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NRS420 Health Assessment Full Course, GCU

Course Description

This course focuses on methods of health history taking, physical examination skills, and documentation. Students integrate assessment skills and clinical judgment/reasoning in identifying actual or potential health problems and needs across the life span. Health promotion strategies are incorporated to provide for the unique needs of the individual, ensuring person-centered care. The course emphasizes the importance of providing compassionate care dealing with diversity, equity, and inclusion. Students design plans of care based on evidence-based research and practice.

Class Resources

Health Assessment: Foundations for Effective Practice

Grand Canyon University (Ed.). (2022). *Health assessment: Foundations for effective practice* (2nd ed.).

Shadow Health at Grand Canyon University

Refer to "Shadow Health at Grand Canyon University" for assistance in navigating around the Shadow Health platform. Use this resource as necessary to assist with your assignments GCU.

Video Introduction to Shadow Health

Select "Health Assessment DCE" to watch the corresponding orientation video, located on the Shadow Health website. The Shadow Health integration functions optimally in the Chrome browser.

Shadow Health Digital Clinical Experience (General Instructions)

General Overview

The Shadow Health Digital Clinical Experience (SHDCE) provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of digital standardized patients GCU.

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The link provided here in the Class Resources is the single sign-on link you will use to complete assignments in the Shadow Health platform. The Shadow Health integration functions optimally in the Chrome browser GCU.

You will be automatically registered on the Shadow Health website via your digital classroom credentials. However, you will need to accept the privacy policy to proceed to your course. Once in the course section, complete the Shadow Health Orientation in Topic 1. Follow the instructions for each subsequent assignment accordingly GCU.

Each week of this course includes required SHDCE. Please note that the age of the patient in the scenario may not correlate with the age under discussion for the current Topic in the course. Each SHDCE has concepts that can be applied across the life span. By the time you get to the Topic 5 Comprehensive Assessment you will have had learning opportunities for assessments across the life span.

Each SHDCE will have an accompanying interview guide that provides an outline of the experience's components and requirements. When collapsed, the interview guide will appear directly above the question box. Clicking on the teal plus sign will expand the guide and allow navigation through the data points required for the assignment, while also providing a means of tracking your progress throughout the experience. All Shadow Health assignments may be re-opened and re-attempted with the exception of the Comprehensive Assessment in Topic 5 GCU.

Digital Clinical Experience (DCE) Score

After completing a SHDCE you will be awarded a Digital Clinical Experience (DCE) score. This score will be your percentage grade for the assignment. The DCE score represents how well you did in comparison with your peers across the country. With the **exception of Topic 5's Comprehensive Assessment**, you have unlimited attempts for each SHDCE to improve your score throughout the course week ending on Sunday at 11:59pm AZ time. The highest DCE score earned for each SHDCE will be the score entered into the gradebook. It is recommended to attempt each SHDCE assignment early in the course week to allow time for additional attempts. In Topic 5, you will complete a Comprehensive Assessment. For this SHDCE, the **first** DCE score received will be the score earned GCU.

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During each SHDCE, you will have opportunities to chronicle your care of the patient by entering clinical information including vital signs and nursing notes. Use these opportunities to practice your documentation skills in Topics 1 through 4. Your documentation skills will be assessed through the "Shadow Health Comprehensive Assessment Documentation" assignment in Topic 5 GCU.

Lippincott Advisor: Patient Teaching Handouts and Patient Teaching Navigator

Lippincott Advisor provides evidence-based information for clinicians that can be used for patient education related to various health conditions.

RN-BSN DQ Rubric

Refer to the "RN-BSN DQ Rubric," to understand the expectations for initial discussion question posts.

RN-BSN Participation Rubric

Refer to the "RN-BSN Participation Rubric," to understand the expectations for participation.

Introduction to the GCU Library Research Guide

Refer to the "Introduction to the GCU Library" Research Guide, located on the GCU Library website, to become familiar with the services and resources provided by the GCU Library.

GCU Library Citing Sources in APA Research Guide

Refer to the "Citing Sources in APA" Research Guide, located on the GCU Library website, for assistance with citing and referencing source using APA formatting GCU.

GCU Library Nursing and Health Sciences Research Guide

Refer to the "Nursing and Health Sciences" Research Guide, located on the GCU Library website, for library resources and information pertaining to nursing and health sciences.

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Topic 1: Health Assessment of Infants

Objectives:

1. Apply evidence-based practice to health promotion for infants.
 - Evaluate environmental factors that increase risk to infant health.
 - Distinguish between normal and abnormal health findings in an infant.

Resources

Child and Adolescent Immunization Schedule by Age

Explore the “Child and Adolescent Immunization Schedule by Age,” located on the CDC website (2023). This resource provides information about the child to adolescent immunization schedule as well as specific information regarding each immunization GCU.

Health Assessment: Foundations for Effective Practice

Read Chapter 1 in *Health Assessment: Foundations for Effective Practice*. Use the Appendix as needed to complete your assignments.

The Role of Evidence-Based Practice in Nursing

Explore the Evidence-Based Practice page on the USA website (2020). This website provides an overview of evidence-based practice with examples of its application to nursing GCU.

