type="button" value="New"/> <input type="button" value="Add Existing Activities"/>	
☰	16-SP NUR-404-W1 8WK1 (Sprunk) End of Course Evaluation	✓
	🕒 Starts Feb 28, 2016 12:00 AM	

☰ Module 8: Assessment and Strategies for Self-Care for Health Promotion		
	🕒 Due March 6 at 11:59 PM	🕒 Starts Feb 28, 2016 12:01 AM
	🔗 All conditions must be met	
	Completes 1 attempt(s) on the survey: 16-SP NUR-404-W1 8WK1 (Sprunk) End of Course Evaluation	
	Welcome to module 8. This week we will focus on the role of the nurse in assessing and enhancing patient's capacity for self-care. We will examine strategies to empower patients for self-direction and self-responsibility in promoting and managing their health.	
	By the end of this module, you will be able to:	
	<ol style="list-style-type: none"> 1. Differentiate between self-care and self-management. 2. Discuss steps in the self-care empowerment process to promote health 3. Describe the role of the Internet in self-care to promote health. 	
	<input type="button" value="New"/> <input type="button" value="Add Existing Activities"/>	
☰	Assessments in Self-Care in Adults and Older Adults	✓
☰	M8 Core Values in Action	✓
	🕒 Due March 6 at 11:59 PM	
☰	Empowerment Education process OR e-health issues	✓
	🕒 Due March 6 at 11:59 PM	
☰	Course Reflection	✓
	🕒 Due March 6 at 11:59 PM	

Search Topics

- Overview
- Bookmarks
- Course Schedule

Table of Contents 41

- Getting Started 2
Begins January 10
- Module 1: Defining Health and Assessment of the Whole Person, Part I 8**
Begins January 11
- Lesson 1 2
Begins January 11
- Lesson 2 2
Begins January 11
- Lesson 3 2
Begins October 11
- Module 2: Assessment of the Whole Person, Part II 4
Begins January 17
- Module 3: Assessment of the Whole Person, Part III 5
Begins January 24
- Module 4: Assessment of the Whole Person, Part IV 4
Begins January 31

Module 1: Defining Health and Assessment of the Whole Person, Part I

Starts Jan 11, 2016 12:01 AM Published

Welcome to module one. Before we can begin our discussion of our examination of health parameters and health behaviors of the adult and older adult, we must first define health. Therefore, the focus of this module will be twofold. First we will concentrate on defining health. Secondly, we will begin our assessment of the whole person by concentrating on the following areas: Evidenced-based assessment, evidence-based clinical decision making, cultural competence, and cultural care.

- By the end of this module, you should be able to:**
1. Examine various definitions of health.
 2. Examine the role of assessment as the starting point of all models of clinical reasoning.
 3. Describe the use of critical thinking in diagnostic reasoning and clinical judgment.
 4. Describe the process for evidence-based clinical decision making.
 5. Describe the basic characteristics of culture and the steps to cultural competence.
 6. Provide nursing care that reflects an acceptance of the patient as a unique individual.

New Add Existing Activities Bulk Edit Expand All Collapse All

Introduce Yourself!

Due January 17 at 11:59 PM

Let's all introduce ourselves and get to know each other as a class. I would like everyone to post a short bio to this discussion forum. If you already know most of your classmates, be sure to include some new information they might not already know about you.

1. General information about yourself as a person, a professional, and a student.
2. What your professional background is - whether you currently work in the field.
3. Your biggest question, hope, doubt about the class.
4. View your classmates' bios and reply to as many as possible to begin forming connections with your class community.

First post due Wednesday at 11:59 PM

Lesson 1

Due January 17 at 11:59 PM Starts Jan 11, 2016 12:01 AM

New Add Existing Activities

- Module 5: Assessment of the Whole Person, Part V 5
Begins February 7
- Module 6: Planning for Health Promotion and Prevention: A Quest for Health 4
Begins February 14
- Module 7: Interventions for Health Promotion and Prevention 4
Begins February 21
- End of Course Evaluation 1
Begins February 28
- Module 8: Assessment and Strategies for Self-Care for Health Promotion 4
Begins February 28

Add a module...

Lesson 1 - What is Health

M1 Mini: Definition of Health

Due January 17 at 11:59 PM

Lesson 2

Due January 17 at 11:59 PM Starts Jan 11, 2016 12:01 AM

New Add Existing Activities

Lesson 2 - What is Evidence-Based Assessment

Evidence-based Assessment

Lesson 3

Due January 17 at 11:59 PM Starts Oct 11, 2015 12:01 AM

New Add Existing Activities

Lesson 3 - What is Cultural Competency

Cultural Competence

M1 Mini: Definition of Health

Due January 17 at 11:59 PM

Based on the definitions provided in the chapter, write your own 1 paragraph definition of health and provide rationale and references.

