

REQUIRED UNIFORM ASSIGNMENT: THE HEALTH HISTORY

PURPOSE

Before any nursing plan of care or intervention can be implemented or evaluated, the nurse assesses the individual through the collection of both subjective and objective data. The data collected are used to determine areas of need or problems to be addressed by the nursing care plan. This assignment will focus on collecting subjective assessment data, synthesizing the data, and on identifying health/wellness priorities based on the findings. The purpose of the assignment is two-fold:

- To recognize the interrelationships of subjective data (physiological, psychosocial, cultural/spiritual, and developmental) affecting health and wellness
- To reflect on the interactive process between self and client when conducting a health assessment

COURSE OUTCOMES

This assignment enables the student to meet the following course outcomes:

- CO 2. Utilize prior knowledge of theories and principles of nursing and related disciplines to integrate clinical judgment in professional decision-making and implementation of nursing process while obtaining a physical assessment. (PO 4, 8)
- CO 3. Recognize the influence that developmental stages have on physical, psychosocial, cultural, and spiritual functioning (PO 1)
- CO 4. Utilize effective communication when performing a health assessment. (PO 3)
- CO 6. Identify teaching/learning needs from the health history of an individual. (PO 2, 3)

DUE DATE: Please See Course Calendar.

TOTAL POINTS POSSIBLE: 50 points.

PREPARING THE ASSIGNMENT:

A *Health History Worksheet* may be used to help you organize the Family Medical History information needed to complete this assignment. The use of this tool is optional. There are three parts to this assignment.

Health History Assessment (35 points)

Using the following components of a health history assessment and your textbook for explicit details about each category, complete a health assessment/history on an individual of your choice. The person interviewed must be 18 years of age or older and should NOT be a family member or close friend. The purpose of this restriction is to avoid any tendency to anticipate answers or to influence how the questions are answered. Your goal in choosing an interviewee is to simulate the interaction between you and an individual for whom you would provide care. It is important that you inform the person of your assignment and assure him/her that the information obtained will be kept confidential. Please be sure to avoid the use of any identifiers in preparing the assignment.

Health History components to be included:

- Demographic data
- Perception of health
- Past Medical History (including medications, allergies, and vaccinations/immunizations)
- Family Medical History

- Review of Systems
- Developmental considerations
- Cultural considerations
- Psychosocial considerations
- If you were to perform a physical assessment, which body system would be a top priority for evaluation and why?
- List two teaching/learning need priorities for this individual (Consider Age, Psychosocial, Cultural, Lifespan concerns)
- Collaborative resources (Think Community, Family, Groups, Health Care System)

Reflection (10 points)

Reflection is used to intentionally examine our thought processes, actions, and behaviors in order to evaluate outcomes. Provide a written reflection that describes your experience with conducting this Health History. First, reflect on your interaction with the interviewee holistically. Consider the interaction in its entirety: include the environment, your approach to the individual, time of day, and other features relevant to therapeutic communication and to the interview process (if needed, refer to your text for a description of therapeutic communication and of the interview process). Finally, be sure your reflection addresses each of these questions:

- How did your interaction compare to what you have learned?
- What went well?
- What barriers to communication did you experience?
 - How did you overcome them? What will you do to overcome them in the future?
- Were there unanticipated challenges to the interview?
- Was there information you wished you had obtained?
- How will you alter your approach next time?

Written Communication (5points)

Your writing should reflect your synthesis of ideas based on prior knowledge, newly acquired information, and appropriate writing skills. Scoring of your work in written communication is based on proper use of grammar, spelling and how clearly you express your thoughts and reasoning in your writing.

Feel free to consult with your faculty member as you work on this project.

DIRECTIONS AND GRADING CRITERIA

Category	Points	%	Description
Health History	35	70	Provide a comprehensive health history narrative that includes: demographic data; perception of health; past medical history; family medical history; review of systems; developmental considerations; cultural considerations; psychosocial considerations; and collaborative resources.
Reflection	10	20	Reflect on the interaction with the interviewee holistically. Consider the interaction in its entirety: include the environment, your approach to the individual, time of day, and other features relevant to therapeutic communication and the interview process (if needed, refer to your text for a description of therapeutic communication and the interview process). Be sure your reflection addresses each of these questions: How did your interaction compare to what you have learned? What went well? What barriers to communication did you experience? How did you overcome them? Were there unanticipated challenges to the interview? Was there information you wished you had obtained? How will you alter the approach next time?
Grammar, Spelling, Clarity of Thought	5	10	Writing should reflect your synthesis of ideas based on prior knowledge, newly acquired information, and appropriate writing skills. Scoring of your work in written communication is based on proper use of grammar, spelling, and how clearly you express your thoughts and reasoning in writing.
Total	50	100	