[#:~:text=Last%20updated%20July%2027%2C%202020%3A%20https%3A%2F%2Fmy.clevelandclinic.libguides.com%2Fnursingebp%20%29%29%20Also,of%20applying%20the%20evidence%20to%20the%20patient%E2%80%99s%20situation.](#)

WHO Growth Standards Are Recommended for Use in the U.S. for Infants and Children 0 to 2 Years of Age

Review “WHO Growth Standards Are Recommended for Use in the U.S. for Infants and Children 0 to 2 Years of Age,” from the National Center for Health Statistics (2010) GCU, located on the Centers for Disease Control and Prevention (CDC)

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website. Growth charts are used by health care providers as well as parents to track the growth of infant and children.

Maternal and Environmental Influences on Perinatal and Infant Development

Read, "Maternal and Environmental Influences on Perinatal and Infant Development," by O'Sullivan and Monk, from the *US Department of Education*, (2020). This resource provides information on the connection between maternal and infant wellbeing during pregnancy and the first year of the infant's life.

Policies for Reducing Maternal Morbidity and Mortality and Enhancing Equity in Maternal Health A Review of the Evidence

Read "Policies for Reducing Maternal Morbidity and Mortality and Enhancing Equity in Maternal Health A Review of the Evidence," by Katon, Enquobahrie, Jacobsen, and Zephyrin, located on GCU *The Commonwealth Fund* website (2021), through "Funding Organizations That Are Working to Improve Maternal Health Outcomes in Black Communities". This resource introduces the Social Determinants of Health (SDOH) and discusses their relevance to maternal morbidity and mortality, which will assist students in addressing the first discussion question.

Assessments

Summary of Current Course Content Knowledge

Start Date & Time	Due Date & Time	Points
Mar 4, 2024, 12:00 AM	Mar 4, 2024, 11:59 PM	0

Assessment Description

Academic engagement through active participation in instructional activities related to the course objectives is paramount to your success in this course and future courses. Through interaction with your instructor and classmates, you will explore the course material and be provided with the best opportunity for objective and competency mastery. To begin this class, review the course

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objectives for each Topic, and then answer the following questions as this will help guide your instructor for course instruction GCU.

1. Which weekly objectives do you have prior knowledge of and to what extent?
 - Which weekly objectives do you have no prior knowledge of?
 - What course-related topics would you like to discuss with your instructor and classmates? What questions or concerns do you have about this course?

Class Introductions

Start Date & Time	Due Date & Time	Points
Mar 4, 2024, 12:00 AM	Mar 6, 2024, 11:59 PM	0

Assessment Description

Take a moment to explore your new classroom and introduce yourself to your fellow classmates. What are you excited about learning? What do you think will be most challenging?

Topic 1 DQ 1

Start Date & Time	Due Date & Time	Points
Mar 4, 2024, 12:00 AM	Mar 6, 2024, 11:59 PM	8

Assessment Description

The United States has ranked below other developed countries in maternal morbidity and mortality for several years and has not met the associated Healthy People 2030 goal. Maternal health is a critical factor for the live birth of a healthy infant. Social Determinants of Health (SDOH) along with Diversity, Equity, and Inclusion (DEI) are factors that influence maternal morbidity and mortality GCU.

Choose two factors from SDOH or DEI that have influenced maternal morbidity and mortality in the United States. What are some best practices in health

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promotion that could improve maternal health outcomes? Provide a community resource or program in your area that is focused on improving maternal and infant health. Describe their services and provide a link or contact information for your resource GCU.

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively GCU.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 3.3.

Topic 1 DQ 2

Start Date & Time Mar 4, 2024, 12:00 AM

Due Date & Time Mar 8, 2024, 11:59 PM

Points

8

Assessment Description

You are a nurse at the Community Health Center. Based on the first letter of your first name, you are assigned the following age groups:

A-F: 0-3 months

G-L: 4-6 months

M-S: 7-9 months

T-Z: 10-12 months

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A parent/caregiver has brought their infant to your Community Health Center. Based on your assigned age group, what will you assess to determine health and development status of the infant? Describe the normal findings you would anticipate for each area assessed. Select one area that could be a "red flag" finding. Discuss the recommendations that you would give the parent/caregiver supported by evidence-based practice to address this "red flag" finding GCU.

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively GCU.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 2.5, 2.9, 1.3.

Shadow Health: Digital Clinical Experience General Instructions Acknowledgement

Start Date & Time	Due Date & Time	Points
Mar 4, 2024, 12:00 AM	Mar 8, 2024, 11:59 PM	5

Assessment Description

Complete the Shadow Health Digital Clinical Experience General Instructions Acknowledgement. This must be completed before proceeding to the first assignment.

Community Outreach Department – Health and Environmental Safety Topics for First Year of Life

Start Date & Time

Due Date & Time

<https://nursinglance.com/>

Points

Mar 4, 2024, 12:00 AM

Mar 10, 2024, 11:59 PM

100

Assessment Traits

Assessment Description

You are an RN working in the Community Outreach Department at Utopia Hospital. You have been asked to give a presentation at the local Women, Infants, and Children (WIC) Nutrition program for a group of 15 expectant mothers and interested partners/spouses/caregivers. The WIC Coordinator has asked you to provide a presentation that will cover relevant health and environmental safety topics the parents should know for the first year of life GCU.

