This course supports the assessments for Comprehensive Health Assessment for Patients and Populations. The course covers 4 competencies and represents 3 competency units.

Introduction

Overview
In the Comprehensive Health Assessment for Patients and Populations course, you will explore the principles of health assessment for individuals and populations, and consider the global factors impacting health. You will perform a comprehensive functional health assessment that includes social structures, family history, and environmental factors, from the individual patient to the population.

You will use the knowledge you have gained from previous courses in areas such as pathophysiology, pharmacology, and epidemiology, and apply this knowledge in various populations experiencing common disorders. You will also develop advanced communication and problem-solving skills.

This course is roughly divided into three parts:

1. Advanced health assessment focusing on abnormal findings for common disease.
2. Integrating health assessment findings into a population, considering such issues as culture, spirituality, and continuum.
3. Patient functionality based upon the problems and populations

Getting Started
Welcome to Comprehensive Health Assessment for Patients and Populations. Begin the course by becoming familiar with the 3 primary Learning Resources and i-Human, a virtual patient tool which allows you the opportunity to practice and improve your comprehensive assessment skills—you will be direct linked to the appropriate resource as needed. There are three performance assessments for this course—a comprehensive assessment completed in i-Human, a video assessment completed on a patient of your choosing, and a paper addressing the factors considered in your comprehensive video assessment. Review the Assessment Directions and Assessment Rubrics to make sure you understand the performance task requirements. Next, review the Pacing Guide and develop a plan for completing the course. You should complete each section of the course and the corresponding activities in the order they appear to ensure successful completion of your final project tasks. Make sure you have a notebook ready to take notes, when completing your i-Human patient assessments, check the course tips for useful messages about the course, and contact your course instructors for assistance as questions arise.

Competencies
This course provides guidance to help you demonstrate the following 4 competencies:

- Competency 7003.1.1: Comprehensive Assessment of Individuals and Populations
The graduate develops a comprehensive assessment approach for the assessment of individuals and populations.

- **Competency 7003.1.2: Health Maintenance and Risk Reduction Assessment for Individuals and Populations**
  The graduate develops strategies for assessment of health maintenance and risk reduction activities of individuals and populations.

- **Competency 7003.1.3: Outcome Goals and Interventions for Individuals and Populations**
  The graduate develops outcome goals for individuals and selected populations based on assessment findings.

- **Competency 7003.1.4: Strategies of Maintaining Physical and Functional Health**
  The graduate identifies integrative strategies for promoting physical and functional health, and preventing disease for individuals and selected populations.

**Nursing Dispositions Statement**
Please review the [Statement of Nursing Dispositions](#).

**Course Instructor Assistance**
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Automatically Enrolled Learning Resources**

You will be automatically enrolled in the following learning resource. Click the links provided in the course to access the learning materials.
VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required as needed.


Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

thePoint Textbook Companion Website

The *Bates' Guide to Physical Examination and History-Taking* text has a student companion website that includes additional interactive study materials required in this course's activities. This material exists on the publisher platform known as thePoint. You will access this content through the VitalSource copy of your *Bates' Guide to Physical Examination and History-Taking* e-text.

i-Human

i-Human is an online, cloud-based resource that allows you to perform health assessments on virtual patients or avatars. You will be asked to complete an i-Human patient assessment as part of your final competency assessment for this course and will use the tool throughout the course to refresh and further develop your comprehensive assessment skills.

- i-Human

System Requirements

Please use Chrome (version 36 or later) or Safari (version 7 or later) or Internet Explorer 11 or Firefox (35 or later). To download or update Chrome, click here. To update Safari, check for system and application updates on your Apple machine. To download or update Internet Explorer, click here. To download or update Firefox, click here. For iPad users on iOS 7+, please use Chrome or Safari. Check for application updates to these browsers in Settings or in the App Store. Support for other browsers is currently under development. You must have JavaScript enabled. To check whether it is enabled, click here. If you do not see a popup box that says JavaScript is enabled then you do not have JavaScript enabled in your browser. If you do not have JavaScript enabled, look at the help associated with your browser to enable JavaScript. To be able to see the player easily without scrolling, your screen resolution should
have a height of at least 960, e.g., 1280x960. To check your screen resolution, click here. To change your screen resolution, search the Internet for help for your type of computer and operating system. A few older cases and the authoring tool require Flash. If you need Flash, check to see that you have the most current version of Flash Player. You should have version 10.3.0 or later. If you don't know what version you have, click here. If you need to install or upgrade Flash Player, click here. A few older cases require Java version 1.5 or later. If you need Java, to check your version, click here.

