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**1**

**Discuss how the concept of health has changed over time.**

Over time, the idea of health has significantly changed due to shifts in cultural beliefs, scientific advancements, and societal values. This evolution can be seen through medical procedures, public health programs, and the comprehension of the mind-body connection. The 19th and 20th centuries saw notable developments in medical science and public health (Falkner, 2022). The discovery of bacteria fundamentally altered the understanding of infectious diseases. This resulted in advancements in sanitation, immunization, and the creation of antibiotics. Health has evolved to include overall well-being, including social and mental health and the absence of disease.

**Discuss how the concept evolved to include wellness, illness, and overall well-being.**

The concept of health has evolved from a limited focus on the absence of diseases to a broader understanding of wellness, illness, and overall well-being, reflecting a shift towards a more holistic approach to healthcare (Falkner, 2022). There is a recognition of the connections between different facets of health and emphasizes the value of proactive measures for maintaining optimal well-being.

**How has health promotion changed over time?**

The focus of health promotion has changed significantly over time, moving from changing individual behavior to a more all-encompassing strategy that addresses the social and environmental determinants of health (Falkner, 2022). In the past, health promotion initiatives mainly concentrated on educating people about healthy behaviors and giving them knowledge about making healthy decisions. The social determinants of health, such as poverty, education, housing, and employment, as well as environmental factors that affect health, like access to healthy food and physical activity, are more frequently addressed in health promotion interventions today.

**Why is it important that nurses implement health promotion interventions based on evidence-based practice?**

Nurses must implement health promotion interventions based on evidence-based practice because this strategy significantly improves health outcomes and lowers health disparities (Falkner, 2022). This also creates an atmosphere that encourages continuous improvement for nurses, enabling them to continuously assess and modify their interventions considering the most recent research. Nurses can ensure that their interventions are successful and focus on the most important factors affecting health outcomes by employing evidence-based practice.

Falkner, A., Green, S. Z., & Whitney, S. (2022). *Health Promotion: Health & Wellness Across*

*the Continuum* (2nd ed.). Grand Canyon University. <https://bibliu.com/app/#/view/books/1000000000585/epub/Chapter1.html>

2

**The Evolution of the Concept of "Health"**

**From Absence of Disease to Holistic Well-being**

Historically, the concept of health was primarily defined as the absence of disease. This simplistic view was rooted in an era where infectious diseases were rampant and medical knowledge was limited. Over time, as medical, societal, and technological advancements continued, the concept of health expanded beyond just physical ailments. With the World Health Organization’s definition in 1948, health was described as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 1948).

The idea of wellness emerged as a more holistic approach, encompassing not only physical but also emotional, mental, and social aspects. Concurrently, the recognition of illness became more nuanced, understanding that a person can be free of diagnosable disease but still feel unwell due to stress, mental health issues, or social challenges.

**Health Promotion's Evolution**

Historically, health promotion focused predominantly on preventing infectious diseases through vaccinations, sanitation, and hygiene. But as chronic diseases such as heart disease, diabetes, and cancer became prevalent, health promotion shifted towards lifestyle choices and behavior modifications.

In the modern era, health promotion considers social determinants of health, recognizing that health is influenced by socioeconomic factors, education, environment, and access to healthcare (World Health Organization, 2019). These factors have significant impacts on individual and community health outcomes.

**Importance of Evidence-Based Practice in Health Promotion**

Evidence-based practice (EBP) involves making clinical decisions based on the best available research evidence, clinician expertise, and patient preferences. For nurses, using EBP ensures that health promotion interventions are effective, efficient, and yield the best outcomes for patients. It reduces the chances of using outdated or ineffective practices and ensures that patients receive high-quality care. Implementing interventions based on EBP increases the likelihood of positive health outcomes, maximizes resource utilization, and enhances professional accountability (Melnyk & Fineout-Overholt, 2015).

**Conclusion**

The ever-evolving concept of health emphasizes the importance of embracing a holistic view, focusing not just on illness but also on wellness and overall well-being. Nurses, as frontline health providers, play a pivotal role in health promotion. Employing evidence-based practices in health promotion ensures that interventions are rooted in research, maximizing the potential for positive patient outcomes.

**References:**

Melnyk, B. M., & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing & healthcare: A guide to best practice*. Lippincott Williams & Wilkins.

World Health Organization. (1948). *Preamble to the Constitution of WHO as adopted by the International Health Conference*. New York.

World Health Organization. (2019). *Social determinants of health*. <https://www.who.int/health-topics/social-determinants-of-health/>

3**.**

**Discuss how the concept of "health" has changed overtime. Discuss how the concept has evolved to include wellness, illness, and overall well-being.**

Throughout history, the definition of "health" has experienced significant transformation, progressing from a simple absence of illness to a more holistic comprehension covering several dimensions, such as well-being, illness, and overall well-being. During the 19th century, health was tightly delineated as being disease-free, with a significant emphasis on curative measures rather than preventive strategies. The widespread absence of hygienic conditions played an essential role in the rapid transmission of diseases, consequently requiring a responsive approach to healthcare (Falkner et al., 2022).