In this assignment you will create a 10-12 slide PowerPoint for your presentation, with speaker notes. In developing your PowerPoint, take into consideration the health literacy level of your target audience, as well as the demographics of the expectant mothers and interested partners/spouses/caregivers (socioeconomic level, language, culture, and any other relevant characteristic of the caregiver) for which the presentation is tailored. Your presentation should be geared towards the community where you currently live taking into account local concerns that may be relevant to your presentation. Include the following in your presentation GCU:

1. Anticipated developmental milestones achieved in the first year of life.
 - Safety in the home for an infant.
 - Safety for the sleeping environment.
 - Food and nutrition safety.
 - When to call your pediatrician or doctor.

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Interventions and guidance should be supported by evidence-based sources. You are required to cite a minimum of three peer-reviewed sources to complete this assignment. Sources must be published within the past 5 years, appropriate for the assignment criteria, and relevant to nursing practice GCU.

Refer to the resource, "Creating Effective PowerPoint Presentations," located in the Student Success Center, for additional guidance on completing this assignment in the appropriate style.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center GCU.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 2.2, 2.5, 3.1.

Shadow Health: Focused Exam: Cough Results

Start Date & Time

Due Date & Time

Points

Mar 4, 2024, 12:00 AM

Mar 10, 2024, 11:59 PM

25

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Assessment Description

In this assignment you will be conducting a focused exam on a patient presenting with cough. Interview the patient, assess the related body systems, and then complete post-exam activities. Within the Shadow Health platform, complete the Focused Exam: Cough Results. The estimated average time to complete this assignment each time is 1 hour and 15 minutes. Please note, this is an average time. Some students may need additional time GCU.

You can attempt this assignment as many times as you would like. After completing this focused exam, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment GCU.

You are not required to submit this assignment to LopesWrite.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 2.8.

Shadow Health: Respiratory Concept Lab

Start Date & Time	Due Date & Time	Points
Mar 4, 2024, 12:00 AM	Mar 10, 2024, 11:59 PM	10

Assessment Description

In this assignment you will learn about the differences between normal and abnormal lung sounds. Within the Shadow Health platform, complete the Respiratory Concept Lab. The estimated average time to complete this assignment is 25 minutes. Please note, this is an average time. Some students may need additional time GCU.

You can attempt this assignment as many times as you would like. After completing this concept lab, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to

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the classroom drop box. The DCE score will be used as your percentage grade for this assignment GCU.

You are not required to submit this assignment to LopesWrite.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 2.3.

Topic 1 Participation

Start Date & Time	Due Date & Time	Points
Mar 4, 2024, 12:00 AM	Mar 10, 2024, 11:59 PM	32

Topic 2: Health Assessment of the Toddler, Preschool, and School-Aged Child

Objectives:

1. Conduct a child health assessment using clinical reasoning.
 - Develop a plan of care by synthesizing assessment data in the context of the individual's current preferences, situation, and experience.
 - Identify factors that increase the vulnerability of a child.
 - Utilize the nursing process in completing a comprehensive health history.

Mar 11, 2024 – Mar 17, 2024 Max Points: 238

Resources

Positive Youth Development: Current Perspectives

Read, "Positive Youth Development: Current Practices," by Shek et al. from Adolescent Health, Medicine, and Therapeutics (2022). This article explores perspectives on positive youth development and details the 40 Developmental Assets approach GCU.

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Assessment Considerations in Pediatric Patients

Read "Assessment Considerations in Pediatric Patients," by Dersch-Mills (2018) from *Patient Assessment in Clinical Pharmacy*.

This article focuses on various aspects of the pediatric assessment taking into account pharmacokinetic considerations in the pediatric patient.

Health Assessment: Foundations for Effective Practice

Read Chapter 2 in *Health Assessment: Foundations for Effective Practice*. Use the Appendix as needed to complete your assignments.

40 Developmental Assets for Children

Read the "40 Developmental Assets" document for each age group, from Search Institute (2005).

This resource provides an evidence-based framework of Developmental Assets for four distinct age groups between the ages of 3-18 which identifies a set of skills, experiences, relationships, and behaviors that promote healthy development. You will use the appropriate age group developmental asset within this resource to help in successfully completing the topic GCU .

<http://aodpartnership.org/wp-content/uploads/2016/03/40-developmental-assets-for-children.pdf>

Developmental Assets Predictors of Life Satisfaction in Adolescents

Read, "Developmental Assets Predictors of Life Satisfaction in Adolescents," by Soares et al., from *Frontiers in Psychology* (2019).

This research article explores the impact of the developmental assets on life satisfaction. Although this study was conducted with Portuguese participants, this resource provides good background on the application of the developmental assets across borders GCU.

Assessments

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Topic 2 DQ 1

Start Date & Time	Due Date & Time	Points
Mar 11, 2024, 12:00 AM	Mar 13, 2024, 11:59 PM	8

Assessment Description

Child abuse and maltreatment is not limited to a particular age. It can occur in the infant/toddler (1 month-3 years of age), preschool (3-5 years of age), school-age (5-11 years of age), and adolescent (12-18 years of age) age groups. Choose one of the four age groups and outline the types of abuse most commonly seen among children of that age. Describe warning signs and physical and emotional assessment findings the nurse may see that could indicate child abuse GCU.