Due in dropbox Sunday at 11:59PM

Lesson 1 - What is Health ▾



The big question for this lesson is what is health? I have prepared a brief PowerPoint presentation for you on health as an evolving concept.

- [Defining Health - week one.pptx.pptx \(Printable pdf\)](#)

Ponder the following:

- After reading about various definitions of health in your textbook, how would you define health?
- Do you agree with the WHO definition of health? Why or why not?

Healthy People, developed by the United States Department of Health and Human Services, provides a science-based, 10-year national objectives for health promotion and disease prevention and to improve the health of all Americans. Healthy People has established benchmarks and monitored progress over time in order to encourage collaboration among communities and healthcare organizations, educate the public in order to make informed healthcare decisions and to measure the impact of preventative measures (Healthy People 2020, 2014).

Reference

Healthy People 2020 (2014). About healthy people. Retrieved from <http://www.healthypeople.gov/2020/About-Healthy-People>.

Review the Healthy People website for further information on the national health objectives of Healthy People 2020.

As a nurse you can share Healthy People information in your clinical practice and in the community. In addition, you can actually use Healthy People 2020 in your clinical practice. The Healthy People 2020 website has many links that provide valuable health information. Peruse the link below to find out more about Healthy People 2020. We will be examining this website frequently during this course and you will find this site useful for your assignments and discussions.

- <http://www.healthypeople.gov/2020/About-Healthy-People>

M1 Mini: Definition of Health ▾



Instructions

Based on the definitions provided in the chapter, write your own 1 paragraph definition of health and provide rationale and references.

Due in dropbox Sunday at 11:59PM

> [Add Attachments](#)

Lesson 2 - What is Evidence-Based Assessment



Read chapter 1 in Jarvis

The big question for this lesson is what is evidence-based assessment?

Review the PowerPoint for Chapter 1 in Jarvis.

- [Chapter 1-powerpoint.pptx \(Printable pdf\)](#)

Review the question and answer PowerPoints created for you for Chapter 1 in Jarvis.

- [Questions and Answers for Chapter 1.pptx](#)

Explore nursing world.org website for the latest evidence-based care topics:

- <http://www.nursingworld.org>

In addition read the following evidence-based practice article by clicking on the link below. We will be discussing this article in threaded discussion one.

- http://www.apic.org/resource_/tinymcefilemanager/periodical_images/cauti_ps1304-winter-final-2.pdf

Evidence-based Assessment



Hide Description

Read the article provided in the link below. This is a great article that is an example of the use of evidence based assessment skills, critical thinking and evidence based clinical decision making that may improve patient care outcomes.

Summary of article:

An example of a newly researched topic is the nurse driven foley catheter removal protocol. The research has shown that when nurses are given permission to remove foley catheters, without a physician order, provided that the patient no longer meets the criteria for the foley and the nurse deems it necessary, the number of healthcare associated urinary tract infections (CAUTIs) drops significantly (Burase, B., 2013). Read the full article below!

Answer the following questions related to the article:

1. Do you believe evidence-based clinical decision making is used with the nurse driven foley catheter removal protocol? Support your answer.
2. Do you agree or disagree with the nurse driven foley catheter removal protocol? Why or why not?
3. What Evidence Based Practice topics have you learned about in your area of expertise that incorporate evidence-based clinical decision making? How will you implement that research into your practice?

Here is the article link again below:

http://www.apic.org/resource_/tinymcefilemanager/periodical_images/cauti_ps1304-winter-final-2.pdf

1st post Due: Wednesday 11:59PM

2nd Post due: Sunday 11:59PM

- [Threaded Discussion Rubric updated June 2015.pdf](#)

Locked before Monday, January 11, 2016 12:01 AM EST

[Start a New Thread](#)

Lesson 3 - What is Cultural Competency ▾



Read chapter 2 in Jarvis.

The big question for this lesson is what is cultural competence and why is it necessary for nurses to provide culturally competent care?

Review the PowerPoint for chapter 2 in Jarvis.

- [Chapter_002.pptx \(Printable pdf\)](#)

After completing your readings, review Question and Answers PowerPoints for Chapter 2 in Jarvis

- [Questions and Answers for Chapter 2.pptx](#)

Explore these links on the nursingworld.org website. There is great information regarding cultural competence and culturally competent care. This information will be very helpful as you complete your week 2 paper assignment.

