Please keep in mind that assessment 1 is going to be related to assessment 4  
Thank you!  
  
  
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.  
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  
  
Demonstration of Proficiency  
  
By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:  
  
Competency 1: Analyze health risks and health care needs among distinct populations.  
Analyze a community health concern that is the focus of a health promotion plan.  
Competency 2: Propose health promotion strategies to improve the health of populations.  
Explain why a health concern is important for health promotion within a specific population.  
Establish agreed-upon health goals in collaboration with participants.  
Competency 5: Apply professional, scholarly communication strategies to lead health promotion and improve population health.  
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.  
Your Online ePortfolio  
  
Creating an ePortfolio is not required in the BSN program, but you may find it helpful to create one to attach to your professional resume while job hunting. Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.  
  
Using ePortfolio to Build Your Career  
As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews. To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future. Next, create your story or talking points to tell your professional story.  
  
Privacy Statement  
Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.  
  
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 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."  
Note: Remember that you can submit all, or a portion of, your draft assessment to Smarthinking Tutoring for feedback before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24-48 hours for receiving feedback.  
  
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.  
  
  
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Centers for Disease Control and Prevention. (n.d.). Clinician Outreach and Communication Activity (COCA). https://emergency.cdc.gov/coca/index.asp  
Centers for Disease Control and Prevention. (n.d.). Global health. https://www.cdc.gov/globalhealth/index.html  
Edmonson, C., McCarthy, C., Trent-Adams, S., McCain, C., & Marshall, J. (2017). Emerging global health issues: A nurse’s role. Online Journal of Issues in Nursing, 22(1), 113.  
  
  
Flanders, S. A. (2018). Effective patient education: Evidence and common sense. Medsurg Nursing, 27(1), 55-58.  
Loan, L. A., Parnell, T. A., Stichler, J. F., Boyle, D. K., Allen, P., VanFosson, C. A., & Barton, A. J. (2018). Call for action: Nurses must play a critical role to enhance health literacy. Nursing Outlook, 66(1), 97-100.  
Ritchie, U. C., Turner, S. C., & Field, C. (2017). Development and utility of a medication self-assessment tool for community-based healthcare services. Journal of Pharmacy Practice & Research, 47(2), 140-146.  
Sanford, K. (Ed.). (2018). Advocacy for all—but especially for the most vulnerable. Nursing Administration Quarterly, 42(2), 100-106.  
Minogue, T. D., Koehler, J. W., Stefan, C. P., & Conrad, T. A. (2019). Next-generation sequencing for biodefense: Biothreat detection, forensics, and the clinic. Clinical Chemistry, 65(3), 383-392.  
World Health Organization. (n.d.). Health promoting schools. https://www.who.int/health-topics/health-promoting-schools  
The following resource will help you to develop SMART goals:  
  
MacLeod, L. (2012). Making SMART goals smarter. Physician Executive, 38(2), 68-70.  
The following resources may help you complete Assessment 1.  
  
Transgender  
  
Abramovich, A., Lam, J. S. H., & Chowdhury, M. (2020). A transgender refugee woman experiencing posttraumatic stress disorder symptoms and homelessness. Canadian Medical Association, 192(1), 9-11.  
Disaster Triage  
  
Bazyar, J., Farrokhi, M., & Khankeh, H. (2019). Triage systems in mass casualty incidents and disasters: A review study with a worldwide approach. Open Access Macedonian Journal of Medical Sciences, 7(3), 482-494.  
Burkle, F. M., Jr., Potokar, T., Gosney, J. E., Jr., & Dallas, C. (2017). Justification for a nuclear global health workforce: Multidisciplinary analysis of risk, survivability & preparedness, with emphasis on the triage management of thermal burns. Conflict and Health, 11(13), 1-9.  
Byrne, M., Parsh, S., & Parsh, B. (2019). Human trafficking: Impact, identification, and intervention. Nursing Management, 50(8), 18-24.  
Melmer, P., Carlin, M., Castater, C. A., Koganti, D., Hurst, S. D., Tracy, B. M., Grant, A. A., Williams, K., Smith, R. N., Dente, C. J., & Sciarretta, J. D. (2019). Mass casualty shootings and emergency preparedness: A multidisciplinary approach for an unpredictable event. Journal of Multidisciplinary Healthcare, 12, 1013-1021.  
Genetics  
  