Discuss cultural variations of health practices that can be misidentified as child abuse. Describe the reporting mechanism in your state and nurse responsibilities related to the reporting of suspected child abuse. Identify two factors that increase the vulnerability of a child for abuse in the age group you have selected.

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 9.1.

Topic 2 DQ 2

Start Date & Time	Due Date & Time	Points
Mar 11, 2024, 12:00 AM	Mar 15, 2024, 11:59 PM	8

Assessment Description

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You are a nurse conducting a physical assessment of a child between the ages of 3 and 12 at an urgent care clinic. Describe how your communication would be adapted to be able to effectively communicate with a patient of this age. What strategies would you use to encourage engagement with the child?

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively GCU.

Developmental Assessment and the School-Aged Child

Start Date & Time

Due Date & Time

Points

Mar 11, 2024, 12:00 AM

Mar 17, 2024, 11:59 PM

100

Page 11

Prepared on: Mar 6, 2024, 5:55 AM

Assessment Traits

Requires LopesWrite

Assessment Description

This topic will focus on children and how to assess for and address their developmental needs. The Search Institute is a nonprofit organization that conducts and applies research to promote positive youth development. In 1994, the Search Institute published "What Kids Need to Succeed" with 40

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Developmental Assets for raising children. Please review the 40 Developmental Assets documents located in topic Resources GCU.

Based on the first letter of your first name you will create a plan using the nursing process (Assessment,

Diagnosis, Planning, Implementation, and Evaluation [ADPIE]) that will focus on the given age group:

A-F: 3 to 5 years – Early childhood

G-M: 5 to 9 years – Children grades K-3

N-S: 9 to 12 years – Middle childhood

T-Z: 12 to 18 years – Adolescents

Use the attached template based on your assigned age group to successfully complete the assignment from the perspective of a nurse working at your state's Department of Human Services.

You are required to cite a minimum of three peer-reviewed sources to complete this assignment. Sources must be published within the past 5 years, appropriate for the assignment criteria, and relevant to nursing practice GCU.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 1.1, 1.3.

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Shadow Health: Conversation Concept Lab

Start Date & Time	Due Date & Time	Points
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Mar 11, 2024, 12:00 AM	Mar 17, 2024, 11:59 PM	10
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Assessment Description

In this assignment you will be introduced to the functions of open and closed questions in effective nursing communication. Within the Shadow Health platform, complete the Conversation Concept Lab. The estimated average time to complete this assignment is 40 minutes. Please note, this is an average time. Some students may need additional time GCU.

You can attempt this assignment as many times as you would like. After completing this concept lab, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment.

You are not required to submit this assignment to Lopes Write.

Shadow Health: HEENT

Start Date & Time	Due Date & Time	Points
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Mar 11, 2024, 12:00 AM	Mar 17, 2024, 11:59 PM	35
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Assessment Description

In this assignment you will assess the Head, Eyes, Ears, Nose and Throat (HEENT) system of Tina Jones, a Digital Standardized Patient. Interview and examine the patient, document your findings, and complete post-exam activities. Within the Shadow Health platform, complete HEENT. Students spend, on average, an hour and fifteen minutes on this assignment. Some students may need additional time GCU.

You can attempt this assignment as many times as you would like. After completing the HEENT, you will be awarded a Digital Clinical Experience (DCE)

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score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment GCU.

You are not required to submit this assignment to LopesWrite.

Shadow Health: Health History

Start Date & Time	Due Date & Time	Points
Mar 11, 2024, 12:00 AM	Mar 17, 2024, 11:59 PM	45

Assessment Description

In this assignment you will interview your first Digital Standardized Patient, Tina Jones; document her comprehensive health history; and complete post-exam activities. Within the Shadow Health platform, complete Health History. The estimated average time to complete this assignment each time is 1 hour and 55 minutes. Please note, this is an average time. Some students may need additional time GCU.

You can attempt this assignment as many times as you would like. After completing the health history, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment.

You are not required to submit this assignment to LopesWrite.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 2.4.

Topic 2 Participation

Start Date & Time

Mar 11, 2024, 12:00 AM

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Due Date & Time

Mar 17, 2024, 11:59 PM

Points

32

Topic 3: Health Assessment During the Adolescent Period

Objectives:

1. Discuss factors that contribute to risk-taking behavior in adolescents.
 - Discuss support options for adolescents encountering external stressors.
 - Analyze the issues associated with adolescent and young adults in risk-taking behaviors.
 - Explain how to demonstrate empathy and compassionate care when dealing with sensitive situations.

Mar 18, 2024 – Mar 24, 2024 Max Points: 193

Resources

Sexual Health History: Techniques and Tips

Read "Sexual Health History: Techniques and Tips," by Savoy, O'Gurek, and Brown-James, from *American Family Physician* (2020). This resource discusses how to have a productive sexual health conversation with the adolescent patient.

<https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/sexual-health-history-techniques-tips/docview/2454202914/se-2?accountid=7374>

Statement on Civility, Compassion, and the Way of Jesus

<https://nursinglance.com/>

This resource provides students the GCU statement on civility and compassion toward others. Refer to this resource to help with your response to this topic's discussion questions GCU.