Other Learning Resources

You will need to register for the following free online course. You will be directed to complete parts of the course at the activity level.

A Physician's Practical Guide to Culturally Competent Care

Register for the following free online course:

- A Physician's Practical Guide to Culturally Competent Care

Nursing Standards

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- WGU Library Nursing E-Reserves

Pacing Guide

This Pacing Guide provides pacing structure for completion of the required learning activities. Detailed course instruction is provided on each topic through the left side navigation bar of the course.

Block of Learning 1

Introduction

- Getting Started
- Preparing for Success
- Learning Resources

Comprehensive Assessment of Individuals and Population

- Comprehensive Assessment

Complete: Culturally Competent Care
Explore: i-Human
Complete: i-Human Introduction Case: Marvin Webster
Read: Nursing Standards
Read: Global Health
Read: Health Histories
Research: CDC Community Guide
Read: Population-Based Nursing
Watch: Health History and Patient Contact on thePoint
Practice: Using Panapto
Complete: i-Human Practice Case Harvey Hoya

Block of Learning 2

Health Maintenance and Risk Reduction Assessment for Individuals and Populations

- Economic Opportunity, Burden, and Availability of Resources

Read: Sociocultural Dimensions of Health
Complete: Culturally Competent Care
Read: Barriers to Healthcare Access
Read: Assessment
Explore: Preventive Services
Complete: i-Human Practice Case Angela Cortez

Block of Learning 3

Outcome Goals and Interventions for Individuals and Populations Based on Assessment Findings

- Outcome Goals Based on Assessment Findings

Read: Educating Populations
Read: Diagnosis and Plan of Care
Research: Services for Chronic Disease Processes
Explore: Healthy People 2020
Complete: i-Human Practice Case Bill Buxton

Block of Learning 4

Strategies of Maintaining Physical and Functional Health

- Physical and Functional Health

Watch: Health Literacy
Read: Health Literacy and Pregnancy
Research: Patients' Acceptance of Health Information
Watch: Public Health
Read: Financial Burden in Healthcare
Read: Challenges in Implementation
Read: Global Health
Read: Communication and Health Promotion
Complete: Culturally Competent Care
Read: Social Determinants of Health
Read: Implementing Evidence-Based Practice
Explore: Genetics and Genomics
Read: Health Assessment
Watch: Health Assessment Videos on thePoint
Complete i-Human Practice Case Walter Sobchak

Block of Learning 5

**Comprehensive Health Assessment**

- Comprehensive Health Assessment Techniques

Review: Comprehensive Health Assessment
Review: Documentation
Practice: Comprehensive Health Assessment
Practice: Using Panopto
Complete: Performance Task: i-Human Virtual Performance Assessment Ariela Hernandez
Complete: Performance Task: Holistic Health Assessment Video
Complete: Performance Task: Health Assessment Analysis

**Final Steps**

**Comprehensive Assessment of Individuals and Populations**

It is vital that the master's-prepared nurse have a thorough understanding of health assessment, including assessment of both individual patients and larger populations.

**Comprehensive Assessment**
The activities in this section will help you to identify critical elements of health assessment and ensure that you incorporate them into the approach you use for health assessments in your nursing practice.

This topic addresses the following competency:

- **Competency 7003.1.1: Comprehensive Assessment of Individuals and Populations**
  The graduate develops a comprehensive assessment approach for the assessment of individuals and populations.

This topic highlights the following objectives:

- Determine if the patient with a selected disease process is meeting treatment goals.
- Identify how culture affects the health of patients and populations.
• Identify the pathophysiology of an identified disease process and its relationship to assessment findings for individual patients.
• Link the pathophysiology of an identified disease process to the community factors that may affect the progression of the disease within a population.
• Differentiate pertinent findings in a patient's health history and physical examinations.
• Identify advanced nurse interviewing techniques for conducting a patient health assessment.
• Identify sources for health and population data for use in the assessment of a population.
• Differentiate the comprehensive assessment process for an individual patient from an advanced nursing perspective.
• Identify the assessment process for a selected population.

Complete: Culturally Competent Care

If you have not already done so, register for the following free online course:

• A Physician's Practical Guide to Culturally Competent Care

Start in the "Curriculum Introduction" and work through page by page until you have completed the introduction. You will complete the other parts of the course in later activities.

Note: This course requires you to complete each section before moving on to the next, so you will need to do each section in order.

