This course supports the assessments for UJC2. The course covers 4 competencies and represents 3 competency units.

Introduction

Overview
In this course, you will learn about the principles of health assessment from the individual to the global level. You will learn to perform a comprehensive functional health assessment that includes social structures, family history, and environmental situations, from the individual patient to the population.

You will rely on knowledge you gained in previous courses in areas such as pathophysiology, pharmacology, and epidemiology, and focus on applying this knowledge in various populations with common disorders. You will also develop advanced communication and problem-solving skills.

This course is roughly divided into three parts:

- Advanced health assessment focusing on abnormal findings for common disease.
- Integrating health assessment findings into a population, considering such issues as culture, spirituality, and continuum.
- Functionality of clients based upon the problems and populations.

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 Mentor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course
mentors 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 mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors 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 mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course mentors 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 at the activity level for the following learning resources. Simply click on the links provided in the activities 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 within the activities that follow.


*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.

To access the video content required in the course activities, follow these steps:

2. Navigate to the first of any chapter in the e-text and click on the link directing you to thePoint.
3. When the page loads, new users will be asked to set up an account and fill in some basic user information. Returning users can log in using previously established account credentials.
4. When the book title page loads, click on the "Student Resources" button.
5. Click on the "Videos" button.
6. Click the title of the desired video in order to launch a video player window.

**Shadow Health**

Shadow Health is a resource that allows you to perform virtual health assessments. It is only compatible the Google Chrome web browser. If you do not currently have Chrome installed, download it for free at the link below:

- [Chrome](#)

**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](#)

**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: Shadow Health

Shadow Health is a resource that allows you to perform virtual health assessments.

- [Shadow Health](#)

You must download and install the Unity Web Player the first time you log in. Follow the
instructions in the resource to complete these steps.

Start by completing the introduction and “Digital Clinical Experience Orientation” to become familiar with this resource. You may also proceed with other assignments (“Graduate Health History Assignment,” “Graduate HEENT Assignment”, etc.) now or at any time during this course.

**Read: Gordon’s Functional Health Patterns**

Study Gordon’s functional health patterns. 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.

**Read: Health Histories**

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 1 (“Overview: Physical Examination and History Taking”)
- chapter 3 (“Interviewing and the Health History”)

**Complete: Genogram**

Read the following article:

- "Improving Patient Care"

Download and print the genogram that is available at the end of the article, and practice filling it out with information from your family or another group of related individuals.

**Create: Family Health History**

Create your own family health history. Follow the steps on the following website:
My Family Health Portrait

After you have completed your family health history, the site will help you determine what to do with the results.

Research: CDC Community Guide

Research several 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. 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")

Watch: Health History and Patient Contact on thePoint

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:

- Approach to Patient Video, Introduction
- Approach to Patient Video, The Successful Clinician
- Approach to Patient Video, Preparing for the History Taking Interview and Examination
- Approach to Patient Video, The History Taking Interview
- Approach to Patient Video, The Examination

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

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**

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

- chapter 1 ("Overview: Physical Examination and History Taking")

Make sure that you can identify emerging disease conditions, health trends, and social behaviors related to wellness and disease.

Look through the following chapter in *Bates' Guide to Physical Examination and History-Taking* for lifestyle, cultural, and environmental factors that affect the health of individuals and populations:

- chapter 20 ("The Older Adult")

**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")
- chapter 9 ("Building Relationships and Engaging Communities Through Collaboration")

You may also want to review the following chapters in *Population-Based Nursing* that you read in an earlier activity:

- chapter 1 ("Introduction to Population-Based Learning")
- chapter 3 ("Measuring Disease in Populations")
- chapter 5 ("Applying Evidence at the Population Level")

**Read: Global Health**

Review the following chapter in *Global Health*:

- chapter 1 ("Measures of Health and Disease in Populations")

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

- chapter 5 ("Behavior and Mental Status")
- chapter 6 ("The Skin, Hair, and Nails")

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:

- Guide to Clinical Preventive Services, 2012

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.

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: 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 4 ("Applying Epidemiological Methods in Population-Based Nursing Practice")

Also read the following chapter in *Population-Based Nursing* for more information on this topic:

- 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")

You may also want to review the following chapters in *Nursing Diagnosis Manual* that you read in an earlier activity:

- chapter 1 ("The Nursing Process")
- chapter 2 ("The Language of Nursing")

This guide will help you to appropriately diagnose patients and give attainable outcomes of different patient populations. You should also become familiar with the following chapters in *Nursing Diagnosis Manual*, but you do not need to read the whole text of each chapter:

- chapter 5 ("Nursing Diagnoses in Alphabetical Order")
- chapter 6 ("Health Conditions and Client Concerns With Associated Nursing Diagnoses")

**Note:** Chapters 5 and 6 in this text 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. 892), depression (p. 912), diabetes (pp. 913–914), obesity (p. 958), and TBI (p. 994)).

**Research: Services for Chronic Disease Processes**

Review the following chapters in *Population-Based Nursing* and identify several of the healthcare services that are available for chronic disease processes:

- chapter 5 ("Applying Evidence at the Population Level")
- chapter 6 ("Using Information Systems to Improve Population Outcomes")

Select at least two chronic disease processes and find out more about the services available for these conditions from the CDC community guide on the following web page:
Explore: Healthy People 2020

Explore the following website to find out about standards of practice for assessing the individual, community, and population:

- **HHS Prevention Strategies**

**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 Patients Understand
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 Surveillance Resource Center"

**Watch: Public Health**

Watch the following video:

- Global Governance Monitor: Public Health

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").

**Read: Financial Burden in Healthcare**

Read the following article:

- Financial Burden of Medical Care: Early Release of Estimates From the National Health Interview Survey, January–June 2011

Also review the following chapters in Nursing Diagnosis Manual, focusing specifically on risk factors in different patient populations and what strategies need to be in place to help with disease management:

- chapter 1 ("The Nursing Process: The Foundation of Quality Client Care")
- chapter 3 ("The Assessment Process: Developing the Client Database")

**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")

You may also want to review the following chapters in *Population-Based Nursing*:

• chapter 2 ("Identifying Outcomes")
• chapter 9 ("Building Relationships and Engaging Communities Through Collaboration")

**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.

Review the following pages in *Global Health*:

• pages 58–59 ("Common Features of Successful Health Communication and Health Promotion Program") of chapter 2 ("Culture, Behavior, and Health")

You should also 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*
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.

- **HHS Prevention Strategies**

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 4 ("Beginning the Physical Examination: General Survey, Vital Signs, and Pain")

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: Shadow Health Assignments
If you have not already done so, complete the assignments in the Shadow Health resource now.

- **Shadow Health**

You must download and install the Unity Web Player the first time you log in. Follow the instructions in the resource to complete these steps.

If you feel unsure about how to complete any of the assignments, or if you would like additional help understanding the various aspects of comprehensive health assessments, contact a course mentor.

**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.

**The WGU Library**

The WGU Library
The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

Introducing the WGU library

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

Searching the WGU library

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

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail [writingcenter@wgu.edu](mailto:writingcenter@wgu.edu).

**Feedback**
WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

## Accessibility Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's Accessibility policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities