

Gordon's functional health patterns assessment



**ASSIGN
BUSTER**

- Lalita bhandari

Overall Introduction:

I am presenting here my overall health assessment by using the Gordon's functional health patterns. Then, my stress is presented as focused assessment. This part of assessment assist me in knowing the level of stress while the internet source help me in gaining more knowledge about causes , effects of stress in normal health status and the methods to reduce the stress or its management. Finally essay on the health promotion is presented at the last.

Part 1: Self Health Assessment and plan

Functional Health Pattern (Gordon)

Biographical Data

Name: Lalita Bhandari

Address: 3/5 Danica Ct., Kearneys Spring

Date of Birth: 13th Feb. 1992

Place: Nepal

Age: 22 years

Gender: Female

Occupation: Student

Marital status: Single

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Qualification: Bachelor in nursing (ongoing)

Contact number: 0404473722

Height: 162 cm.

Weight: 60 kg.

- Health perception and management pattern:
- Past health history: No history of any chronic illness
- Present condition: Stress due to study workload and homesickness

-Immunized all the vaccines which include tuberculosis, all three doses of Diphtheria, Pertusis and Tetanus, polio, measles, BCG, hepatitis and Rubella.

-No habit of alcohol consumption, smoking and chewing of tobacco and no use of other injectable drugs.

- Nutritional-metabolic pattern:
- Good appetite
- Food intake: 2-3 times a day and many snacks
- No any food allergies
- Fluid intake: 3-4 liters of water per day
- Have no difficulties with eating and swallowing
- Vitals (at the time of doing assignment)
- Temperature: 36. 8 deg. centigrade
- Pulse: 74/min.
- Respiration: 78/min
- Blood Pressure: 110/60 mm of Hg.

- Height: 162 cm.
- Weight: 60 kg.

But sometimes get disturbed with stress.

- Elimination pattern
- Bowel: regular bowel at least once daily
- Bladder: normal frequency of menstruation and no problem associated with bladder or urination
- Activity-Exercise pattern
- No planned routine for regular exercise regime
- Depends upon mood and only on leisure time but rare
- Sleep and rest pattern
- Normally no problem of insomnia
- Have 5-6 hours of sleeping pattern
- Never use of any sleeping aids and sedatives to rest

But sometimes, when I get stress, I suffer from insomnia

- Cognitive-Perceptual patterns
- Good sensory and auditory adequacy
- No difficulties in learning
- Good memory
- Oriented
- Self-Perception and self concept patterns
- I am kind, helpful and soft-hearted

- Show positive attitudes towards others
- Respect others feelings

But sometimes I feel losing hope when nobody cares.

- Roles and relationship pattern
- Family life: Recently I live with my friends as a family. I have responsibility towards my parents as a daughter and sister. I can cope with the difficulties that arise among family members and have good bond among all family members.
- Student life: Being a student, I have responsibility towards my studies. As with the case with most of international students I need to cope with various level of difficulties like stress, anxiety and workload.
- Coping-Stress tolerance pattern
- New environment, new face, new rules, new study patterns make me stress. always listen to songs, watch pictures/photos of my cell and also talk to my close friend and family. If the stress is too severe and cannot be controlled, I cry silently and let the stress burst out with tears and feel like relaxed then after.
- Values-Beliefs pattern
- Cultural and religious beliefs
- Goal set to be a qualified and dedicated Registered Nurse
- Punctual, obedient and hardworking
- Never give up and learn from every mistake and move forward

Part B: Focused Assessment

While performing self health assessment, I found some problems in my behavior, which is mainly caused by stress due to new environment, new place, new rules and regulation. Study and distance between me and my family are the other factors that lead to stress. In this focused assessment, I am focusing in assessing level of stress.

I browse internet to gain more knowledge on my stress level. I assessed my stress level using " life change index scale/ The Stress Test", written by Thomas H. Holmes and Richard H. Rahel. This stress test has three different rows including event, impact score and my score. As event adds up, there occurs increase in score. The higher the score, the chance of becoming ill will also be higher and also the change of returning back to normal health will decrease.