Explore: I-Human

In preparation for the final assessment, you will complete comprehensive assessment of four patients starting at the presenting chief complaint and continuing to the problem statement. You MUST complete the Bill Buxton case (Block of Learning #3) before you will be allowed to complete your final performance assessment case.

Everything you do throughout each case simulation is recorded including the length of time you spend in each of the following case sections:

• history taking
• physical exam
• problem list
• problem statement

See the student user guide within i-Human for specific directions.

There are two major goals for your completion of the four i-Human practice cases. First is to develop your comfort using the i-Human tool. The second and most important goal is to give you practice in approaching clinical cases presenting with a variety of chief complaints and impacting a variety of body systems. Research has shown that 42% of medical malpractice claims result from inadequate history and physical; even experienced nurses can improve their assessment skills.
The assessment analytics generated when you complete a case in test mode will help your course instructor measure your comprehensive assessment "competency." Your goal is to complete a comprehensive patient health assessment using advanced nurse interviewing techniques. The complexity of the patient medical conditions will be increased as you proceed through the practice cases. You will have the opportunity to complete each practice case at least 2 times—the first time in learning mode which allows you the opportunity to receive expert feedback on the assessment as it relates to specific individuals and populations, and the second time in test mode so your course instructors are better equipped to support the development of your comprehensive assessment competency.

Please be aware any case not completed within 60 days of starting will be reset to baseline. All encounter information will be eliminated and you will have to restart at the beginning.

To begin, review the screencast tutorials listed below and the i-human tutorial video located in the Course Tips for an overview of how to complete an i-Human case and to learn more about completing each section of the tool's comprehensive assessment.

- Patient History Tutorial (6:37)
- Physical Exam Tutorial (7:48)
- Assessment Tutorial (5:28)
- Test & Diagnosis Tutorial (2:55)
- Basic Science & Clinical Exercises Tutorial (3:25)

After reviewing the tutorial videos, complete the software practice case, Marvin Webster, to begin developing your comfort level with the i-Human assessment tool.

**Complete: i-Human Introduction Case Marvin Webster**

Marvin, an 18-year-old generally healthy young college student who presents at the college urgent-care clinic with a second bout of fevers, fatigue, dyspnea, and cough with sputum production. He recovered from the first without treatment, but these symptoms are worse. He has a history of mild intermittent asthma; he failed to get his Influenza A vaccine through student health services, as recommended. Conduct H&P: comprehensive history and physical exam.

Use the i-Human tool to complete your assessment of Marvin Webster. You will complete this case one time in learning mode and then one time in test mode. Feel free to click around and explore the Marvin Webster case freely to develop your familiarity with the i-Human platform. Make sure to write down the patient’s age, height, weight, and chief complaint when you first open the case; you will not be able to return to this information once you press the start case button.

- i-Human practice case: Marvin Webster
- i-Human Student User Guide

Once you have viewed the i-Human screencast tutorials, and completed the Marvin Webster practice case, you are ready to continue to the next task in this block of learning.
Read: Nursing Standards

As you read the pages in this section, take notes on health status from both the individual level and the community or global level.

Read the following chapters in *Nursing Diagnosis Manual*:

- chapter 1 The Nursing Process: The Foundation of Quality Client care
- chapter 2 The Language of Nursing

Read: Global Health

Read the following chapters in *Global Health*:

- chapter 1 Measures of Health and Disease in Populations
- chapter 2 Culture, Behavior, and Health

Use the discussion questions at the end of each chapter to review the information you are learning and reflect more deeply on the application of your knowledge.

Research: CDC Community Guide

Research the topics you are interested in on the CDC community guide on the following web page:

- CDC Surveillance Resource Center

You will refer to this guide throughout this course and can also utilize it in your day-to-day nursing practice. At this time, you should focus on health and population data that can be used in the health assessment of a population.

Read: Population-Based Nursing

As you complete the reading listed below, add to the notes you began in the earlier reading activities.

Read the following chapters in *Population-Based Nursing*:

- chapter 1 Introduction to Population-Based Learning
- chapter 3 Measuring Disease in Populations
- chapter 4 Applying Epidemiological Methods in Population-Based Nursing Practice
- chapter 5 Applying Evidence at the Population Level

Practice: Using Panopto

You will be using the Panopto video recording system. As part of the task requirements, you will submit your recording for evaluation. The following instructional videos will guide you through your first use of Panopto, including how to record and name videos. It also includes some troubleshooting tips.
Note: If you have not referred for the performance assessment to gain access to your tasks, you will not be able to utilize Panopto to record your video. The video recorder button will not display, and you will not have access to the correct course folders. Please refer for the assessment prior to attempting to use Panopto.