- <http://erc.msh.org/mainpage.cfm?file=5.4.0.htm&module=provider&language=English>
- <http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/Improving-Your-Practice/Diversity-Awareness/Race-Ethnicity/Culturally-Specific-Tools.html>

Explore the Office of Minority Health website. This website offers much information on cultural competence. There is a great link to cultural competency and a free online course you can register for.

- <http://www.minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>

Cultural Competence ▾



▾ Hide Description

- ▶ Cultural competency is imperative as a health care provider. How would you (or have you) modified the interview and health history process to meet a patient's cultural needs? Could one's culture influence the health care that one receives in the United States? Why or why not? Could the nurse's culture influence the care given to a patient? Why or why not?

1st post Due: Wednesday 11:59PM

2nd Post due: Sunday 11:59PM

- [Threaded Discussion Rubric updated June 2015.pdf](#)

Locked before Monday, January 11, 2016 10:27 AM EST

[Start a New Thread](#)

Search Topics

- Overview
- Bookmarks
- Course Schedule

Table of Contents	41
Getting Started	2
Begins January 10	
Module 1: Defining Health and Assessment of the Whole Person, Part I	8
Begins January 11	
Module 2: Assessment of the Whole Person, Part II	4
Begins January 17	
Module 3: Assessment of the Whole Person, Part III	5
Begins January 24	

Module 2: Assessment of the Whole Person, Part II

Due January 24 at 11:59 PM Starts Jan 17, 2016 12:01 AM Published ▾

Welcome to module 2. We will continue with the assessment of the whole person. The focus for this module will be on examining the process of a thorough assessment of health and health behaviors as the foundation for developing a health promotion and prevention plan. The emphasis will be on refining your knowledge based, enabling you to use assessment data for making clinical judgements about the patient's health strengths, health problems, nursing diagnoses, desired health or behavioral outcomes, and interventions

At the completion of this module, the student will be able to:

1. Describe the expected outcomes of a nursing health assessment for an adult or older adult.
2. Analyze the components of a nursing health assessment conducted for an individual adult or older adult.
3. Compare and contrast the similarities and differences among the various approaches to assessing the family.
4. Compare and contrast the similarities and differences among the various approaches to assessing the community.

New ▾ Add Existing Activities ▾ Bulk Edit

What is the Process of Assessing Health and Behavioral Issues

Starts Jan 17, 2016 12:01 AM

Community Concerns Affecting Health of an Individual

Starts Jan 17, 2016 12:01 AM

Module 3: Assessment of the Whole Person, Part III	5
Begins January 24	
Module 4: Assessment of the Whole Person, Part IV	4
Begins January 31	
Module 5: Assessment of the Whole Person, Part V	5
Begins February 7	
Module 6: Planning for Health Promotion and Prevention: A Quest for Health	4
Begins February 14	
Module 7: Interventions for Health Promotion and Prevention	4
Begins February 21	
End of Course Evaluation	1
Begins February 28	
Module 8: Assessment and Strategies for Self-Care for Health Promotion	4
Begins February 28	
Add a module...	

Community Concerns Affecting Health of an Individual

Starts Jan 18, 2016 9:00 PM

Peruse the Robert Woods Johnson link below that details county health rankings.

Factors that affect health are ranked in four categories: health behaviors, clinical care, social and economic factors, and physical environment.

- <http://www.countyhealthrankings.org/>

Complete the following:

- Identify an area of concern in your county that may impact your individual health.
- Explore the "What Works for Health" under the Roadmaps to Health tab.
- Describe one strategy for resolution for that area of concern. Support with references.

1st post due Wednesday 11:59PM

2nd post due: Sunday 11:59PM

- [Threaded Discussion Rubric updated June 2015.pdf](#)

Core Values in Action

Due January 24 at 11:59 PM Starts Jan 17, 2016 9:00 PM

Cultural Awareness and Assessment

Due January 24 at 11:59 PM Starts Jan 17, 2016 9:00 PM

Paper guidelines:

- [Cultural Awareness and Assessment Paper Guidelines.docx](#)

Grading Rubric:

- [Cultural Awareness and Assessment Paper Rubric updated June 2014.docx](#)



Read:

- Chapter 4 in Pender, Murdaugh and Parsons
- Chapter 11 in Jarvis
- Chapter 10 as needed.

The big question for this lesson is what is the process for assessing health and health behaviors of an individual, family, and community and how data gathered from those assessments is used to promote desired health and behavioral outcomes for the adult and older adult?