LIFE CHANGE INDEX SCALE : THE STRESS TEST

Event	Impact Score	My Score
Death of spouse	100	
Divorce	73	
Marital Separation	65	
Jail Term	63	

Death of close family member	63	
Personal injury or illness	53	
Marriage	50	
Fired at work	47	
Marital reconciliation	45	
Retirement	45	
Change in health of family member	44	
Pregnancy	40	
Sex difficulties	39	
Gain of a new family member	39	
Business readjustment	39	
Change in financial state	38	38
Death of a close friend	37	
Change to a different line of work	36	
Change in number of arguments with spouse	35	

Mortgage over \$20, 000	31	
Foreclosure of mortgage or loan	30	
Change in responsibilities at work	29	
Son or daughter leaving home	29	
Trouble with in laws	29	
Outstanding personal achievement	28	
Spouse begins or stop work	26	
Begin or end school	26	26
Change in living conditions	25	
Revisions of personal habits	24	
Trouble with boss	23	
Change in work hours or conditions	20	20
Change in residence	20	
Change in schools	20	
Change in recreations	19	
Change in church activities	19	

Change in social activities	19	
Mortgage or loan less than \$20,000	17	
Change in sleeping habits	16	16
Change in number of family get-togethers	15	
Change in eating habits	15	
Vacation	13	
Christmas approaching	12	
Minor violation of the law	11	
Total		100

Life Change Units Likelihood Of Illness In Near Future

Life change units	Likelihood Of Illness In Near Future
300+	about 80 percent
150-299	about 50 percent
less than 150	about 30 percent

According to the score interpretation presented above in the table, my level of score is 100 which is less than 150 so I have less risk of illness in my near future. In this way Holmes and Rahe's stress life change index scale helps me to assess my level of stress and help me in reducing the stress and promote my health.

References

Holmes, T. H., & Rahe, R. H. (1967). *The social readjustment rating scale*. *Journal of psychosomatic research*, 11(2), 213-218.

Retrieved from <http://www.dartmouth.edu/~eap/library/lifechangestresstest.pdf>

Part 3 Internet Sources

While doing my individual self assessment, I determine that stress is the main cause for deteriorating my healthy living and daily activities. For promoting my own health, I have selected two internet sources to reduce my stress. As per the source, I came to know that stress is determined as the physical reaction to several events of our life in our daily way of living. Both the sources provide brief information about the stress, causes, management and technique to relief or cope with the stress. According to the helpguide.org, "stress is a normal physical response to events that make you feel threatened or upset balance in some ways". Also with the help of the source I came to know that stress has both merits and demerits. These both explained about the stress and mainly focused on various strategies for stress management which include 4As-Avoid unnecessary stress, Alter the situation, Adapt the stressor and Accept the things cannot be changed.

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Similarly the article prepared by University of South Australia also has been presented with more information about the management of stress. This source focuses mainly in different strategies of managing stress according to our body, mind, thinking and behaviour.

As both the sources have the name of the author with the date and name of publication with more information , i found these are the reliable and trustworthy for me. I found both the sources important and informative in handling with the stress.

References :

1. Managing stress Monday (2013). Retrieved April 22, 2013, from <http://w3.unisa.edu.au/counsellingservices/wellbeing/stress.asp>

2. Smith, M., Segal, R., Segal, J. (2013). Stress Symptoms, signs and causes. Retrieved http://www.helpguide.org/mental/stress_signs.htm

Part 4. Health Promotion Essay

Health is considered to be the precious wealth of an individual. It is an important aspect of our life. According to the definition provided by World Health Organization, " Health promotion is the process of enabling people either individually or in group like community to increase control over, and to improve their health" as cited by Selekman,(2006). Health is affected by various factors so that to promote the health a teamwork is required between health personal, community and other different sectors. Being a health person, Nurses play vital role for accessing the health of patients, identify their health needs and encourage them to promote their health in an <https://assignbuster.com/gordons-functional-health-patterns-assessment/>

effective way. This essay explains about the problems in student nurses health and the programs to promote their health.

Nurses are the key persons to promote the health. They are well experienced either with the knowledge they gain or exposing with the patient of different health condition. According to Dempsey(2009), " Health promotion model is important for an individual to promote their health". . According to Mary, Sally and Kathleen (2011) , the student nurse are known as the main person to identify health issues where low school performance and change in health status are found more common , as cited by American Academy of Pediatrics Council on School Health (2008). This explains that the students are found to be more stressed which causes great changes in academic achievement and also their health status will detoriate. The student nurse may face problem like difficulty in identifying the problem in their clinical placement , sometimes hard even to understand the medical term. As per Fethiye and Fatos(2009), there are numerous factors that causes negative influence on decision making and nursing practices such as individual variables such as personal character traits and value , lack of knowledge and sensitivity about ethics and patients rights , limited autonomy and unsatisfactory working .