To begin, confirm that your computer meets the Panopto Video Platform System Requirements. Windows XP users must also have updated their Windows Media Player to version 11 or better – to do so now, click here. If your system does not meet the requirements for Panopto, contact WGU eCare for additional support.

If you are a PC user, watch the following video tutorial on how to use Panopto to create your video presentation:

Note: To download this video, right-click the following link and choose Save link as...: download video.

If you are a Mac user, watch the following video tutorial on how to use Panopto to create your video presentation:

Note: To download this video, right-click the following link and choose Save link as...: download video.

When you are ready to use Panopto, go to the following website, log in using your WGU student portal credentials, and download/install the recorder:

- **Panopto**

After you have installed Panopto, you should practice recording yourself giving your presentation until you are confident with your skills using the tool.

**Complete: i-Human Practice Case Harvey Hoya**

Mr. Hoya is a 57-year-old mildly obese Hispanic male smoker who presents in the clinic for evaluation of hypertension after his recently having been told at a community health fair that his blood pressure is elevated.

As you complete the Harvey Hoya Case, reflect on the following:

- Is culture affecting the patient’s overall health?
- What is the pathophysiology of the identified disease process(es) and its relationship to the assessment findings?
- Based on the pathophysiology of identified disease process(es) what community factors may affect the progression of the disease?

Use the i-Human tool to complete your assessment of Harvey Hoya. You will complete this case...
one time in learning mode and then one time in test mode. When completing assessments in test mode, remember to only select those exam components relevant to, and suggested by the patient's presentation in order to generate a score representative of your comprehensive assessment competency.

- i-Human: Harvey Hoya
- i-Human Student User Guide

### Health Maintenance and Risk Reduction Assessment for Individuals and Populations

Beyond performing a health assessment, the master's-prepared nurse must also be able to identify aspects of a patient's lifestyle that would increase risk or make health maintenance difficult, and recommend ways for the patient to reduce risk and improve health outcomes. This is also true of populations.

#### Economic Opportunity, Burden, and Availability of Resources

The activities in this section will help you to develop strategies for assessing health maintenance and risk reduction in patients and populations.

This topic addresses the following competency:

- **Competency 7003.1.2: Health Maintenance and Risk Reduction Assessment for Individuals and Populations**
  The graduate develops strategies for assessment of health maintenance and risk reduction activities of individuals and populations.

This topic highlights the following objectives:

- Identify emerging disease conditions, health trends, and social behaviors.
- Analyze the implications of barriers to access of care for health maintenance and risk reductions for individual patients and populations.
- Identify lifestyle, cultural, and environmental factors that affect the health of individuals and populations.
- Identify tools to measure health status in the individual and population.
- Identify best practices for preventative practices and health screenings.
- Analyze social structures that affect individual patient behaviors.
- Determine actions for maintaining the health status of individuals and populations.

### Read: Sociocultural Dimensions of Health

Recognize the social factors contributing to health and disease. Is important for the Master's prepared nurse responsible for ensuring patients are evaluated comprehensively and treatment plans are realistic.

Read the following chapter in *Global Health*:
Complete: Culturally Competent Care

If you have not already done so, register for the following free online course:

- A Physician's Practical Guide to Culturally Competent Care

As you have completed the Curriculum Introduction in an earlier activity, you should now complete the first two themes in the course:

- Fundamentals of Culturally Competent Care
- Speaking of Culturally Competent Care.

You will complete the other parts of the course in later activities.

Note: This course requires you to complete each section before moving on to the next, so you will need to do each section in order. If you did not complete the earlier parts of this course in a previous activity, you will need to do so before you are able to access the parts related to this topic.

Read: Barriers to Healthcare Access

As you read the chapters in this section, take notes on the following topics:

- barriers to access of care for health maintenance and risk reductions
- tools for measuring health status
- social and cultural constructs that affect patient behavior
- actions individuals and populations can take for maintaining and improving health status

Read the following chapters in Population-Based Nursing:

- chapter 2 Identifying Outcomes
- chapter 6 Using Information Systems to Improve Population Outcomes
- chapter 8 Evaluating Practice at the Population Level

Read: Assessment

Read the following chapters in Bates’ Guide to Physical Examination and History-Taking:

- chapter 5 Behavior and Mental Status
- pages 857-877 of chapter 18 Assessing Children: Infancy through Adolescence

Use the discussion questions at the end of each chapter to review the information you are learning and reflect more deeply on the application of your knowledge.