[https://www.gcu.edu/sites/default/files/media/documents/about/christian-identity-heritage/ Statement on Civility Compassion and the Way of Jesus 6-2 21.pdf](https://www.gcu.edu/sites/default/files/media/documents/about/christian-identity-heritage/Statement%20on%20Civility%20Compassion%20and%20the%20Way%20of%20Jesus%206-2%2021.pdf)

Code of Ethics for Nurses with Interpretive Statements

Read the "Code of Ethics for Nurses with Interpretive Statements," from the American Nurses Association (ANA), located on *Nursing World* website (2015). This resource provides a quality in nursing care and ethics guide for nurses to refer to when performing their nursing responsibilities. Refer to this resource when completing the discussion question in this topic GCU.

Health Assessment: Foundations for Effective Practice

Read Chapter 3 in *Health Assessment: Foundations for Effective Practice*. Use the Appendix as needed to complete your assignments.

YRBSS Overview

Review the YRBSS Overview page on the CDC website (2023). This website provides an overview of the Youth Risk Behavior Surveillance System (YRBSS). This should be used as background for exploring the YRBSS website listed as a separate link in the topic materials for this topic.

Youth Risk Behavior Surveillance System (YRBSS)

Explore the page "Youth Risk Behavior Surveillance System (YRBSS)" located on the CDC website. This resource provides an overview of surveys and their results designed to track behaviors that can lead to poor health of students in grades 9-12. As you explore, scroll down and select "Youth Online Data Analysis Tool" and the "YRBS Explorer" from the Data Analysis Tools to help complete the first discussion question in this topic GCU.

Assessments

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Topic 3 DQ 1

Start Date & Time	Due Date & Time	Points
Mar 18, 2024, 12:00 AM	Mar 20, 2024, 11:59 PM	8

Assessment Description

Every two years, the U.S. conducts a Youth Risk Behavior Survey (YRBS) detailing trends of youth risk behaviors occurring over the past 10 years. The most recent YRBS analysis describes several trends that are impacting the well-being of teens. Explore the link to the YRBS results provided in the topic Resources. After reviewing the data for your state, and based on the first letter of your first name, identify one trend and area of focus that is impacting teens:

A- D: Sexual behavior

E- H: Substance abuse

I-K: Experiencing violence

L-N: Mental health and suicidality

O-R: School connectedness

S-V: Parental monitoring

W-Z: Unstable housing

Identify factors influencing this trend. Discuss data that validates this trend as a concern for adolescents today. Illustrate the nurse's role and specific actions that the nurse can take in addressing this area of concern in adolescents. Include specific support and informational resources the nurse can provide to parents or teenagers (such as website or contact information).

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to

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understand the expectations for initial discussion question posts and participation posts, respectively [GCU](#).

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 3.1.

Topic 3 DQ 2

Start Date & Time	Due Date & Time	Points
Mar 18, 2024, 12:00 AM	Mar 22, 2024, 11:59 PM	8

Assessment Description

One of the primary roles of a nurse is the role of advocate. Teenagers' needs are best met through emotional support and advocacy. The Christian worldview supports compassionate care as does the American Nurses Association (ANA) Code of Ethics located in the topic Resources. Provision 1 states that "the nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person." As nurses, GCU our calling is to support the needs and vulnerabilities of our patients, regardless of our own personal beliefs. Teenagers today who may be questioning their sexuality and gender identity are entitled to and deserving of our support.

You are a nurse at a School-Based Health Center where a teenager disclosed that they are struggling with an LGBTQIA+ issue. Discuss how you would respond to this student. Explain what research has shown about the potential outcomes for teenagers who are not supported when in this difficult questioning period of "who they are." Explain how you, as a nurse can demonstrate compassion and support of this student. GCU Provide two resources that you could offer this student, either locally or online. Be specific with the contact information for your resources.

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to

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understand the expectations for initial discussion question posts and participation posts, respectively.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 2.1, 2.2, 9.1, 3.1.

Adolescence: Contemporary Issues and Resources

Start Date & Time	Due Date & Time	Points
Mar 18, 2024, 12:00 AM	Mar 24, 2024, 11:59 PM	100

Assessment Traits

Requires LopesWrite

Assessment Description

Research the range of contemporary issues teenagers face today. Select one issue (besides teen pregnancy) a teenager might come to GCU with a nurse in a health clinic at a local high school. In a 500-750-word paper include the following:

1. Describe the contemporary issue and explain what external stressors are associated with this issue.
 - Identify specific questions or assessment tool would you use to screen for this issue.
 - Outline strategies you, the nurse, would use to establish a therapeutic relationship with the teenager.
 - Define the legal and ethical parameters regarding what you can and cannot share with the parent or guardian.
 - Identify specific support options you will provide for your patient and/or their family to access? Include the contact information for the support option.

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You are required to cite a minimum of three peer-reviewed sources to complete this assignment. Sources must be published within the past 5 years, appropriate for the GCU criteria, and relevant to nursing practice.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Shadow Health: Abdominal Concept Lab

Start Date & Time	Due Date & Time	Points
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Mar 18, 2024, 12:00 AM	Mar 24, 2024, 11:59 PM	10
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Assessment Description

In this assignment you will learn about the elements of an abdominal exam. Within the Shadow Health platform, complete the Abdominal Concept Lab. On average, this GCU should take 25 minutes to complete. Some students may need additional time.

