Assessment 1 Instructions: Health Promotion Plan

Develop a hypothetical health promotion plan, 3-4 pages in length, addressing a specific health concern for an individual or a group living in the community that you identified from the topic list provided.

* Bullying.
* Teen Pregnancy.
* LGBTQIA + Health.
* Sudden Infant Death (SID).
* Immunization.
* Tobacco use (include all: vaping, e-cigarettes, hookah, chewing tobacco, and smoking) cessation.

#### **Introduction**

Historically, nurses have made significant contributions to community and public health with regard to health promotion, disease prevention, and environmental and public safety. They have also been instrumental in shaping public health policy. Today, community and public health nurses have a key role in identifying and developing plans of care to address local, national, and international health issues. The goal of community and public health nursing is to optimize the health of individuals and families, taking into consideration cultural, racial, ethnic groups, communities, and populations. Caring for a population involves identifying the factors that place the population's health at risk and developing specific interventions to address those factors. The community/public health nurse uses epidemiology as a tool to customize disease prevention and health promotion strategies disseminated to a specific population. Epidemiology is the branch of medicine that investigates causes of various diseases in a specific population (CDC, 2012; Healthy People 2030, n.d.).

As an advocate and educator, the community/public health nurse is instrumental in providing individuals, groups, and aggregates with the tools that are essential for health promotion and disease prevention. There is a connection between one’s quality of life and their health literacy. Health literacy is related to the knowledge, comprehension, and understanding of one’s condition along with the ability to find resources that will treat, prevent, maintain, or cure their condition. Health literacy is impacted by the individual’s learning style, reading level, and the ability understand and retain the information being provided. The individual’s technology aptitude and proficiency in navigating available resources is an essential component to making informed decisions and to the teaching learning process (CDC, 2012; Healthy People 2030, n.d.).

It is essential to develop trust and rapport with community members to accurately identify health needs and help them adopt health promotion, health maintenance, and disease prevention strategies. Cultural, socio-economical, and educational biases need to be taken into consideration when communicating and developing an individualized treatment and educational plan. Social, economic, cultural, and lifestyle behaviors can have an impact on an individual's health and the health of a community. These behaviors may pose health risks, which may be mitigated through lifestyle/behaviorally-based education. The environment, housing conditions, employment factors, diet, cultural beliefs, and family/support system structure play a role in a person's levels of risk and resulting health. Assessment, evaluation, and inclusion of these factors provide a basis for the development of an individualized plan. The health professional may use a genogram or sociogram in this process.

What is a genogram? A genogram, similar to a family tree, is used to gather detailed information about the quality of relationships and interactions between family members over generations as opposed to lineage. Gender, family relationships, emotional relationships, lifespan, and genetic predisposition to certain health conditions are components of a genogram. A genogram, for instance, may identify a pattern of martial issues perhaps rooted in anger or explain why a person has green eyes.

What is a sociogram? A sociogram helps the health professional to develop a greater understanding of these factors by seeing inter-relationships, social links between people or other entities, as well as patterns to identify vulnerable populations and the flow of information within the community.

##### **References**

Centers for Disease Control and Prevention. (2012). Lesson 1: Introduction to epidemiology. In Principles of Epidemiology in Public Health Practice (3rd ed.). https://www.cdc.gov/csels/dsepd/ss1978/lesson1/section1.html

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2030. https://health.gov/healthypeople

**Note:** Assessment 1 must be completed first before you are able to submit Assessment 4.

#### **Preparation**

The first step in any effective project or clinical patient encounter is planning. This assessment provides an opportunity for you to plan a hypothetical clinical learning experience focused on health promotion associated with a specific community health concern or health need. Such a plan defines the critical elements of who, what, when, where, and why that establish the foundation for an effective clinical learning experience for the participants. Completing this assessment will strengthen your understanding of how to plan and negotiate individual or group participation. This assessment is the foundation for the implementation of your health promotion educational plan (Assessment 4).

You will need to satisfactorily pass Assessment 1 (Health Promotion Plan) before working on your last assessment (Assessment 4).

To prepare for the assessment, consider a various health concern or health need that you would like to be the focus of your plan from the topic list provided, the populations potentially affected by that concern or health need, and hypothetical individuals or groups living in the community. Then, investigate your chosen concern or need and best practices for health improvement, based on supporting evidence.