Nowadays, the focus is on promoting health and preventing disease rather than just reacting to illness. The reciprocal relationship between fitness and well-being is essential to disease management's proactive, preventive aspect. Individuals have the power to make daily choices that will strengthen their overall well-being, recognizing that health can fluctuate over time. The goal is cultivating a communal ethos prioritizing health promotion and disease prevention (Falkner et al., 2022).

**How has health promotion changed over time?**

 Health promotion has transformed over the years in response to the dynamic understanding of health. In the early stages, there was a greater emphasis on the treatment and control of diseases. Nevertheless, with the expansion of knowledge in the health field, a significant shift in perspective occurred toward adopting preventive measures and advancing total well-being. Contemporary health promotion tactics encompass educational initiatives, lifestyle adjustments, and interventions designed to mitigate diseases and augment overall well-being (The Evolution of Health Promotion, n.d.).

**Why is it important that nurses implement health promotion interventions based on evidence-based practice?**

 The implementation of health promotion interventions based on evidence-based practice is crucial for several reasons. Firstly, it ensures that interventions are grounded in the most recent and reliable research findings, which enhances their effectiveness and efficiency, resulting in better outcomes for both individuals and communities. Secondly, it helps nurses to make well-informed decisions on the most appropriate approaches for promoting health, taking into account the unique needs and characteristics of the population they are caring for. Thirdly, it fosters an environment that promotes ongoing improvement, motivating nurses to continually evaluate and adjust their interventions based on the latest research available (Youngblut& Brooten, 2001).

**References:**

Falkner, A. F., Green, S. G., & Whitney, S. W. (2022). *Health PromotionHealth& Wellness Across the Continuum* (Second Edition). Grand Canyon University.

The evolution of health promotion. (n.d.). PubMed. <https://pubmed.ncbi.nlm.nih.gov/1631034/#:~:text=The%20focus%20of%20health%20promotion,choices%20that%20people%20ultimately%20make>

4

Health promotion can be done on three different levels: primary, secondary, and tertiary. The goal of health education and promotion is to reduce illness and increase longevity at all socioeconomic levels. The purpose of primary prevention is to stop health problems from occurring before they ever start (Bandyopadhyay et al., 2020). In an effort to decrease the prevalence of risk factors and raise the prevalence of healthy habits, interventions are put into place. Primary prevention patients typically have educational needs that center on raising patient awareness, providing information about good lifestyle choices, and advocating preventative measures like vaccinations, regular exercise, healthy eating habits, and the avoidance of risky behaviors (Bandyopadhyay et al., 2020). The goal of primary preventive education is to equip patients with the information they need to make choices that reduce their risk of developing a disease or other health problem. By stressing early diagnosis and timely treatment, secondary prevention aims to mitigate the negative consequences of an incident. The goal of this stage is to identify health problems at an early, more treatable or manageable stage, so that they can be diagnosed and treated effectively (Wienert et al., 2022). Patient education for secondary prevention should encourage more regular tests and self-examinations and a better understanding of potential symptoms. In order to enhance health outcomes, patients must be educated on the need of early detection, prompt medical action, and compliance with prescribed screenings and diagnostic testing (Wienert et al., 2022). A health ailment and its related implications can be mitigated through lifestyle changes and the acquisition of self-management skills, both of which may be emphasized in a person's educational experience.

The purpose of tertiary prevention is to decrease the impact of diseases, injuries, or disabilities that have already manifested themselves. The basic goals of this program are to assist persons with long-term or chronic health issues in their recovery, management, and emotional support (Gomez-Rossi et al., 2020). Education for tertiary-prevention patients typically focuses on self-care management, treatment adherence, and quality-of-life enhancement strategies. A patient's ability to function and the impact of their illness can be improved via education on topics like medication management, symptom detection, coping strategies, support networks, and lifestyle adjustments (Gomez-Rossi et al., 2020). To sum up, there are three levels of health promotion, each with its own set of educational prerequisites and areas of emphasis. Primary prevention, which aims to stop diseases and accidents before they occur, requires widespread public education about how to live a healthy life and minimize risks (Gomez-Rossi et al., 2020).  Secondary prevention, which emphasizes early diagnosis and reaction, requires education on screens, symptom awareness, and rapid medical care. The goal of tertiary prevention is to help people who are already afflicted with their disorders live better lives by empowering them to take charge of their own self-care and treatment. By understanding the many stages of prevention, healthcare providers can better tailor educational interventions to the needs of their patients (Gomez-Rossi et al., 2020).