Explore: Preventive Services

Explore the following website to identify best practices in healthcare for preventive services and health screenings:
Because this site contains a large amount of information, you may want to focus on two or three topics you are most interested in now and bookmark the site so you can research additional topics later in this course and in other courses as you proceed through your program.

**Complete: i-Human Practice Case Angela Cortez**

Angela is a 17-year-old high-school senior who presents in the clinic at her mother's insistence for evaluation of fatigue. The mother, who accompanies her today, notes that Angela is “tired all the time.” Angela states that this has been going on for several months. As you complete the Angela Cortez case, reflect on the following as they relate to the individual:

- Emerging disease conditions, health trends, and social behaviors.
- The implications of barriers to access of care for health maintenance and risk reduction
- Lifestyle, cultural, and environmental factors that affect the patient’s overall health
- Tools useful for measuring the patient’s health status
- Best practices for preventative practices and health screenings
- The social structures that affect individual patient behaviors
- The necessary actions for maintaining the patient’s health status of individuals and population

Use the i-Human tool to complete your assessment of Angela Cortez. You will complete this case one time in learning mode and then one time in test mode. When completing assessments in test mode, remember to only select those exam components relevant to, and suggested by the patient's presentation in order to generate a score representative of your comprehensive assessment competency.

- i-Human: Angela Cortez
- i-Human Student User Guide

**Outcome Goals and Interventions for Individuals and Populations Based on Assessment Findings**

Health assessments by themselves do little good for patients and populations if healthcare providers do not develop specific interventions and goals for healthcare outcomes based on the findings of health assessments. It is your job as a master's-prepared nurse to ensure that you are able to develop plans for patients and populations that will help them to maintain and improve their health.

**Outcome Goals Based on Assessment Findings**

The activities in this section will help you to prepare for creating care plans, including education, for patients and populations with specific needs.

This topic addresses the following competency:

- Competency 7003.1.3: Outcome Goals and Interventions for Individuals and
Populations
The graduate develops outcome goals for individuals and selected populations based on assessment findings.

This topic highlights the following objectives:

- Determine strategies for educating patients or populations that are based on genomics of a specific culture or population.
- Define the elements of a customized plan of care for specific populations or individuals.
- Identify outcome goals for identified nursing problems.
- Identify available healthcare services for chronic disease processes.
- Compare existing standards of practice to national standards when assessing the individual, community, and population.
- Identify appropriate interventions for selected outcome goals.

Read: Assessment

Read the following chapters in *Bates' Guide to Physical Examination and History-Taking*:

- chapter 9 The Cardiovascular System
- chapter 20 The Older Adult

Read: Genomics

- Heart Disease and Family History

Read: Educating Populations

This activity will help you to develop techniques on educating different populations on healthcare promotion and prevention.

Review the following chapters in *Population-Based Nursing*, focusing specifically on the elements of customized education plans and strategies for educating patients and populations:

- chapter 1 Introduction to Population-Based Learning
- chapter 2 Identifying Outcomes
- chapter 4 Applying Epidemiological Methods in Population-Based Nursing Practice
- chapter 9 Building Relationships and Engaging Communities Through Collaboration

Read: Diagnosis and Plan of Care

Read the following chapters in *Nursing Diagnosis Manual*:

- chapter 3 The Assessment Process: Developing the Client Database
- chapter 4 Concept or Mind Mapping to Create and Document the Plan of Care
- chapter 5 Nursing Diagnoses in Alphabetical Order
- chapter 6 Health Conditions and Client Concerns With Associated Nursing Diagnoses

Note: Chapters 5 and 6 in the Nursing Diagnosis Manual are references that include many nursing diagnoses, health conditions, and disorders. You do not need to know everything about
all of them, but you should focus on several that are of interests to you as well as some of the major syndromes you have focused on or will focus on in other courses in this program (e.g., asthma (p. 956.), depression (p.977), diabetes (pp.978–979), obesity (p.1023), and TBI (p.1058).

Complete i-Human assessment case #3

Use the i-Human tool to complete your assessment of Bill Buxton. You will complete the case in test mode and then in learning mode. When completing assessments in test mode, remember to only select those exam components relevant to, and suggested by the patient's presentation in order to generate a score representative of your comprehensive assessment competency.