As you begin to prepare this assessment, you are encouraged to complete the Vila Health: Effective Interpersonal Communications activity. The information gained from completing this activity will help you succeed with the assessment. Completing activities is also a way to demonstrate engagement.

For this assessment, you will propose a hypothetical health promotion plan addressing a particular health concern or health need affecting a fictitious individual or group living in the community. The hypothetical individual or group of your choice must be living in the community; not in a hospital, assistant living, nursing home, or other facility. You may choose any health issues or need from the list provided in the instructions.

In the Assessment 4, you will simulate a face-to-face presentation of this plan to the individual or group that you have identified.

Please choose one of the topics below:

* Bullying.
* Teen Pregnancy.
* LGBTQIA + Health.
* Sudden Infant Death (SID).
* Immunizations.
* Tobacco use (include all: vaping e-cigarettes, hookah, chewing tobacco, and smoking) cessation. (**MUST** address all tobacco products).

In addition, you are encouraged to:

* Complete the [Vila Health: Effective Interpersonal Communications](https://media.capella.edu/CourseMedia/nurs-fpx4060element16838/wrapper.asp) simulation.
* Review the health promotion plan assessment and scoring guide to ensure that you understand the work you will be asked to complete.
* Review the MacLeod article, "[Making SMART Goals Smarter](http://library.capella.edu/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1284082621%3Faccountid%3D27965)."

**Note:** As you revise your writing, check out the resources listed on the Writing Center's [Writing Support](https://lat.strategiced.com/redirect?linkid=4646)page.

#### **Instructions**

##### **Health Promotion Plan**

* Choose a specific health concern or health need as the focus of your hypothetical health promotion plan. Then, investigate your chosen concern or need and best practices for health improvement, based on supporting evidence.
  + Bullying.
  + Teen Pregnancy.
  + LGBTQIA + Health.
  + Sudden Infant Death (SID).
  + Immunizations.
  + Tobacco use (include all: vaping e-cigarettes, hookah, chewing tobacco, and smoking) cessation. (**MUST** address all tobacco products).
* Create a scenario as if this project was being completed face-to-face.
* Identify the chosen population and include demographic data (location, lifestyle, age, race, ethnicity, gender, marital status, income, education, employment).
* Describe in detail the characteristics of your chosen hypothetical individual or group for this activity and how they are relevant to this targeted population.
* Discuss why your chosen population is predisposed to this health concern or health need and why they can benefit from a health promotion educational plan.
* Based on the health concern for your hypothetical individual or group, discuss what you would include in the development of a sociogram. Take into consideration possible social, economic, cultural, genetic, and/or lifestyle behaviors that may have an impact on health as you develop your educational plan in your first assessment. You will take this information into consideration when you develop your educational plan in your fourth assessment.
* Identify their potential learning needs. Collaborate with the individual or group on SMART goals that will be used to evaluate the educational session (Assessment 4).
* Identify the individual or group's current behaviors and outline clear expectations for this educational session and offer suggestions for how the individual or group needs can be met.
* Health promotion goals need to be clear, measurable, and appropriate for this activity. Consider goals that will foster behavior changes and lead to the desired outcomes.

##### **Document Format and Length**

Your health promotion plan should be 3–4 pages in length.

##### **Supporting Evidence**

Support your health promotion plan with peer-reviewed articles, course study resources, and Healthy People 2030 resources. Cite at least three credible sources published within the past five years, using APA format.

##### **Graded Requirements**

The requirements outlined below correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

* Analyze the health concern that is the focus of your health promotion plan.
  + Consider underlying assumptions and points of uncertainty in your analysis.
* Explain why a health concern is important for health promotion within a specific population.
  + Examine current population health data.
  + Consider the factors that contribute to health, health disparities, and access to services.
* Explain the importance of establishing agreed-upon health goals in collaboration with hypothetical participants.
* Organize content so ideas flow logically with smooth transitions; contains few errors in grammar/punctuation, word choice, and spelling.
* Apply APA formatting to in-text citations and references exhibiting nearly flawless adherence to APA format.
  + Write with a specific purpose and audience in mind.
  + Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Before submitting your assessment for grading, proofread it to minimize errors that could distract readers and make it difficult for them to focus on the substance of your plan.

# Assessment 2: Community Resources

Research a selected local, national, or global nonprofit organization or government agency to determine how it contributes to public health and safety improvements, promotes equal opportunity, and improves the quality of life within the community. Submit your findings in a 3-5 page report.