Review PowerPoint Assessing Health and Health Behaviors

- [Assessing Health and Health Behaviors - week two.pptx \(Printable PDF\)](#)

Review Jarvis chapter 11 PowerPoint

- [Chapter_011.pptx \(Printable pdf\)](#)

Please read the two following articles:

- [Ethical issues of incorporating spiritual care into clinical practice.pdf](#)
- [Spiritual Assessment in Mental Health Recovery.pdf](#)

Websites to review:

In addition, these websites provide information that will be very useful as you work on your week 6 paper assignment.

The the website below on nutrition offers valuable information.

- <http://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status>

Review the website below on assessing your weight. A variety of assessment strategies are provided.

- <http://www.cdc.gov/healthyweight/index.html>

If you are interested in family nursing, here is a great website to review:

- <http://internationalfamilynursing.org/online-community/>

Sleep health is a very important aspect of an assessment of the whole person and is often overlooked. Review the Healthy People 2020 website below on sleep health. There is much information on health effects due to inadequate sleep health.

- <http://www.healthypeople.gov/2020/topics-objectives/topic/sleep-health>

Review the website below and assess your own physical activity levels. This will give you a good idea of your own physical fitness.

- http://www.shapeup.org/fitness/assess/index_assess.html

Spiritual health is a critical area for assessment in a holistic approach to health. If you are interested in exploring more about this topic, here are two great articles on this topic.

- [Ethical issues of incorporating spiritual care into clinical practice.pdf](#)
- [Spiritual Assessment in Mental Health Recovery.pdf](#)

Required website to review:

Review the Robert Woods Johnson website. We will be discussing this in more detail in threaded discussion one.

- <http://www.countyhealthrankings.org/>

Core Values in Action



Core Values, also referred to as Professional values by the American Association of Colleges of Nursing (AACN), are explicated within the unifying concepts of Christian values and Catholic identity within the BSN curricula. These core values include compassion, excellence, human dignity, justice, sacredness of life, and service. Faculty members are committed to developing Christian value awareness that encourages incorporation of these values into professional nursing practice. These values are seen as foundational values to interacting respectfully with all persons and providing culturally competent care. The Mercy Core Values and AACN Professional values are further defined as follows:

- Compassion (Altruism)-Commitment to serve with mercy and tenderness.
- Excellence (Integrity, Social Justice)-Commitment to act with integrity, honesty, and truthfulness; Commitment to be the best in the quality of our services and the stewardship of our resources.
- Human Dignity (Dignity)-Commitment to be respectful of all persons.
- Justice (Social Justice)-Commitment to act with integrity, honesty, and truthfulness; upholding moral, legal, and humanistic principles.
- Sacredness of Life (Autonomy)-Commitment to reverence all life; the right to self-determination.
- Service (Altruism)-Commitment to respond to those in need.

You are all experienced nurses with stories to share. Each week represents a different topic or module. You are required to respond online for each of the 3 weeks specified by posting a Core Values in Action. The Core Values in Action is your opportunity to apply to your clinical practice what you have learned during a module/weekly topic in this course or to share past experiences with the class from your clinical practice related to a module/weekly topic. You will enhance each other's learning by sharing your experiences.

Example Post:

Refer to the example below to review the posting that I provided.

Neurological Assessment/ Communication

Review of the literature suggests that when people are unresponsive, hearing is the last sense present. One Friday night while I was working a double shift in CCU a patient was sent to us from ER. The patient had been complaining of chest pain. He went into V-tach on the elevator - the ER nurse was performing CPR as he was being wheeled down the hall on the stretcher to our unit. We placed him in a room..... He still was in V-tach and he exhibited no neurological response. He was defibrillated and a slow heart rhythm was established. Still no neurological response i.e., he did not open his eyes or follow commands and his pupils did not react. As treatment was being given I was at the head of his bed. I told him who I was and what was being done - "sir, I am your nurse, we are putting a tube in your throat to help you breathe, we are giving you medication for your heart and for blood pressure, etc. You are in room _____ at _____ hospital, etc." The rest of the health care team looked at me like I was nuts talking to this man. He never responded that night. I had the week -end off and came back to work on Monday. He was still in the CCU unit connected to the ventilator, but had his eyes open. I said hello and he became very excited. I handed him a tablet and pencil so he could write and this is what he wrote. "April 23 when they brought me in... you were here. You are in my heart." I still have that piece of paper 25 years later. I always talk to my patients regardless of their neurological status....perhaps hearing is really the last sense to go.

What Core/Professional Values do you see in the scenario above?

Core Values in Action Rubric

- [Core Values in Action Discussion Rubric revised June 2015.pdf](#)

To post to the discussion, click here:

- [M2 Core Values in Action](#)