You can attempt this GCU as many times as you would like. After completing this concept lab, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment.

You are not required to submit this assignment to LopesWrite.

Shadow Health: Cardiovascular Concept Lab

Start Date & Time	Due Date & Time	Points
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<https://nursinglance.com/>

Mar 18, 2024, 12:00 AM Mar 24, 2024, 11:59 PM 10

Assessment Description

In this GCU you will learn about the differences between normal and abnormal heart sounds. Within the Shadow Health platform, complete the Cardiovascular Concept Lab. On average, this assignment should take 25 minutes to complete. Some students may need additional time.

You can attempt this GCU as many times as you would like. After completing this concept lab, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment.

You are not required to submit this assignment to LopesWrite.

Shadow Health: Skin, Hair, and Nails

Start Date & Time	Due Date & Time	Points
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Mar 18, 2024, 12:00 AM	Mar 24, 2024, 11:59 PM	25
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Assessment Description

In this GCU you will assess the skin, hair, and nails of Tina Jones, a Digital Standardized Patient. Interview and examine the patient, document your findings, and complete post-exam activities. Within the Shadow Health platform, complete Skin, Hair, and Nails. On average, this assignment should take 75 minutes to complete. Some students may need additional time.

You can attempt this GCU as many times as you would like. After completing Skin, Hair, and Nails, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment.

You are not required to submit this assignment to LopesWrite.

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Topic 3 Participation

Start Date & Time	Due Date & Time	Points
Mar 18, 2024, 12:00 AM	Mar 24, 2024, 11:59 PM	32

Topic 4: Health Assessment of the Young and Middle-Aged Adult

Objectives:

1. Discuss strategies to reduce at-risk behavior in adults.
 - Apply nursing knowledge to gain a holistic perspective of the person, family, community, and population.
 - Apply culturally responsive communication strategies.

Mar 25, 2024 – Mar 31, 2024 Max Points: 203

Resources

Health Assessment: Foundations for Effective Practice

Read Chapter 4 in *Health Assessment: Foundations for Effective Practice*. Use the Appendix as needed to complete your assignments.

Benefits of Physical Activity

Read "Benefits of Physical Activity," located on the CDC website (2022). This resource provides information about the benefits of exercise in addressing various health problems, which will aid students in addressing the second discussion question.

Statement on the Integration of Faith and Work

Read the "Statement on the Integration of Faith and Work" from Grand Canyon University's One Foundation (2015) in preparation for this topic's benchmark assignment.

S3 vs S4 Heart Sound

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View "S3 vs S4 Heart Sound," by Medzcool (2021), located on YouTube. This resource covers what is considered the normal heart sound but adds in the fourth sound, which can indicate a heart condition.

Lippincott Advisor: Cultural Perspectives

Explore "Cultural Perspectives," located in *Lippincott Advisor*. This helps the student to understand how looking at a situation or concept through the eyes of an individual's native environmental and social influence.

If the link does not work, visit the Lippincott Advisor & Procedures Guide (<https://libguides.gcu.edu/Nursing/Lippincott>) to select the appropriate platform to then search for the content. Click on Lippincott Advisor. Scroll down the page to "Quality and Safety Navigator." Click on Cultural Perspectives.

Heart and Lung Sounds Reference Guide

Explore the lung sounds provided in the "Heart and Lung Sounds Reference Guide," located on the PracticalClinicalSkills website. This resource provides the basics of auscultation of heart and lung sounds.

Cultural Religious Competence in Clinical Practice

Read "Cultural Religious Competence in Clinical Practice," by Swihart, Yarrarapu, and Martin, from *StatPearls* (2022).

Assessments

Topic 4 DQ 1

Start Date & Time	Due Date & Time	Points
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Mar 25, 2024, 12:00 AM	Mar 27, 2024, 11:59 PM	8
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Assessment Description

Explore "Lippincott Advisor: Cultural Perspectives" and "Cultural Religious Competence in Clinical Practice," located in topic Resources. Select a culture, community, or religion that is **unfamiliar** to you and review what makes it

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unique. Apply what you have learned about your selection to the following scenario GCU:

You are admitting a 19-year-old female college student to the hospital for fevers. Describe what would be important to remember while you interview this patient. Explain how you would communicate with this patient reflecting a culturally responsive approach. Discuss the health care support systems available in your community for someone of this group. If no support systems are available in your community, identify a national resource GCU.

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively GCU.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 2.9, 3.1, 3.2.

Topic 4 DQ 2

Start Date & Time	Due Date & Time	Points
Mar 25, 2024, 12:00 AM	Mar 29, 2024, 11:59 PM	8

Assessment Description

For the middle-aged adult, exercise can reduce the risk of various health problems. Choose one at-risk health issue that regular physical exercise and activity can help prevent and manage. As the patient's nurse, identify members of the interdisciplinary team and the role each member would play in guiding care for this patient GCU. Describe recommendations that you would provide to assist patients with health promotion measures to incorporate exercise and physical activity into their lives. Provide a specific resource, including contact information (or website if applicable), you would share with your patient.