As you begin to prepare this assessment, it would be an excellent choice to complete the Nonprofit Organizations and Community Health activity. Complete this activity to gain insight into promoting equal opportunity and improving the quality of life in a community. The information gained from completing this activity will help you succeed with the assessment.

#### **Introduction**

Many organizations work to better local and global communities' quality of life and promote health and safety in times of crisis. As public health and safety advocates, nurses must be cognizant of how such organizations help certain populations. As change agents, nurses must be aware of factors that impact the organization and the services that it offers. Familiarity with these organizations enables the nurse to offer assistance as a volunteer and source of referral.

This assessment provides an opportunity for you gain insight into the mission, vision, and operations of a community services organization.

#### **Preparation**

You are interested in expanding your role as a nurse and are considering working in an area where you can help to promote equal opportunity and improve the quality of life within the local or global community. You are aware of several nonprofit organizations and government agencies whose work contributes to this effort in some way. You have particular interest in one of these organizations but would like to know more about its contributions to public health and safety improvements. You would like to report the results of your research in a scholarly paper that you could submit for publication.

Research a selected local, national, or global nonprofit organization or government agency from the list provided. Determine how the organization or agency contributes to public health and safety improvements, promotes equal opportunity, and improves the quality of life within the community. Submit your findings in a 3–5 page report.

As you begin to prepare this assessment, it would be an excellent choice to complete the Nonprofit Organizations and Community Health activity. Complete this activity to gain insight into promoting equal opportunity and improving the quality of life in a community. The information gained from completing this activity will help you succeed with the assessment.

Choose the organization or agency you are most interested in researching:

* [American Red Cross](https://www.redcross.org/).
* [Habitat for Humanity](https://www.habitat.org/).
* [United Way](https://www.unitedway.org/).
* [Doctors Without Borders](https://www.doctorswithoutborders.org/).
* [The Salvation Army](https://www.salvationarmy.org/).
* [United Nations Children's Fund (UNICEF)](https://www.unicef.org/).
* [Federal Emergency Management Agency (FEMA)](https://www.fema.gov/).
* [Centers for Disease Control and Prevention (CDC)](https://www.cdc.gov/).
* [National Center for Transgender Equality](https://transequality.org/).
* [National Resource Center on LGBT Aging](https://www.lgbtagingcenter.org/).
* [Advocacy & Services for LGBT Elders](https://www.sageusa.org/).
* [Equal Justice Initiative](https://eji.org/).
* [National Alliance to End Homelessness](https://endhomelessness.org/).
* [Urban Triage](https://urbantriage.org/).
* [World Health Organization](https://www.who.int/).
* [The Arc: For People With Intellectual and Developmental Disabilities](https://thearc.org/).
* [Alliance for Retired Americans](https://retiredamericans.org/).
* [Futures Without Violence](https://www.futureswithoutviolence.org/).
* [Blue Campaign: What Is Human Trafficking?](https://www.dhs.gov/blue-campaign/what-human-trafficking)
* [Covenant House](https://www.covenanthouse.org/homeless-charity).
* [Cultural Survival](https://www.culturalsurvival.org/).

**Note:** As you revise your writing, check out the resources listed on the Writing Center's [Writing Support](https://lat.strategiced.com/redirect?linkid=4646) page.

#### **Instructions**

Research a selected local, national, or global nonprofit organization or government agency from the list provided. Determine how the organization or agency contributes to public health and safety improvements, promotes equal opportunity, and improves the quality of life within the community. Submit your findings in a 3–5 page report.

As you begin to prepare this assessment, it would be an excellent choice to complete the Nonprofit Organizations and Community Health activity. Complete this activity to gain insight into promoting equal opportunity and improving the quality of life in a community. The information gained from completing this activity will help you succeed with the assessment. After completing this activity, choose an organization or agency from the list that you are most interested in researching.

##### **Document Format and Length**

Format your paper using APA style.

* Refer to the [APA Style Paper Tutorial [DOCX]](https://campustools.capella.edu/redirect.aspx?linkid=4243) to help you in writing and formatting your paper. Be sure to include:
  + A title page and references page. An abstract is not required.
  + Appropriate section headings.
* Your paper should comprise 3–5 pages of content plus title and references pages.

