**Community Health Paper**

**N473- Nursing in the Health System: Community Interactions II**

**Purpose of Assignment**

The purpose of this assignment is to involve students in the comprehensive community needs assessment. Students will develop/utilize tools to identify perceived factors (both negative and positive) that impinge on the population’s health. This information will then be used to develop and implement strategies for health promotion.

**Student Approach to Assignment**

The population in this assignment were adolescents participating in Norfolk’s Teens with a Purpose (TWP). The assignment is about enhancing their knowledge in relation to food labels and healthy food options. From this activity, an understanding of the community needs and how to address them was developed.

**Reason for Inclusion of this Assignment in the Portfolio**

This assignment was included in my portfolio, because demonstrated my ability to apply the nursing process to the community setting and integrate research and theory to implement a health teaching intervention to my population. This paper shows my ability as an educator and a community health leader. In this assignment the following objectives are demonstrated:

* **Critical Thinking**
	+ *Evaluates nursing care outcomes through the acquisition of data and the questioning of inconsistencies*
		- Example: In this paper, data on our population- adolescents participating in Norfolk’s Teens with a Purpose (TWP) Program- was acquired by conducting an informal, generic survey to identify the adolescents’ overall opinion, interest, and knowledge towards food labels. Through the data acquired, expected outcomes were that after the intervention the adolescents would understand the significance of food labels, verbalize the four main components of a nutritional label (serving size, calories, nutrients, and percent daily value), and understand those components’ relevance towards nutrition. That was not the case, issues in evaluating the outcomes were due to inconsistencies in the data. The adolescents lacked interest in the topic, which led to difficulties in evaluating the outcomes. This led to prompting and guidance towards the correct answers, which affected determining the effectiveness of the intervention. To combat the inconsistencies, three additional simplified questions were asked to gauge the expected outcomes.
	+ *Revises actions and goals based on evidence rather than conjecture*
		- Example: In this paper, having great ideas about community health, but the population did not work, met the population and revised the action based on the evidence of what the people told us rather than what we thought would work for them.
* **Nursing Practice**
	+ *Implements traditional nursing care practices as appropriate to provide holistic health care to diverse populations across the lifespan*
		- Example: In this paper, the diverse population was adolescents in the Norfolk area participating in Teens with a purpose. The demographic for this group was predominately African American. After assessing the community, the priority nursing diagnosis for this population was Deficient Knowledge related to healthy nutrition. The paper also discusses how teaching was conducted to combat this issue, and the nursing care outcomes.
* **Communication**
	+ *Expresses oneself and communicates effectively with diverse groups and disciplines using a variety of media.*
		- Example: In this paper, infographics about nutrition for teens created by the FDA was used, this was supplemented with open discussion of healthy nutrition.
	+ *Accesses and utilizes data and information from a wide range of sources to enhance patient and professional communication*
		- Example: In this paper, infographics about nutrition for teens created by the FDA was used, additionally multiple articles from nursing, public health, and psychology was utilized to provide accurate and relevant information to our population.
* **Teaching**
	+ *Uses information technologies and other appropriate methods to communicate health promotion, risk reduction, and disease prevention across the life span*
		- Example: The population in this paper are adolescents in Norfolk participating in Teens with a Purpose. Open discussion about food labels and healthy food options, supplemented with printouts about nutrition was used to increase knowledge about nutrition. This was done in hopes that enhanced knowledge would reduce incidents of nutrition-related diseases in the future. The responses were recorded and allowed the participants and the implementers to track responses.
	+ *Evaluates the efficacy of health promotion and education modalities for use in a variety of settings with diverse populations*
		- Example: An evaluation of the efficacy of the health promotion and education modalities was conducted using pre and post questions to compare the adolescent’s knowledge on the topic before and after the intervention.
* **Research**
	+ *Shares research findings with colleagues*
		- Example: The results of this research was presented in a nursing grand grounds presentation conducted at Old Dominion University’s Higher Education Center. Additionally, due to the nature of the research and intervention, feedback and findings were given instantly to colleagues. All participants knew the results, due to the set up being an open discussion. When questions were asked, the adolescents would have to respond, then they would be prompted to the correct answer, or told they were correct. Meaning they instantly knew the results of the intervention. The adolescents, staff, and other participants also offered feedback to us as well.
* **Leadership**
	+ *Assumes a leadership role within one’s scope of practice as a designer, manager, and coordinator of health care to meet the special needs of populations*
		- Example: The leadership role was assumed when coordinating our health intervention with TWP’s schedule. I set up a timetable of how long each intervention should take, and stated what resources were needed for the intervention, and assigned my team what supplies they would be getting to achieve the interactive portion required by the population.
	+ *Initiates community partnerships to establish health promotion goals and implements strategies to meet those goals*
		- Example: In this paper, the community partner we worked with was Teens with a Purpose. The adolescents at TWP were consulted for possible ideas they would want to see incorporated into the teaching intervention. They explained that they wanted the teaching to be fun and interactive, to have food available during the intervention, also by the end of teaching, they wanted to be able to determine healthy food options and how to prepare them. This was integrated into the teaching with interactive stations, one dedicated to healthy food alternatives with the recipes provided, and another station teaching on how to interpret a food label.
	+ *Organizes, manages, and evaluates the development of strategies to promote healthy communities*
		- Example: The paper discusses the planning, assessment, implementation, and outcomes of a teaching intervention, using print resources and open discussion to combat deficient knowledge related to food labels in an adolescent population in Norfolk. The hope from the teaching is that it positively improves health behavior among the population.
* **Professionalism**
	+ *Demonstrates accountability for one’s own professional practice*
		- Example: In this paper, I provided care to my population while staying within my scope of practice as a student nurse and remaining accountable. This was done by developing a relationship with Teens with a Purpose (TWP), assessing the community, and implementing nursing interventions that would benefit the community and promote health. All the interventions were backed by evidence-based practice and nursing research, to ensure all information provided was accurate and relevant. Additionally, the intervention allowed the participants to remain confidential and it was conducted under safe and ethical conditions.

**Nursing Honor Code**

**"I pledge to support the Honor System of Old Dominion University. I will**

**refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the Honor Code. I will report to a hearing if summoned.”**

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(Print Name)

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Date: 4.23.19