There are different approaches to health promotion and different health promotion model are in use. Health promotion model include characteristics models to promote environment where healthy decisions can be made about attaining high standard lifestyles reducing. According to Jennifer , fran and janat (2013) explain that the health-promoting behaviors of nursing students might be the key factor for their academic success and also facilitate them for post graduate practices . the health promotion behavior includes change

in lifestyle , adjustment with new environment of study as well as hospital and development o, lifestyle, beliefs and thoughts, motivation health and promoting behavior. Practicing nurse can use these health f strength to cope with various people. According to Chambers and Thompson(2009), “ empowerment is the other main focus on health promotion and participate” The student nurses should be encouraged to promote their health, change their behavior and also motivate them in changing their lifestyle and behavior and also reduce stress by avoiding , adapting the stressor and accepting the changes .

At conclusion, there are many factors that cause stress in the student life of the nurses which causes problem in their health. There are many reasons to promote health. Encouragement helps nursing student to promote their health by brining change in their lifestyle

Overall conclusion

I have done my own self assessment with stress as a focused assessment. I found stress as a main factor that chauses change in my normal health status. Finally the essay on health promotion is presented at list of references the end of the assignment.

List of References :

1. Baisch, M. J., Lundeen, S. P., & Murphy, M. (2011). *Evidence-Based Research on the Value of School Nurses in an Urban School System*. Journal Of School Health, 81(2), 74-80. doi: 10. 1111/j. 1746-1561. 2010. 00563. x

Retrieved from <http://web.a.ebscohost.com.ezproxy.usq.edu.au/ehost/pdfviewer/pdfviewer?sid=95fefa95-373a-4bb3-a0d3-09b4b9baaf42%40sessionmgr4005&vid=0&hid=4212>

2. Bektas, M., & Ozturk, C. (2008). *Effect of health promotion education on presence of positive health behaviors, level of anxiety and self-concept*: Social Behavior & Personality: An International Journal, 36(5), 681-690. doi: 10.2224/sbp.2008.36.5.681

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3. Bryer, J., Cherkis, F., & Raman, J. (2013). Health-Promotion Behaviors of Undergraduate Nursing Students: A Survey Analysis. *Nursing Education Perspectives*, 34(6), 410-415. doi: 10.5480/11-614 RETRIEVED FROM <http://web.a.ebscohost.com.ezproxy.usq.edu.au/ehost/pdfviewer/pdfviewer?sid=394eddc7-bbd1-4e40-9b94-3546e235556b%40sessionmgr4004&vid=1&hid=4212>
4. Dempsey, J., French, J., Hillege, S., & Wilson, V. (2009). *Fundamentals of Nursing & midwifery: A person centered approach to care*, (5th ed). Lippincott Williams & Wilkins, Broadway, NSW
5. Erdil, F., & Korkmaz, F. (2009). ETHICAL PROBLEMS OBSERVED BY STUDENT NURSES. *Nursing Ethics*, 16(5), 589-598
6. Holmes, T. H., & Rahe, R. H. (1967). The social readjustment rating scale. *Journal of psychosomatic research*, 11(2), 213-218.

Retrieved from <http://www.dartmouth.edu/~eap/library/lifechangestresstest.pdf>

7. Managing stress Monday (2013). Retrieved April 22, 2013, from <http://w3.unisa.edu.au/counsellingservices/wellbeing/stress.asp>

8. Smith, M., Segal, R., Segal, J. (2013). Stress Symptoms, signs and causes. Retrieved http://www.helpguide.org/mental/stress_signs.htm

Student Name Student
Number

NUR1200:

Concepts in

Patient Care

**Assignment:
Portfolio of
Health
assessment /
Health
promotion
marks: 20
(Weight
20%)**

Part One	0 - .5	1- 2	2.5 - 3
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Self-Health Assessment	Absent or minimal	Data is logically	Comprehens ive
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	health data			
	No framework Surface approach only	presented but is limited in scope Utilises and references a framework	assessment includes bio/psycho/social parameters	
	Absent or minimal summary or analysis	Some areas of assessment could be expanded more	Interprets health status	3
	Material is presented or written poorly		Assesses and Analyses data	
Part Two	0 - . 5	1-1. 5	2	
Focussed assessment	Focussed Health issue does not relate to student's health assessment in Part 1	Focus is limited in depth Resource used for assessment Lacks clarity in focus	Comprehens / ive Interprets health status Utilizes and references resource(s)	2

No

resource(s)

used

Minimalanaly

sis/

interpretatio

n

Material is

presented or

written

poorly

Analyses

data

Lacks clarity in
writing

Organized

presentation

Part three:

0

.5

1

Health resource	Source not cited	Includes in-text or other means	Analysis/critique regarding usefulness of sources	
Internet Resources (two)	Does not state the health topic being addressed	Surface critique only	Insightful comment(s) regarding reliability/va	/ 1
	No analysis No comment regarding reliability	Comments on reliability but could have more depth	regarding reliability of sources	