##### **Supporting Evidence**

Cite at least three credible sources from peer-reviewed journals or professional industry publications published within the past 5 years that support your research findings.

##### **Graded Requirements**

The research requirements, outlined below, correspond to the grading criteria in the assessment scoring guide, so be sure to address each point.

* Explain how the organization’s mission and vision enable it to contribute to public health and safety improvements.
  + Include examples of ways a local and/or global initiative supports organizational mission and vision and promotes public health and safety.
* Evaluate an organization’s ability to promote equal opportunity and improve the quality of life in the community.
  + Consider the effects of social, cultural, economic, and physical barriers.
* Assess the impact of funding sources, policy, and legislation on the organization’s provision of services.
  + Consider the potential implications of funding decisions, policy, and legislation for individuals, families, and aggregates within the community.
* Explain how an organization’s work impacts the health and/or safety needs of a local community.
  + Consider how nurses might become involved with the organization.
* Organize content so ideas flow logically with smooth transitions; contains few errors in grammar/punctuation, word choice, and spelling.
* Apply APA formatting to in-text citations and references exhibiting nearly flawless adherence to APA format.
  + Write with a specific purpose and audience in mind.
  + Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

# Assessment 3: Disaster Recovery Plan

Develop a disaster recovery plan to lessen health disparities and improve access to community services after a disaster. Then, develop and record a 10-12 slide presentation (please refer to the PowerPoint tutorial) of the plan with audio and speaker notes for the Vila Health system, city officials, and the disaster relief team.

As you begin to prepare this assessment, you are encouraged to complete the Disaster Preparedness and Management activity. The information gained from completing this activity will help you succeed with the assessment as you think through key issues in disaster preparedness and management in the community or workplace. Completing activities is also a way to demonstrate engagement.

#### **Introduction**

Nurses perform a variety of roles and their responsibilities as health care providers extend to the community. The decisions we make daily and in times of crisis often involve the balancing of human rights with medical necessities, equitable access to services, legal and ethical mandates, and financial constraints. In the event of a major accident or natural disaster, many issues can complicate decisions concerning the needs of an individual or group, including understanding and upholding rights and desires, mediating conflict, and applying established ethical and legal standards of nursing care. As a nurse, you must be knowledgeable about disaster preparedness and recovery to safeguard those in your care. As an advocate, you are also accountable for promoting equitable services and quality care for the diverse community.

Nurses work alongside first responders, other professionals, volunteers, and the health department to safeguard the community. Some concerns during a disaster and recovery period include the possibility of death and infectious disease due to debris and/or contamination of the water, air, food supply, or environment. Various degrees of injury may also occur during disasters, terrorism, and violent conflicts.

To maximize survival, first responders must use a triage system to assign victims according to the severity of their condition/prognosis in order to allocate equitable resources and provide treatment. During infectious disease outbreaks, triage does not take the place of routine clinical triage.

Trace-mapping becomes an important step to interrupting the spread of all infectious diseases to prevent or curtail morbidity and mortality in the community. A vital step in trace-mapping is the identification of the infectious individual or group and isolating or quarantining them. During the trace-mapping process, these individuals are interviewed to identify those who have had close contact with them. Contacts are notified of their potential exposure, testing referrals become paramount, and individuals are connected with appropriate services they might need during the self-quarantine period (CDC, 2020).

An example of such disaster is the COVID-19 pandemic of 2020. People who had contact with someone who were in contact with the COVID-19 virus were encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts were required to monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19 (CDC, 2020). Local, state, and health department guidelines were essential in establishing the recovery phase. Triage Standard Operating Procedure (SOP) in the case of COVID-19 focused on inpatient and outpatient health care facilities that would be receiving, or preparing to receive, suspected, or confirmed COVID- 19 victims. Controlling droplet transmission through hand washing, social distancing, self-quarantine, PPE, installing barriers, education, and standardized triage algorithm/questionnaires became essential to the triage system (CDC, 2020; WHO, 2020).

This assessment provides an opportunity for you to apply the concepts of emergency preparedness, public health assessment, triage, management, and surveillance after a disaster. You will also focus on evacuation, extended displacement periods, and contact tracing based on the disaster scenario provided.