- i-Human Student User Guide
- i-Human: Bill Buxton

Strategies of Maintaining Physical and Functional Health

As you integrate the information you have learned in this course and others, you will begin to have a good understanding of what it takes to help individuals and populations achieve improved health outcomes as a master's-prepared nurse.

**Physical and Functional Health**

The activities in this section will help you identify the strategies that you will use to promote all facets of health, including disease prevention, health literacy, and risk reduction. You will also explore evidence-based standards in nursing and several other topics related to effective health assessment of patients and populations.

This topic addresses the following competency:

- **Competency 7003.1.4: Strategies of Maintaining Physical and Functional Health**
  The graduate identifies integrative strategies for promoting physical and functional health and preventing disease for individuals and selected populations.

This topic highlights the following objectives:

- Utilize health literacy strategies to impact medical compliance and acceptance of health information and education.
- Evaluate how high-risk health issues or risky behaviors contribute to financial burden.
- Identify strategies for promoting health in populations with and without chronic disease.
- Analyze ethical implications of limited healthcare resources.
- Determine factors contributing to cost effectiveness in healthcare interventions.
- Identify factors that should be considered when developing integrative interventions.
- Identify evidence-based standards of care for common disease processes.
- Determine how genetics and genomics affect healthcare maintenance and prevention of disease.

**Watch: Health Literacy**

As you complete this activity, take notes on health literacy strategies that could be used to
influence patients' compliance with medical advice and acceptance of health information and education.

Watch the following video:

- Health Literacy and Patient Safety: Help Patient Understand (23.18 minutes)

Explore the Institute of Medicine materials about health literacy:

- Roundtable on Health Literacy

Read: Health Literacy and Pregnancy

Add to the notes you began in the previous activity as you read the following chapter in Bates’ Guide to Physical Examination and History-Taking:

- chapter 19 (The Pregnant Woman)

Research: Patients' Acceptance of Health Information

Research environmental, financial, and other types of issues that would affect patients' health literacy and acceptance of health information using the CDC community guide on the following web page:

- CDC: Health Literacy

Watch: Public Health

Watch the following video:

- Global Governance Monitor: Public Health (06.10 minutes)

After you have watched the video, explore the other tabs in the section on Public Health (i.e., "Timeline," "Issue Brief," "Matrix," "Map," and "Resources").

You should also explore the following web page and list some of the factors that can help improve health promotion:

- Health Aging

Read: Financial Burden in Healthcare

Read the following article:

- Financial Burden of Medical Care: A Family Perspective, NCHS Data Brief No. 142, January 2014

Read: Challenges in Implementation

As you read, take notes on the following topics:
• health literacy strategies
• ethical implications of limited healthcare resources
• strategies for promoting health in populations with chronic disease

Read the following chapter in Population-Based Nursing:

• chapter 10 Challenges in Implementation

Read: Global Health

Read the following chapters in Global Health:

• chapter 12 The Design of Health Systems
• chapter 13 Management and Planning for Global Health

Use the discussion questions at the end of each chapter to review the information you are learning and reflect more deeply on the application of your knowledge.

Read: Communication and Health Promotion

Communication is a key component in helping decrease healthcare disparities in any population. Evidence-based practice as an approach to clinical decision making has gained considerable interest and influence. As healthcare becomes more evidence based, awareness of the principles, skills, and resources for evidence-based practice is of relevance to all healthcare providers.

Explore the following web page and list some of the factors that can help improve health promotion:

• Healthy Aging

Complete: Culturally Competent Care

If you have not already done so, register for the following free online course:

• A Physician's Practical Guide to Culturally Competent Care

You should have completed the "Curriculum Introduction" and themes 1 and 2 in previous activities. Now complete the third theme in the course:

• Structuring Culturally Competent Care

Note: This course requires you to complete each section before moving on to the next, so you will need to do each section in order. If you did not complete the earlier parts of this course in a previous activity, you will need to do so before you are able to access the parts related to this topic.

Read: Social Determinants of Health

Social determinants of health are the factors that effect a patient’s interaction with daily living. Where people live, work, learn, and play have a direct effect on their health risks and health
outcomes. Understanding these determinants helps the nurse to provide quality interventions. Assessing these risks is a key part of the nursing assessment.

Explore the following websites to learn more about the Social Determinants of Health.

- CDC: Social Determinants of Health: Know What Affects Health
- Healthy People: Social Determinants of Health

Read: Implementing Evidence-Based Practice

Measuring and improving the quality of medical care is an important focus for healthcare organizations in the United States. Read the following article to see examples how specific diagnoses coordinate with plans of care:

- Chapter 7. The Evidence for Evidence-Based Practice Implementation

Explore: Genetics and Genomics

Explore the following website to find out about how genetics and genomics affect healthcare maintenance and prevention of disease.