Part four: Essay section

Demonstrates

knowledge

related to

0

1

2-3

4

Health

promotion

Paper is

disjointed,

Paper is not

related to

health

Discussion is

a description

of published

work only -

minimal

Some health

promotion or

strategies are

mentioned

(this will vary

Demonstrat /

es a clear

articulation

of health

promotion

4

	explanation of Health Promotion	depending on theme chosen)	within chosen topic	
Use of theme	0	. 5-1	1. 5	2
Does not establish a context for the issue	States theme well but points are not supportive of this	States theme but points are not consistently convincing in support of the theme.	Utilises theme well - all points support this	/ 2
Material strays into tangents	Some points do not relate to theme		Theme is clear	
Demonstrates ability to collate knowledge	0	. 5-1	1. 5	2
Material is:	Assignment is a listing of quotes or paraphrased material without synthesis of	Student is able to <i>synthesize</i> knowledge from several sources to substantiate a logical	Student is able to consistently and effectively synthesise knowledge	/ 2
<ul style="list-style-type: none"> • not cohesive, • does not answer theme 				

- is irrelevant material for representation to the the reader of the theme. assigned the reader of the theme. topic which are supported as evidence for practice from the literature.

Use of literature 0 0 . 5 1

Literature is Content is Uses some Utilizes at /
 inappropriate, not well literature but least four 1
 limited or out of supported not integrated, sources
 date from the relevant or from
 literature purposeful. literature or
 texts which
 are
 relevant,
 academic
 and

appropriate

Written

expression

Assignment

reads as unified 0 . 5-1 1. 5 2

whole

Intro/

Conclusion

Lists material - Written Written High /

does not collate expression expression standard of 2

Reader must re-lacks lacks written
read sections to consistency. consistency expression.

understand Description and does not Language is
content. only - demonstrate a appropriate

Paragraphs analysis high academic and of a
move into could be standard. high

tangents developed Intro present academic
more but not standard.

Absent effective in Well-written
introduction - Lists material leading into and well-

does not - does not paper structured
describe the collate paragraphs

material to Poor Conclusion Assignment
follow introduction - present but

			reads as a
			unified
			whole
	does not set		Introduces
	paper up or		essay
Inappropriate or	establish a	ineffective/	section,
absent	context	introduces new	outlines
concluding	Poorly	material	points to
remarks	written		follow
	conclusion		Concludes
			essay
			(briefly)

Technicalities of writing

(grammar/	0	.5	1
spelling)			

Uses dot points. Uses No breaches of /1

Changes	colloquial	grammar or
tenses.	language	spelling.

Changes ' person'	Poor paragraph structure	Appropriate use of:
(switches from he/she to ')	Paragraphs	<ul style="list-style-type: none"> • Punctuati
		on

you').

Uses first

person - (okay

in parts 1-3 but

not Part 4)

Incomplete

sentences

Misspelled

words

Run on

sentences

Inappropriate

abbreviations

Referencing

In-text

Incorrect

acknowledgeme

nt of cited

material.

Inappropriate

paraphrasing

from published

literature'

move into

tangential

material

Some

inconsistenci

es in

grammar and

spelling

- tenses

- person ('

I', ' you' '

he/she')

0

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1

Some

Consistently

/1

inconsistenci

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referencing

(those in the

body of the

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per USQ

guidelines.

Correct use of

APA

Incorrect

secondary

citation;

Referencing.

paper)

Incorrect use of

Correct

' et. al.'

Inconsistenci

expression of

es with

Format not

secondary

consistent with

reference list

citations.

APA

Moderate

Assignment

issues

Assignment

acknowledges

identified

utilizes material

source of all

with

from sources

referenced

referencing

materials.

without

acknowledging

source.

Reference list

0

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1

Reference List

Electronically

References are /1

is not in

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consistently

alphabetical

journals are

written using

order.

not written

APA and the

Does not

correctly

correct format

maintain APA

Occasional

for the type of

style

Punctuation

source

Uses references

errors in

that are not in
body of paper

Includes
references that
are not in body reference list
of paper

Punctuation
errors in
reference list

Negative
marking:

Significantly
Over/under
word count (\geq
10%) (minus 1 Neg:
mark)

Did not submit
marking guide
on EASE (minus
1 mark)

MARKS LOST

FOR LATE

PENALTY (IF

RELEVANT - 5

% per business

day)

FINAL MARK

(MARKS

AWARDED LESS

MARKS LOST)

Marker:

1