**Note:** Complete the assessments in this course in the order in which they are presented.

#### **Preparation**

When disaster strikes, community members must be protected. A comprehensive recovery plan, guided by the MAP-IT (Mobilize, Assess, Plan, Implement, Track) framework, is essential to help ensure everyone’s safety. The unique needs of residents must be assessed to lessen health disparities and improve access to equitable services after a disaster. Recovery efforts depend on the appropriateness of the plan, the extent to which key stakeholders have been prepared, the quality of the trace-mapping, and the allocation of available resources. In a time of cost containment, when personnel and resources may be limited, the needs of residents must be weighed carefully against available resources.

In this assessment, you are a community task force member responsible for developing a disaster recovery plan for the Vila Health community using MAP-IT and trace-mapping, which you will present to city officials and the disaster relief team.

To prepare for the assessment, complete the [Vila Health: Disaster Recovery Scenario](https://media.capella.edu/CourseMedia/nurs-fpx4060element16841/wrapper.asp) simulation.

In addition, you are encouraged to complete the Disaster Preparedness and Management activity. The information gained from completing this activity will help you succeed with the assessment as you think through key issues in disaster preparedness and management in the community or workplace. Completing activities is also a way to demonstrate engagement.

Begin thinking about:

* Community needs.
* Resources, personnel, budget, and community makeup.
* People accountable for implementation of the disaster recovery plan.
* Healthy People 2020 goals and 2030 objectives.
* A timeline for the recovery effort.

You may also wish to:

* Review the MAP-IT (Mobilize, Assess, Plan, Implement, Track) framework, which you will use to guide the development of your plan:
  + **M**obilize collaborative partners.
  + **A**ssess community needs.
  + **P**lan to lessen health disparities and improve access to services.
  + **I**mplement a plan to reach Healthy People 2020 goals or 2030 objectives.
  + **T**rack community progress.
* Review the assessment instructions and scoring guide to ensure that you understand the work you will be asked to complete.

**Note:** As you revise your writing, check out the resources listed on the Writing Center's [Writing Support](https://lat.strategiced.com/redirect?linkid=4646) page.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@capella.edu](mailto:DisabilityServices@capella.edu) to request accommodations.

#### **Instructions**

Every 10 years, The U.S. Department of Health and Human Services and the Office of Disease Prevention and Health Promotion release information on health indicators, public health issues, and current trends. At the end of 2020, Healthy People 2030 was released to provide information for the next 10 years. Healthy People 2030 provides the most updated content when it comes to prioritizing public health issues; however, there are historical contents that offer a better understanding of some topics. Disaster preparedness is addressed in Healthy People 2030, but a more robust understanding of MAP-IT, triage, and recovery efforts is found in Healthy People 2020. For this reason, you will find references to both Healthy People 2020 and Healthy People 2030 in this course.

Complete the following:

1. Develop a disaster recovery plan for the Vila Health community that will lessen health disparities and improve access to services after a disaster. Refer back to the [Vila Health: Disaster Recovery Scenario](http://media.capella.edu/CourseMedia/nurs-fpx4060element16841/wrapper.asp) to understand the Vila Health community.
   * Assess community needs.
   * Consider resources, personnel, budget, and community makeup.
   * Identify the people accountable for implementation of the plan and describe their roles.
   * Focus on specific Healthy People 2020 goals and 2030 objectives.
   * Include a timeline for the recovery effort.
2. Apply the MAP-IT (Mobilize, Assess, Plan, Implement, Track) framework to guide the development of your plan:
   * **M**obilize collaborative partners.
   * **A**ssess community needs.
     + Use the demographic data and specifics related to the disaster to identify the needs of the community and develop a recovery plan. Consider physical, emotional, cultural, and financial needs of the entire community.
     + Include in your plan the equitable allocation of services for the diverse community.
     + Apply the triage classification to provide a rationale for those who may have been injured during the train derailment. Provide support for your position.
     + Include in your plan contact tracing of the homeless, disabled, displaced community members, migrant workers, and those who have hearing impairment or English as a second language in the event of severe tornadoes.
   * **P**lan to lessen health disparities and improve access to services.
   * **I**mplement a plan to reach Healthy People 2020 goals and 2030 objectives.
   * **T**rack and trace-map community progress.
     + Use the CDC's [Contract Tracing Resources for Health Departments](https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/contact-tracing-resources.html) as a template to create your contact tracing.
     + Describe the plan for contact tracing during the disaster and recovery phase.
3. Develop a slide presentation of your disaster recovery plan with an audio recording of you presenting your assessment of the [Vila Health: Disaster Recovery Scenario](http://media.capella.edu/CourseMedia/nurs-fpx4060element16841/wrapper.asp) for city officials and the disaster relief team. Be sure to also include speaker notes.