- Genomics

Read: Health Assessment

These chapters contain several scenarios with questions that will help you apply the information you are reading about to specific health and nursing situations. Be sure to take time to focus on these scenarios and answer the questions related to each scenario. If you do not know how to answer the questions, review the chapters to increase your understanding of the content.

Read the following chapters in Bates' Guide to Physical Examination and History-Taking:

- chapter 2 Clinical Reasoning, Assessment, and Recording Your Findings
- chapter 8 Thorax and Lungs

Watch: Health Assessment Videos on thePoint

The videos in this activity will give you an idea of the content included in other videos within this resource. Although you are not required to watch all the health assessment videos, if there are areas where you feel you need additional support, you can refer back to this resource for guidance on specific aspects of health assessment.

Access thePoint by clicking on the links found in the following textbook:

- Bates' Guide to Physical Examination and History-Taking

Access the Student Resources, go to the Videos section and watch the following videos:

- Head to Toe Assessment (Adult) Video, Introduction
- Assessment of Thorax and Lungs Video, Introduction
• Assessment of Cardiovascular Neck Vessels and Heart Video, Introduction

You may need to download or update software to watch the videos. Follow the directions on the website.

Complete: i-Human assessment case #4

Walter Sobchak is a 48-year-old male who presents to the ED for evaluation of a two-week history of shortness of breath, fatigue, and anorexia. He describes both dyspnea on exertion, as well as orthopnea. He denies wheezing, cough, sputum production, hemoptysis, fever/chills, or weight loss. He notes that recently his skin has been itchy.

• Using health literacy strategies to impact medical compliance and acceptance of health information and education.
• How high-risk health issues or risky behaviors contribute to financial burden.
• Strategies for promoting health in populations with and without chronic disease.
• Ethical implications of limited healthcare resources
• Factors contributing to cost effectiveness in healthcare interventions
• Factors that should be considered when developing integrative interventions
• Evidence-based standards of care for common disease processes
• How genetics and genomics affect healthcare maintenance and prevention of disease

Use the i-Human tool to complete your assessment of Walter Sobchak. You will complete this case one time in learning mode and then one time in test mode. When completing assessments in test mode, remember to only select those exam components relevant to, and suggested by the patient's presentation in order to generate a score representative of your comprehensive assessment competency.

• i-Human: Walter Sobchak
• i-Human Student User Guide

Comprehensive Health Assessment

Comprehensive health assessments are essential in advanced nursing practice. They provide a wide view of a patient's health. These assessments are completed to help the patient, family, and community create and implement appropriate interventions to reach maximum health and functionality. The comprehensive health assessment is important not only for the advanced practice nurse but also for nurse leaders and nurse educators. Comprehensive health assessments are essential across the healthcare continuum for the promotion of healthy and productive lifestyles.

Comprehensive Health Assessment Techniques

This portion of the course requires that you conduct a comprehensive health assessment that adheres to graduate-level nursing standards. This topic will guide you through examples of some of the steps of that process.

This topic addresses the following competency:
• Competency 7003.1.1: Comprehensive Assessment of Individuals and Populations

The graduate develops a comprehensive assessment approach for the assessment of individuals and populations.

This topic highlights the following key concepts:

• the difference between a physical assessment and a comprehensive health assessment
• comprehensive health assessments on an individual in a healthcare setting
• the findings of a comprehensive health assessment

Review: Comprehensive Health Assessment

Review the steps of the comprehensive health assessment to prepare for your demonstration. For further practice, refer back to the Comprehensive Health Assessment for Patients and Populations course to review any activities to help reinforce specific assessment techniques and body systems you do not already feel comfortable with.

Use the table of contents in the following textbook to review specific assessment techniques and body systems:

• Bates’ Guide to Physical Examination and History-Taking

In your review, make sure that you know what you need to do to complete a full head-to-toe physical assessment of a patient as well as all other aspects of a comprehensive health assessment.

Review: Documentation

In addition to performing the comprehensive health assessment, you must also know how to appropriately document what you observe and discover during the assessment. Become familiar with the requirements for documenting the comprehensive health assessment you must perform, record, and submit as your performance assessment for this course in Taskstream.

