Resources: Emerging Global Health Care Issues

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- The following resources provide insight into emerging global health care issues. Nurses must be cognizant of strategies to protect their own health as well as the health of others.
  - Abrampah, N. M., Syed, S. B., Hirschhorn, L. R., Nambiar, B., Iqbal, U., Garcia-Elorrio, E. Chattu, V. K. . . . Kelley, E. (2018). Quality improvement and emerging global health priorities. *International Journal for Quality in Health Care, 30*(Suppl 1), 5–9. Retrieved from https://academic.oup.com/intqhc/article/30/suppl_1/5/4980402
  - Centers for Disease Control and Prevention (CDC). (2018). Clinician outreach and communication activity (COCA). Retrieved from https://emergency.cdc.gov/coca/index.asp
  - Centers for Disease Control and Prevention (CDC). (2018). Global health. Retrieved from

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), 1–13.

Resources: Health Promotion and Education

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- The following resources address the expanding role of the community or public health nurse as an educator as communities become more diverse with more complex health issues, and financial constraints grow. These resources also provide insight into why interprofessional collaboration is even more important in achieving social justice and equitable access to services to promote health and prevent disease in individuals, families, and aggregates in culturally diverse communities.

- Clark, C. C., & Paraska, K. K. (2014). *Health promotion for nurses: A practical guide*. Burlington, MA: Jones & Bartlett. Available from the [bookstore](#).
  - Chapter 10: "Health Promotion Programs: Developing, Facilitating, Measuring, and Evaluating," pages 415–444.
- 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.

- Smith, K. M. (2016). [Using technology in biosurveillance and epidemic management](#). *CIN: Computers, Informatics, Nursing, 34*(11), 485–489.
- World Health Organization. (n.d.). [Health education](#). Retrieved from http://www.who.int/topics/health_education/en/

- The following resource will help you to develop SMART goals:
  - MacLeod, L. (2012). [Making SMART goals smarter.](#) *Physician Executive*, *38*(2), 68–70.

Resources: Smart Goals in Community Health

- ## SMART Goals

  The nurse is accountable for maintaining the safety and health of the individual, group, or community daily and in the event of a disaster or disease outbreak. People who are prepared will achieve better outcomes and possibly demonstrate a better quality of life. An educational program is a great way to help achieve this.

  Poorly planned programs result in a

waste of time, money, and valuable services. It may even result in the death of those involved or hinder resiliency. The first step in an educational program is the development of SMART goals (Specific, Measurable, Attainable, Relevant, Timely) goals. Smart goals provide direction for educational programs. They establish criteria and standards for evaluation of the program.

SMART goals must be effective, meaningful, achievable, and collaborative in nature. Key stakeholders (such as the individual, group, or community; possibly significant others; and you, the nurse) must be taken into account. Often the best way to identify patient-centered functional goals is simply to ask the target group, "What are your goals?" Doing this will help you to improve adherence, satisfaction, and outcomes. Consider the following when developing SMART goals:

- Specific: Goals will specify who will be responsible, what is to be achieved, where the activity is located, and why it is important or beneficial.
- Measurable: Goals must specify criteria for measuring progress against those goals. It helps you to stay on track,

reach milestones, and motivate the stakeholders.
- Attainable: Setting attainable goals serves to motivate the individual or group.
- Relevant: Key stakeholders must see how a specific goal is relevant to them.
- Timely: To be most effective, goals must be structured around a specific time frame to motivate individuals to begin working on their goals.

- # SMART Objectives

  After developing a mutually agreed upon goal, SMART objectives are developed to help guide activities. Objectives help to determine whether the goals have been achieved and if revisions need to be made for future educational sessions.

  SMART objectives must be:
  - Specific: Objectives need to be concrete, detailed, and well defined so that you know what exactly is going to occur and what to expect.
  - Measurable: A way to determine how the objective was met or needs revision.
  - Achievable: The objective must be appropriate and feasible for those involved. Ask: What's the patient's learning style? For example, does the patient prefer reading

printed materials, viewing audiovisual materials, or watching demonstrations?

- Realistic: It must take into consideration constraints such as resources, personnel, cost, educational level, learning style, reading level, and comprehension level. What language do they speak? How much does the individual or group like to know? Ask: Can a patient read and comprehend instructions or follow directions? Do they prefer reading printed materials, viewing audiovisual materials, or demonstrations?
- Time-bound: A time frame helps to set boundaries around the objective. Ask: How long will it take to attain the objective? Objectives may be process- or outcome-oriented.

- Outcome objectives can be short-term, intermediate, or long-term:
  - Short-term outcome objectives can be achieved after implementing certain activities or interventions. Change may be in cognitive (knowledge), psychomotor (demonstration), and values (attitude).
  - Intermediate outcome objectives provide a sense of

progress toward reaching the long-term objectives. This could be behavior and policy change.

- Long-term objectives occur after the program has been implemented. It may take more than a month. These can be changes in mortality, morbidity, and quality of life.

- Example of a SMART goal:
  - Prepare the stakeholders in the community for a disaster.
- Example of a SMART objective:
  - By the end of the program, the stakeholders will verbalize at least five supplies that need to be in their family disaster kit.
- Example of an evaluation of a SMART objective:
  - The participants correctly verbalized five supplies that need to be in their family disaster kit.

Additional Resources

The following additional resources will help you in establishing SMART goals and objectives in collaboration with educational session participants:

- Centers for Disease Control and Prevention. (n.d.). Develop SMART objectives. Retrieved from https://www.cdc.gov/phcommu nities/resourcekit/evaluate/sm art_objectives.html

- Centers for Disease Control and Prevention. (n.d.). Resources. Retrieved from https://www.cdc.gov/phcommunities/resourcekit/resources.html
  - This site has a template for you to use as a guide.
- Effective goal setting: Applying SMART goals. (2010). *Health Care Registration, 19*(12), 5–6.
- MacLeod, L. (2012). Making SMART goals smarter. *Physician Executive*, *38*(2), 68–70.

Activity: Vila Health: Effective Interpersonal Communications

- VILA HEALTH: EFFECTIVE INTERPERSONAL COMMUNICATIONS
- Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

The community nurse must engage directly with community members to gain as much data as possible to provide the appropriate services and referrals.

First impressions are often long-lasting and determine the rapport that you will develop with others. It takes five seconds for someone to develop a first impression. The nurse should consider such factors as etiquette, professional appearance, body language, cultural norms and practices, and the immediate environment. The environment must be conducive to privacy and comfort. In addition, the nurse must be considerate of the timing and length of the interaction to demonstrate respect for the other person. Complete this activity to gain insight into communication best practices when engaging with individuals or groups within the community.