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Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively GCU.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 3.2.

Benchmark – Human Experience Across the Health-Illness Continuum

Start Date & Time	Due Date & Time	Points
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Mar 25, 2024, 12:00 AM	Mar 31, 2024, 11:59 PM	105
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Assessment Traits

Benchmark

Assessment Description

Research the health-illness continuum and its relevance to patient care. In a 750-1,000-word paper, discuss the relevance of the continuum to patient care and present a holistic perspective of your current state of health in relation to the wellness spectrum by including the following GCU:

1. Examine the health-illness continuum and discuss why this perspective is important to consider in relation to health and the human experience when caring for patients.
2. Explain how understanding the health-illness continuum enables you, as a health care provider, to better

promote the value and dignity of individuals or groups and to serve others in ways that promote human flourishing and are consistent with the Christian worldview.

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- Reflect on your overall state of health from a holistic perspective. Discuss what behaviors support or detract from your health, well-being, and self-care. Explain where you currently fall on the health-illness continuum. Describe how you might improve your self-care practices and overall wellness using evidence-based strategies GCU.
- Discuss at least two specific options and resources available to you in your community or virtually to help you move toward wellness on the health-illness spectrum. Describe how these would assist in moving you toward wellness (managing a chronic disease, recovering from an illness, self-actualization, etc.) GCU.

You are required to cite a minimum of three peer-reviewed sources to complete this assignment. Sources must be published within the past 5 years, appropriate for the assignment criteria, and relevant to nursing practice.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Benchmark Information

This benchmark assesses the following programmatic competency:

RN-BSN

10.1: Understand the human experience across the health-illness continuum.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 10.1, 2.3 ,3.1 ,4.2, 8.4.

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Shadow Health: Focused Exam: Abdominal Pain

Start Date & Time	Due Date & Time	Points
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Mar 25, 2024, 12:00 AM	Mar 31, 2024, 11:59 PM	25
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Assessment Description

In this assignment you will conduct a focused exam on a patient presenting with abdominal pain. Interview the patient, assess the related body systems, and then complete post-exam activities. Within the Shadow Health platform, complete Focused Exam: Abdominal Pain. On average, this assignment should 25 minutes to complete. Students may need additional time.

You can attempt this assignment as many times as you would like. After completing this focused exam, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment.

You are not required to submit this assignment to LopesWrite.

Shadow Health: Focused Exam: Chest Pain

Start Date & Time	Due Date & Time	Points
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Mar 25, 2024, 12:00 AM	Mar 31, 2024, 11:59 PM	25
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Assessment Description

In this GCU you will conduct a focused exam on a patient presenting with chest pain and requiring emergency intervention. Interview the patient, assess the related body systems, and then complete post-exam activities. Within the Shadow Health platform, complete Focused Exam: Chest Pain. On average, this assignment should take 75 minutes to complete. Students may need additional time.

You can attempt this assignment as many times as you would like. After completing this focused exam, you will be awarded a Digital Clinical Experience

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(DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this GCU.

You are not required to submit this assignment to LopesWrite.

Topic 4 Participation

Start Date & Time	Due Date & Time	Points
Mar 25, 2024, 12:00 AM	Mar 31, 2024, 11:59 PM	32

Topic 5: Health Assessment of the Older Adult

Objectives:

1. Evaluate the complexities and implications associated with the aging process.
 - Develop strategies for supporting patients in end-of-life care.
 - Conduct a clinically relevant, holistic health assessment.
 - Document a clinically relevant, holistic health assessment.
 - Implement infection control measures consistent with personal protective equipment (PPE) utilization and home care setting practices.

Apr 1, 2024 – Apr 7, 2024 Max Points: 178

Resources

Comprehensive Geriatric Assessment, Rehabilitation and Discharge Planning

Read "Comprehensive Geriatric GCU, Rehabilitation and Discharge Planning," by Wilkinson and Harper from Elsevier (2021).

This article discusses the domains of the comprehensive geriatric assessment and the role each member of the interdisciplinary team plays in each.

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<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1357303920302711&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

Pressure Ulcers

View the "Pressure Ulcers," slideshow located on the Medscape website. You will need to create a free account in order to access this material. This resource discusses how the skin can be injured due to prolonged pressure of the body and tissues and covers some current treatments.

<http://reference.medscape.com/features/slideshow/pressure-ulcer-causes>

Health Assessment: Foundations for Effective Practice

Read Chapter 5 in *Health Assessment: Foundations for Effective Practice*. Use the Appendix as needed to complete your assignments.

Documenting Nursing Assessments in the Age of EHRs

Read "Documenting Nursing Assessments in the Age of EHRs," by Reiner, from *Georgia Nursing* (2021).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cu&AN=153037929&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

POLST Basics

Explore the "POLST Basics" webpage, located on the *National POLST* website, including the "POST Basics – An Overview of Important Treatment Decisions" video by Indiana Patient Preferences Coalition (2018). This resource discusses an overview of POLST basics, and how it is different from an advance directive.

Pain Management

View the "Pain Management" slideshow on the Medscape website. You will need to create a free account in order to access this material. This resource discusses

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how pain management can include the use of alternative methods of treatment as well as traditional methods.