Review the following chapter in Bates’ Guide to Physical Examination and History-Taking:

• chapter 2 Clinical Reasoning, Assessment, and Recording Your Findings

Make sure that you understand the requirements for your performance assessment in this course by reading the task instructions and rubric in Taskstream. When you submit your assessment, you must fill in all fields of the documentation form associated with this task—complete documentation should have no blank fields. If you are unsure about how to complete this form after you have done the readings and activities in this course and the related Health Assessment course, talk with your course instructor for additional help.

Practice: Comprehensive Health Assessment

As you complete the required comprehensive health assessment, you must demonstrate sound professional judgment when selecting your patient. Your patient must provide informed consent
prior to participating in this activity. If an individual lacks sufficient capacity to provide informed consent he/she must be excluded from this activity. When selecting your subject for the health assessment, you must protect members of vulnerable populations (individuals who are susceptible to coercion or undue influence and lack the ability to advocate on their own behalf).

For the comprehensive assessment, identify one family member or a friend who will agree to serve as your “patient” and complete a comprehensive health assessment using the techniques you have learned in the previous activity in this course and in other courses. Your patient must be an adult who has sufficient capacity to provide informed consent in the State in which you reside. For example, individuals from the following groups will not have the ability to provide informed consent: minors (particularly children with special needs), cognitively impaired persons regardless of age, and wards of the state—with the exception of emancipated minors. If you have further question regarding your choice for a “patient” please consult with your course instructor. Reference the following information as you perform the assessment:

- Bates’ Guide to Physical Examination and History-Taking
- Task instructions and checklist in Taskstream

The more you practice the comprehensive health assessment, the more competent you will be when you conduct the demonstration you will be submitting as part of your assessment for this course.

**Practice: Using Panopto**

You will be using the Panopto video recording system. As part of the task requirements, you will submit your recording URL for evaluation.

**NOTE:** If you have not referred for the performance assessment to gain access to your tasks, you will not be able to utilize Panopto to record your video. The “Download Recorder” button will not display, and you will not have access to the correct course folders. Please refer for the assessment prior to attempting to use Panopto.

To begin, confirm that your computer meets the Panopto Video Platform System Requirements (see the Panopto Client listing). Windows XP users must also have updated their Windows Media Player to version 11 or better – to do so now, click here. If your system does not meet the requirements for Panopto, contact WGU eCare for additional support.

If you are a PC user, watch the following video tutorial on how to use Panopto to create your nursing demo:

**Note:** To download this video, right-click the following link and choose "Save as...": download video.

If you are a Mac user, watch the following video tutorial for how to use Panopto to create your nursing demo:
Note: To download this video, right-click the following link and choose "Save as...": download video.

When you are ready to use Panopto, go to the following website, log in using your WGU student portal credentials, and download/install the recorder:

- Panopto

After you have installed Panopto, you should practice recording yourself performing a comprehensive health assessment until you are confident with your skills using the tool.

Note: To download this video, right-click the following link and choose "Save as...": download video.

**Complete Performance Task: i-Human Virtual Assessment**

Congratulations! You are now ready to complete your final virtual comprehensive assessment.

This assessment is available in i-Human once you have completed your assessment of i-Human case Bill Buxton.

- This Final virtual assessment is completed in Test Mode only. You have ten case plays for the final assessment.
- You must pass this assessment with a score of at least 80%. Contact your instructor if you score below 80% after your 10th attempt.
- Remember to write down the patient’s age, height, weight, and chief complaint when you first open the case; you will not be able to return to this information once you press the start case button.

Ms. Hernandez is a 64-year-old female with a history of hypertension, diabetes mellitus type 2 and 80 pack-year history of smoking. She is here in surgery clinic as part of her post-operative follow-up for her right-knee replacement surgery 2 weeks ago. She denies fevers, chills or any signs of infection. She continues to keep her appointments in physical therapy, but complains about lingering pain and stiffness.

Use i-Human to complete your final virtual comprehensive assessment.

- i-Human Virtual Assessment: Ariela Hernandez
- i-Human Student User Guide

**Complete Performance Task: Holistic Health Assessment Video**

Complete and submit a video of yourself conducting a holistic health assessment on a family member or friend (do not use a patient in a healthcare setting) using the Panopto video recording system.
You are able to create multiple recordings in Panopto, so be sure to submit the link to your best recording.

This task is submitted via Taskstream

**Complete Performance Task: Health Assessment Analysis**

Write a paper reflecting on how social and physical factors affect your patient’s access to quality healthcare.

- For details about this performance assessment, see the "Assessment" tab in this course.
- This task is submitted via Taskstream

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete them now.