U.S. National Library of Medicine. (n.d.). Genetics. MedlinePlus. https://medlineplus.gov/genetics/  
Violence  
  
Cerulli, C., Inoue, S., & Cerulli, J. (2019). How to identify, assess, and refer patients experiencing interpersonal violence across the lifespan: The role of US pharmacists in integrated pharmacy research and practice. Integrated Pharmacy Research and Practice, 8, 115-125.  
Ford-Gilboe, M., Varcoe, C., Scott-Storey, K., Wuest, J., Case, J., Currie, L. M., Glass, N., Hodgins, M., MacMillan, H., Perrin, N., & Wathen, C. N. (2017). A tailored online safety and health intervention for women experiencing intimate partner violence: The iCAN Plan 4 Safety randomized controlled trial protocol. BMC Public Health, 17, 1-12.  
Homelessness  
  
Fransham, M., & Dorling, D. (2018). Homelessness and public health. BMJ: British Medical Journal, 360, 1-2.  
Morton, M. H., Dworsky, A., Matjasko, J. L., Curry, S. R., Schlueter, D., Chávez, R., & Farrell, A. F. (2018). Prevalence and correlates of youth homelessness in the United States. Journal of Adolescent Health, 62(1), 14-21.  
Correction/Prison  
  
Hudson, H., & Wright, D. K. (2019). Towards a guiding framework for prison palliative care nursing ethics. Advances in Nursing Science, 42(4), 341-357.  
Human Trafficking  
  
Leslie, J. (2018). Human trafficking. Journal of Trauma Nursing, 25(5), 282-289.  
Cultural Sensitivity  
  
Alpers, L. (2019). Hospital food: When nurses' and ethnic minority patients' understanding of Islamic dietary needs differ. Nursing Open, 6(4), 1455-1463.  
Marutani, M., Harada, N., Uebayashi, M., Anzai, Y., Takase, K., & Okuda, H. (2019). Culturally sensitive disaster nursing focusing on Pacific Rim island countries: First report on Japanese public health nurses. Prehospital and Disaster Medicine, 34, s114.  
Health Education  
  
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  
Love Is Respect. (n.d.). Power and control. https://www.loveisrespect.org/healthy-relationships/power-and-control/  
Safe Horizon. (n.d.). Safety plan for domestic violence survivors. https://www.safehorizon.org/our-services/safety-plan/  
Futures Without Violence. (n.d.). https://www.futureswithoutviolence.org/  
Pennsylvania Coalition Against Domestic Violence. (n.d.). https://www.pcadv.org/  
National Domestic Violence Hotline. (n.d.). Identify abuse. https://www.thehotline.org/identify-abuse/  
RAINN. (n.d.). About sexual assault. https://www.rainn.org/about-sexual-assault  
HelpGuide. (n.d.). Elder abuse and neglect. https://www.helpguide.org/articles/abuse/elder-abuse-and-neglect.htm  
U.S. Department of Health and Human Services, Administration for Community Living. (n.d.). National Center for Elder Abuse. https://ncea.acl.gov/  
U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2030 framework. Healthy People 2030. https://health.gov/healthypeople/about/healthy-people-2030-framework  
U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Violence prevention. Healthy People 2030. https://health.gov/healthypeople/objectives-and-data/browse-objectives/violence-prevention  
U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2030 objectives: Populations. Healthy People 2030. https://health.gov/healthypeople/objectives-and-data/browse-objectives#populations  
U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2030 objectives: Social determinants of health. Healthy People 2030. https://health.gov/healthypeople/objectives-and-data/browse-objectives#social-determinants-of-health  
  
  
Centers for Disease Control and Prevention. (n.d.). Develop SMART objectives. https://www.cdc.gov/phcommunities/resourcekit/evaluate/smart\_objectives.html  
Centers for Disease Control and Prevention. (n.d.). Resources. https://www.cdc.gov/phcommunities/resourcekit/resources.html  
This site has a template for you to use as a guide.  
MacLeod, L. (2012). Making SMART goals smarter. Physician Executive, 38(2), 6870.