References

Bandyopadhyay, S., Thomas, H. S., Gurung, B., Trout, I., Wadanamby, S. W., Akhbari, M., ... &Hoernke, K. (2020). Global health education in medical schools (GHEMS): a national, collaborative study of medical curricula. *BMC Medical Education*, *20*(1). <https://doi.org/10.1186/s12909-020-02315-x>

Wienert, J., Jahnel, T., &Maaß, L. (2022). What are digital public health interventions? first steps toward a definition and an intervention classification framework. *Journal of Medical Internet Research*, *24*(6), e31921. <https://doi.org/10.2196/31921>

Gomez-Rossi, J., Hertrampf, K., Abraham, J., Gaßmann, G., Meyer, G., Schlattmann, P., ... &Schwendicke, F. (2020). Interventions to improve oral health of older people: a scoping review. *Journal of Dentistry*, *101*, 103451. <https://doi.org/10.1016/j.jdent.2020.103451>

**5**

**Compare and contrast the three different levels of health promotion (Primary, secondary, and tertiary).**

Primary health promotion, which includes campaigns to promote healthy behavior and health education, focuses on preserving health and preventing illnesses (Falkner, 2022). Health fairs, wellness initiatives (such as tobacco cessation), dietary guidance, and vaccinations are a few examples.

Secondary health promotion focuses on early diagnosis and treatment of health problems, including screening and diagnostic procedures to find issues with health before they worsen (Falkner, 2022). Mammograms, colonoscopies, and Papanicolaou (Pap) smears are a few examples.

Promotions for tertiary health emphasize managing and treating pre-existing conditions (Falkner, 2022), which includes interventions and rehabilitation to aid people in getting better after illnesses or injuries. Surgery, physical therapy, and medication are a few examples.

These three levels of health promotion are not exclusive of one another; instead, they frequently overlap and support one another. For instance, if secondary health promotion involves medical interventions, a person may receive primary health promotion through health education and awareness campaigns, which can aid in preventing secondary issues (Falkner, 2022).

**Discuss how the levels of prevention help determine the educational needs of a patient.**

Primary, secondary, and tertiary prevention levels are crucial in determining a patient's educational needs.  Each level concentrates on a different aspect of prevention and calls for specially designed educational interventions to meet the needs of people at various stages of illness or injury.  Healthcare professionals can enable patients to make informed decisions, identify potential health issues early on, and actively engage in their care by giving them the necessary education (Falkner, 2022).

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6

**Levels of Health Promotion**

Health promotion and disease prevention are vital components of healthcare. The process can be categorized into three different levels: primary, secondary, and tertiary prevention. Each level targets different stages in the progression of a disease and has a distinct focus, approach, and objectives (WHO, 2018).

**Primary Prevention:**

**Focus:** The primary objective is to prevent the onset of a disease or condition.

**Approach:** It usually involves general measures like immunizations, health education (e.g., about nutrition and exercise), and measures to control environmental hazards.

**Example:** Immunization against diseases such as measles or influenza, health education programs that promote physical activity and regulations that limit exposure to carcinogens or pollutants.

**Secondary Prevention:**

**Focus:** This level aims to detect and treat a disease in its early stages, before it advances or causes complications.

**Approach:** It involves screening tests, examinations, and other procedures. Early diagnosis and prompt treatment can help to halt the disease process.

**Example:** Mammograms to detect breast cancer, blood pressure screenings, and cholesterol checks.

**Tertiary Prevention:**

**Focus:** This is about managing and mitigating the complications of chronic diseases, rehabilitating patients, and restoring them to an optimal level of functioning.

**Approach:** It involves management of long-term care, physical therapy, occupational therapy, and other modalities to help patients cope, rehabilitate, and improve their quality of life.

**Example:** Cardiac rehabilitation programs for those who have suffered heart attacks, chronic disease management programs for conditions like diabetes, and therapy for stroke patients.

**Determining Educational Needs Based on Levels of Prevention**

Understanding these levels helps in tailoring educational needs for patients:

**Primary Prevention:** Education should be focused on general health practices, lifestyle choices, and understanding risk factors. For example, teaching a patient about the benefits of a balanced diet and regular exercise or the risks associated with smoking (Leavell & Clark, 2018).

**Secondary Prevention:** Patients need to be educated about the significance of early detection, how to recognize early symptoms of diseases, and the importance of regular check-ups. For instance, instructing women about self-examination for breast lumps or educating patients about the need for regular blood pressure checks.

**Tertiary Prevention:** Education is centered on managing and living with a chronic condition. This might involve teaching a diabetic patient about insulin administration, diet modifications, and monitoring blood sugar levels, or instructing a stroke survivor about physical therapy exercises.

**References:**

Leavell, H. R., & Clark, E. G. (2018). Preventive medicine for the doctor in his community. *American Journal of Public Health and the Nation's Health*, 38(3), 306-312.

World Health Organization. (2018). Health promotion. *World Health Organization*.  <https://www.who.int/topics/health_promotion/en/>

**7**

**Class the following question is a Classroom Assessment Technique. (CAT) It is not required. If you choose to do so with a substantive post or response you will earn participation points.**

**Class, can a patient require all three different levels of health promotion (primary, secondary, tertiary) at the same time? Provide an example**.

.**Answer with 1 OR 2 references. About 100 words**