##### **Presentation Format and Length**

You may use Microsoft PowerPoint (preferred) or other suitable presentation software to create your slides and add your voice-over along with speaker notes. If you elect to use an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.

Be sure that your slide deck includes the following slides:

* Title slide.
  + Recovery plan title.
  + Your name.
  + Date.
  + Course number and title.
* References (at the end of your presentation).

Your slide deck should consist of 10–12 content slides plus title and references slides. Use the speaker's notes section of each slide to develop your talking points and cite your sources as appropriate. Be sure to also include a transcript that matches your recorded voice-over. The transcript can be submitted on a separate Word document. Make sure to review the Microsoft PowerPoint tutorial for directions.

The following resources will help you create and deliver an effective presentation:

* [Record a Slide Show With Narration and Slide Timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US).
  + This Microsoft article provides steps for recording slide shows in different versions of PowerPoint, including steps for Windows, Mac, and online.
* [Microsoft Office Software](https://campustools.capella.edu/redirect.aspx?linkid=2975).
  + This Campus page includes tip sheets and tutorials for Microsoft PowerPoint.
* [PowerPoint Presentations Library Guide](http://capellauniversity.libguides.com/powerpoint).
  + This library guide provides links to PowerPoint and other presentation software resources.
* [SoNHS Professional Presentation Guidelines [PPTX]](https://campustools.capella.edu/redirect.aspx?linkid=4705).
  + This presentation, designed especially for the School of Nursing and Health Sciences, offers valuable tips and links, and is itself a PowerPoint template that can be used to create a presentation.

##### **Supporting Evidence**

Cite at least three credible sources from peer-reviewed journals or professional industry publications within the past 5 years to support your plan.

# Assessment 4: Health Promotion Plan Presentation

Build a slide presentation (PowerPoint preferred) of the hypothetical health promotion plan you developed in the first assessment. Then, implement your health promotion plan by conducting a hypothetical face-to-face educational session addressing the health concern and health goals of your selected group. How would you set goals for the session, evaluate session outcomes, and suggest possible revisions to improve future sessions?

As you begin to prepare this assessment, you are encouraged to complete the Vila Health: Conducting an Effective Educational Session activity. The information gained from completing this activity will help you succeed with the assessment as you consider key issues in conducting an effective educational session for a selected audience. Completing activities is also a way to demonstrate engagement.

#### **Introduction**

Health education is any combination of learning experiences designed to help community individuals, families, and aggregates improve their health by increasing knowledge or influencing attitudes (WHO, n.d.). Education is key to health promotion, disease prevention, and disaster preparedness. The health indicator framework identified in Healthy People 2030 prompts action in health services accessibility, clinical preventive services, environmental quality, injury or violence prevention, maternal, infant, and child health, mental health, nutrition, substance abuse prevention, and tobacco use cessation or prevention.

Nurses provide accurate evidence-based information and education in formal and informal settings. They draw upon evidence-based practice to provide health promotion and disease prevention activities to create social and physical environments conducive to improving and maintaining community health. When provided with the tools to be successful, people demonstrate lifestyle changes (self-care) that promote health and help reduce readmissions. They are better able to tolerate stressors, including environmental changes, and enjoy a better quality of life. In times of crisis, a resilient community is a safer community (Flanders, 2018; Healthy People 2030, n.d.).

This assessment provides an opportunity for you to apply teaching and learning concepts to the presentation of a health promotion plan.

##### **References**

Flanders, S. A. (2018). Effective patient education: Evidence and common sense. Medsurg Nursing, 27(1), 55–58.

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2030. https://health.gov/healthypeople

**Note**: This is the second part of a two-part assessment. You must complete Assessment 1 before completing this assessment.

#### **Preparation**

For this assessment, you will conclude the clinical learning activity you began in Assessment 1.

