Health and Physical Assessment In Nursing 3rd edition DAmico Solutions Manual

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D'Amico Chapter 2
Concepts for Lecture

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LEARNING OUTCOME 1
Describe the concepts of wellness and health promotion.

Concepts for Lecture

1. Wellness describes a state of life that is balanced, personally satisfying, and characterized by health-enhancing behaviors.

2. Health promotion refers to those actions used to increase health or well-being of individuals, families, and communities.

3. Individual health promotion includes identification of biologic, lifestyle, and environmental risks that influence wellness and promoting efforts to reduce risks.

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PowerPoint Slides

1. Wellness—A State of Life That Is Balanced, Personally Satisfying, and Characterized by Health-Enhancing Behaviors

2. Health Promotion—Actions to Increase Health and Well-Being of Individuals, Families, and Communities

3. Individual Health Promotion—Biological, Lifestyle, and Environmental Risks

Suggestions for Classroom Activities

- Ask students to write and discuss their own definitions of wellness and health promotion.

Suggestions for Clinical Activities

- Have students ask another health professional to define wellness and health promotion.

LEARNING OUTCOME 2
Discuss the theories of wellness.

Concepts for Lecture

1. Dunn defined wellness as an integrated method of functioning, oriented toward maximizing the potential of the individual. Dunn's theory of wellness uses two intersecting axes: health and environment.

2. Leavell and Clark describe wellness in terms of primary, secondary, and tertiary levels of prevention. Primary prevention implies health and a high level of wellness for the individual. Secondary prevention involves early diagnosis of health problems and prompt treatment with restoration of health. Tertiary prevention is activity aimed to restore the individual to the highest possible level of health and functioning.

3. Travis and Ryan use a continuum to describe the state of health with high-level wellness and premature death at the ends of the continuum.

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1. Dunn (Figure 2.1)

    - Definition
    - Health and environment

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2. Levels of Prevention (Figure 2.2 and Table 2.1)

   - Primary
   - Secondary
   - Tertiary

3. Travis—Continuum

   - High-level wellness
   - Premature death

Suggestions for Classroom Activities

- Ask students to compare and contrast the theories of wellness.

LEARNING OUTCOME 3
Discuss the perspectives of health promotion for the individual, family, and community.

Concepts for Lecture

1. A variety of models have been developed to explain health promotion behaviors, which include the health belief model, the theory of reasoned action/planned behavior, and the health promotion model. Health promotion models guide interventions.

2. The health belief model predicts which individuals will participate in health screenings or obtain vaccinations. It includes two constructs, which are cues to action and self-efficacy.

3. According to the theory of reasoned action/planned behavior, the intention to perform a behavior is a determinant in performance of the behavior. This intention is affected by subjective norms, attitudes, and self-efficacy.

4. The health promotion model focuses on variables that impact motivation and behavioral outcomes. The aspects of the model include individual characteristics and behaviors, behavior-specific cognition and affect, perceived benefits of action, perceived barriers to action, activity-related affect, situational influences, commitment to a plan of action, and behavioral outcomes.

5. Personal factors that can influence behavior are biologic, psychologic, and sociologic.

6. Nursing interventions should focus on modifiable health risk factors as well as health assessment and screening.

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7. Environments that are safe, interesting, and promote comfort and acceptance versus alienation are factors that facilitate health promotion.

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1. Models for Health Promotion—Health Belief Model, Theory of Reasoned Action/Planned Behavior, Health Promotion Model

2. Health Belief Model (Figures 2.4 and 2.7)

    - Cues to self-action
    - Self-efficacy

3. Theory of Reasoned Action/Planned Behavior (Figures 2.5 and 2.8)

    - Subjective norms
    - Attitudes
    - Self-efficacy

4. Health Promotion Model (Figures 2.6 and 2.9)

    - Individual characteristics and behaviors
    - Behavior-specific cognition and affect
    - Perceived benefits of action
    - Perceived barriers to action
    - Activity-related affect
    - Situational influences
    - Commitment to a plan of action
    - Behavioral outcomes

5. Personal Factors

    - Biologic
    - Psychologic
    - Sociologic

6. Nursing Interventions

7. Environmental Factors

Suggestions for Classroom Activities

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- Ask students to compare and contrast health promotion models.

LEARNING OUTCOME 4
Describe the goals, topic areas, and objectives in *Healthy People 2020*.

Concepts for Lecture

1. Topic areas and recommendations for *Healthy People 2020* include physical activity, nutrition, tobacco use, alcohol and substance abuse, sexual and reproductive health, mental health, injury and violence prevention, occupational health and safety, environmental health, oral health, emerging issues, and preventive services.

2. The document provides an overview of the goals and recommendations and how it advocates for the improvement of health and addresses environmental factors that contribute to health and illness. The goals will redirect attention from health care to health determinant topic areas.

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1. *Healthy People 2020* Topics and Recommendations

   - Physical activity (Table 2.3 and Figure 2.10)
   - Nutrition
   - Tobacco use
   - Alcohol and substance abuse
   - Sexual and reproductive health
   - Mental health (Figure 2.11)
   - Injury and violence prevention (Tables 2.4)
   - Occupational health and safety
   - Environmental health
   - Oral health
   - Emerging issues
   - Preventive services (Table 2.6)

2. Topic Areas and Recommendations (Table 2.2)

Suggestions for Classroom Activities

- Ask students to identify examples of health promotion behaviors that should be emphasized with each of the *Healthy People 2020* topic areas.

Suggestions for Clinical Activities

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- Have students identify clients with illnesses that could have been prevented with improved health promotion behaviors.

LEARNING OUTCOME 5
Discuss health promotion in relation to the nursing process.

Concepts for Lecture

1. Comprehensive health assessment is essential to health promotion.

2. The professional nurse takes on a variety of roles when implementing plans for health promotion. These roles include educator, counselor, facilitator, nurturer, and role model.

3. As educator the nurse interprets and informs the client of findings from the assessment.

4. As counselor the nurse creates and plans opportunities to discuss the implementation of specific activities or goal attainment.

5. The nurse as a facilitator helps the client and family gain access to services and facilities.

6. The nurturing role of the nurse includes providing support and encouragement.

7. The nurse models wellness and health promoting behaviors.

8. Evaluation of goals for health promotion is an ongoing process that may result in new priorities or strategies to meet health-related goals.

PowerPoint Slides

1. Assessment and Health Promotion (Box 2.1)

2. Roles of the Nurse in Implementing Health Promotion

   - Educator
   - Counselor
   - Facilitator
   - Nurturer
   - Role model

3. Educator

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4. Counselor

5. Facilitator

6. Nurturer

7. Role Model

8. Evaluation of Goals for Health Promotion

Suggestions for Classroom Activities

- Divide students into groups and ask them to outline a nursing care plan for the following groups of clients focusing on their health promotion needs: pregnant teenagers receiving prenatal care, young males playing organized sports, new breast-feeding mothers and their newborns, and elderly retirees living in an assisted care facility.

Suggestions for Clinical Activities

- Assign students to care for clients experiencing illnesses that could have been prevented with improved health promotion behaviors.

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