GRADING RUBRIC

Assignment Criteria	Outstanding or Highest Level of Performance A (92–100%)	Very Good or High Level of Performance B (84–91%)	Competent or Satisfactory Level of Performance C (76–83%)	Poor, Failing or Unsatisfactory Level of Performance F (0–75%)
Health History (35 points)	<p>Thoroughly presents a health history narrative that includes a detailed description of ALL the following components:</p> <ul style="list-style-type: none"> • Demographic Data • Perception of Health • Past Medical History, • Family Medical History • Review of Systems • Developmental Considerations • Cultural Considerations • Psychosocial Considerations • Collaborative Resources. <p>Information is presented in a clear, organized, and professional manner.</p> <p>33-35 points</p>	<p>ONE of the key elements of the health history narrative is not presented or lacks sufficient detail:</p> <ul style="list-style-type: none"> • Demographic Data • Perception of Health • Past Medical History, • Family Medical History • Review of Systems • Developmental Considerations • Cultural Considerations • Psychosocial Considerations • Collaborative Resources. <p>Information is presented in a clear, organized, and professional manner.</p> <p>30-32 points</p>	<p>TWO of the key elements of the health history narrative is not presented or lacks sufficient detail:</p> <ul style="list-style-type: none"> • Demographic Data • Perception of Health • Past Medical History, • Family Medical History • Review of Systems • Developmental Considerations • Cultural Considerations • Psychosocial Considerations • Collaborative Resources. <p>Information is NOT presented in a clear, organized, and professional manner.</p> <p>27-29 points</p>	<p>THREE or more of the key elements of the health history narrative is not presented or lacks sufficient detail:</p> <ul style="list-style-type: none"> • Demographic Data • Perception of Health • Past Medical History, • Family Medical History • Review of Systems • Developmental Considerations • Cultural Considerations • Psychosocial Considerations • Collaborative Resources. <p>Information is NOT presented in a clear, organized, and professional manner.</p> <p>0-26 points</p>
Reflection (10 points)	<p>Thoughtfully appraises the interviewee holistically. Reflection includes a detailed response to ALL the following questions:</p>	<ul style="list-style-type: none"> • Thoughtfully appraises the interviewee holistically. ONE of the following questions is not presented or lacks sufficient detail: 	<ul style="list-style-type: none"> • Broadly appraises the interviewee. TWO of the following questions are not presented or lack sufficient detail: 	<ul style="list-style-type: none"> • Broadly appraises the interviewee. THREE or more of the following questions are not presented or lack sufficient detail:

	<ul style="list-style-type: none"> • How did your interaction compare to what you've learned? • What went well? • What barriers to communication did you experience? • How did you overcome them? • Were there unanticipated challenges to the interview? • Was there information you wished you'd obtained? • How will you alter the approach next time? <p>Key/relevant information is presented in sufficient detail and is clear and organized.</p> <p>10 points</p>	<ul style="list-style-type: none"> • How did your interaction compare to what you've learned? • What went well? • What barriers to communication did you experience? • How did you overcome them? • Were there unanticipated challenges to the interview? • Was there information you wished you'd obtained? • How will you alter the approach next time? <p>Key/relevant information is presented in sufficient detail and is clear and organized.</p> <p>9 points</p>	<ul style="list-style-type: none"> • How did your interaction compare to what you've learned? • What went well? • What barriers to communication did you experience? • How did you overcome them? • Were there unanticipated challenges to the interview? • Was there information you wished you'd obtained? • How will you alter the approach next time? <p>Key/relevant information is presented in insufficient detail but is clear and organized.</p> <p>8 points</p>	<ul style="list-style-type: none"> • How did your interaction compare to what you've learned? • What went well? • What barriers to communication did you experience? • How did you overcome them? • Were there unanticipated challenges to the interview? • Was there information you wished you'd obtained? • How will you alter the approach next time? <p>Key/relevant information is presented in insufficient detail and is not clear or organized.</p> <p>0-7 points</p>
Grammar, spelling, clarity of thought (5 points)	<p>Presents information using clear and logical language. Grammar, spelling, and punctuation are free of errors.</p> <p>5 points</p>	<p>Presents information using clear and logical language. Grammar, spelling, and punctuation have two or less types of errors.</p> <p>4.5 points</p>	<p>Presents information using clear and logical language. Grammar, spelling, and punctuation have three types of errors.</p> <p>4 points</p>	<p>Information is unclear and difficult to follow. Grammar, spelling, and punctuation have three or more types of errors.</p> <p>0-3 points</p>
Total Points Possible = 50 points				