You will resume the role of a community nurse tasked with addressing the specific health concern in your community. This time, you will present, via educational outreach, the hypothetical health promotion plan you developed in Assessment 1 to your fictitious audience. In this hypothetical scenario, you will simulate the presentation as though it would be live and face-to-face. You must determine an effective teaching strategy, communicate the plan with professionalism and cultural sensitivity, evaluate the objectives of the plan, revise the plan as applicable, and propose improvement for future educational sessions. To engage your audience, you decide to develop a PowerPoint presentation with voice-over and speaker notes to communicate your plan.

Remember that your first assessment (Assessment 1) **MUST** be satisfactorily completed to initiate this assessment (Assessment 4).

Please review the assessment scoring guide for more information.

To prepare for the assessment, you are encouraged to complete the [Vila Health: Conducting an Effective Educational Session](https://media.capella.edu/CourseMedia/nurs-fpx4060element16843/wrapper.asp) simulation. You may also wish to review the health promotion plan presentation assessment and scoring guide to ensure that you understand all requirements.

**Note:** As you revise your writing, check out the resources listed on the Writing Center's [Writing Support](https://lat.strategiced.com/redirect?linkid=4646) page.

#### **Instructions**

Complete the following:

* Prepare a 10–12 slide PowerPoint presentation with a voice-over and detailed speaker notes that reflects your hypothetical presentation. This presentation is the implementation of the plan you created in Assessment 1. The speaker notes should be well organized. Be sure to include a transcript of the voice-over (please refer to the PowerPoint tutorial). The transcript can be submitted on a separate Word document.
* Simulate the hypothetical face-to-face educational session addressing the health concern and health goals of your selected community individual or group.
* Imagine collaborating with the hypothetical participant(s) in setting goals for the session, evaluating session outcomes, and suggesting possible revisions to improve future sessions.

As you begin to prepare this assessment, you are encouraged to complete the Vila Health: Conducting an Effective Educational Session activity. The information gained from completing this activity will help you succeed with the assessment as you consider key issues in conducting an effective educational session for a selected audience. Completing activities is also a way to demonstrate engagement.

### **PRESENTATION FORMAT AND LENGTH**

You may use Microsoft PowerPoint (preferred) or other suitable presentation software to create your presentation. If you elect to use an application other than PowerPoint, check with your faculty to avoid potential file compatibility issues.

The number of content slides in your presentation is dictated by nature and scope of your health promotion plan. Be sure to include title and references slides per the following:

* Title slide:
  + Health promotion plan title.
  + Your name.
  + Date.
  + Course number and title.
* References (at the end of your presentation).
  + Be sure to apply correct APA formatting to your references.

The following resources will help you create and deliver an effective presentation:

* [Record a Slide Show With Narration and Slide Timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US).
  + This Microsoft article provides steps for recording slide shows in different versions of PowerPoint, including steps for Windows, Mac, and online.
* [Microsoft Office Software](https://campustools.capella.edu/redirect.aspx?linkid=2975).
  + This Campus page includes tip sheets and tutorials for Microsoft PowerPoint.
* [PowerPoint Presentations Library Guide](http://capellauniversity.libguides.com/powerpoint).
  + This library guide provides links to PowerPoint and other presentation software resources.
* [SoNHS Professional Presentation Guidelines [PPTX]](https://campustools.capella.edu/redirect.aspx?linkid=4705).
  + This presentation, designed especially for the School of Nursing and Health Sciences, offers valuable tips and links, and is itself a PowerPoint template that can be used to create a presentation.

### **SUPPORTING EVIDENCE**

Support your plan with at least three professional or scholarly references, published within the last 5 years, which may include peer-reviewed articles, course study resources, and Healthy People 2030 resources.

### **GRADED REQUIREMENTS**

The requirements outlined below correspond to the grading criteria in the assessment scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

* Present your health promotion plan to your hypothetical audience.
  + Tailor the presentation to the needs of your hypothetical audience.
  + Adhere to scholarly and disciplinary writing standards and APA formatting requirements.
* Evaluate educational session outcomes and the attainment of agreed-upon health goals in collaboration with participants.
  + Which aspects of the session would you change?
  + How might those changes improve future outcomes?
* Evaluate educational session outcomes in terms of progress made toward Healthy People 2030 objectives and leading health indicators.
  + What changes would you recommend to better align the session with Healthy People 2030 objectives and leading health indicators?
* Organize content with clear purpose/goals and with relevant and evidence-based sources (published within 5 years).
* Slides are easy to read and error free. Detailed audio and speaker notes are provided. Audio is clear, organized, and professionally presented.