<http://www.medscape.com/features/slideshow/pain-management>

Home Care Nurses' Identification of Patients at Risk of Infection and Their Risk Mitigation Strategies: A Qualitative Interview Study

Read "Home Care Nurses' Identification of Patients at Risk of Infection and Their Risk Mitigation Strategies: A Qualitative Interview Study," by Dowding, Russell, Trifilio, McDonald, and Shang, from *Int J Nurs Stud*, located on the NCBI website, (2020). The following resource looks at infection risk assessments and mitigation measures for home care settings, which is helpful in addressing the first discussion question GCU.

Comprehensive Geriatric Assessment

Read "Comprehensive Geriatric Assessment," by Ward and Reuben from UpToDate (2022).

This resource provides considerations related to a comprehensive geriatric assessment using a multidisciplinary approach. It is helpful for gaining insights into specific considerations relevant for geriatric patients and how the interdisciplinary team can help facilitate optimal outcomes.

Fulmer SPICES: An Overall Assessment Tool for Older Adults

Read "Fulmer SPICES: An Overall Assessment Tool for Older Adults," by Fulmer, located on the HIGN website (2019). This resource provides an assessment tool used to obtain information that can help prevent health issues in elderly patients, as well as a video demonstrating the use of the assessment tool during a comprehensive exam GCU.

Assessments

Topic 5 DQ 1

Start Date & Time

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Due Date & Time

Points

Apr 1, 2024, 12:00 AM

Apr 3, 2024, 11:59 PM

8

Prepared on: Mar 6, 2024, 5:55 AM

Assessment Description

You are a Home Health RN who is making an initial visit to the home of an elderly couple to assess and develop a plan of care. Mr. Juarez, an 88-year-old man, broke his right tibia due to a fall. He was recently discharged from a skilled rehabilitation center where he had developed a catheter-associated urinary tract infection (CAUTI) from his indwelling urinary catheter. The infection has resolved, and he has now been discharged home with an indwelling urinary catheter. He remains in a cast and has graduated to limited use of crutches but is still unable to perform routine activities of daily living (ADLs). You will be coming to the home once a week GCU.

Based on this scenario, describe the infection control measures that need to be observed and the personal protective equipment (PPE) that would be used during these visits. Explain how some of the characteristics of the aging process may lead to vulnerabilities related to independent living, elder abuse, social connections, etc.

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively GCU.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

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This assignment aligns to AACN Core Competencies 6.2, 3.6,

Topic 5 DQ 2

Start Date & Time	Due Date & Time	Points
Apr 1, 2024, 12:00 AM	Apr 5, 2024, 11:59 PM	8

Assessment Description

End-of-life care becomes an issue at some point for elderly patients. Discuss the difference between palliative care and hospice care programs. Discuss what you can do as a nurse to support your patients regarding end-of-life care in accordance with their wishes. Explain the use of advance directives versus Physician Order for Life Sustaining Treatment (POLST) and their legal implications when providing care for elderly patients GCU.

Initial discussion question posts should be a minimum of 200 words and include at least two references cited using APA format. Responses to peers or faculty should be 100-150 words and include one reference. Refer to "RN-BSN DQ Rubric" and "RN-BSN Participation Rubric," located in Class Resources, to understand the expectations for initial discussion question posts and participation posts, respectively GCU.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competency 9.4.

Shadow Health: Comprehensive Assessment

Start Date & Time Apr 1, 2024, 12:00 AM

Due Date & Time Apr 7, 2024, 11:59 PM

Points

110

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Prepared on: Mar 6, 2024, 5:55 AM

Assessment Description

In this GCU you will conduct a full health assessment on a patient in a single clinic visit. Within the Shadow Health platform, you will have one opportunity to complete the Comprehensive Exam. On average, this assignment should take 180 minutes to complete. Students may need additional time. Upon completion, submit the lab pass through the assignment dropbox.

Please review the “Shadow Health Comprehensive Assessment Documentation” assignment before you begin to ensure you understand the documentation expectations within Shadow Health for this assignment.

After completing this Comprehensive Assessment, you will be awarded a Digital Clinical Experience (DCE) score. The DCE score will appear on your Lab Pass which you will submit to the classroom drop box. The DCE score will be used as your percentage grade for this assignment.

You are not required to submit this assignment to LopesWrite.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 2.2, 2.3, 2.7.

Shadow Health: Comprehensive Assessment Documentation

Start Date & Time	Due Date & Time	Points
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Apr 1, 2024, 12:00 AM	Apr 7, 2024, 11:59 PM	20
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Assessment Description

The purpose of this assignment is to communicate the findings of a comprehensive health assessment through the effective use of electronic communication tools. When completing the Shadow Health Comprehensive GCU, you will need to ensure that you are documenting vital signs and nursing notes within Shadow Health.

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Your work will be assessed in Shadow Health to award points based on your documentation.

No additional submission is needed.

Please review the assignment rubric prior to starting the Shadow Health Comprehensive Assessment.

American Association of Colleges of Nursing Core Competencies for Professional Nursing Education

This assignment aligns to AACN Core Competencies 2.3, 8.1, 8.2, 8.4.