

Addressing constipation in older adults

Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
<p>Level of motivation for learning:</p> <p>The client’s level of motivation was high. The client has been dealing with recurring bouts of constipation and presented to the emergency department with abdominal pain after not having a bowel movement for three days. The patient does not want to be in pain anymore and wants to regulate his bowel habits.</p> <p>Barriers to effective learning:</p> <p>The client was being educated in the emergency department of the facility, which wasn’t conducive to effective learning. There was staff around, patient’s coming in and out, etc. – the environment wasn’t ideal for education.</p> <p>Health beliefs/values:</p> <p>The client feels strongly that consistent bowel habits lead to better quality of life. The patient understands that he needs to make changes to his lifestyle and dietary habits to improve his bowel health and is willing to make these changes.</p>	<p>Nursing Diagnosis:</p> <p>Constipation related to physical inactivity, inadequate fluid intake, and inadequate dietary habits as evidenced by abdominal pain, dehydration, obesity, irregular bowel elimination, and patient stating “I rarely drink water and mostly eat what I want.” (Phelps, 2020).</p> <p>Goal of Teaching:</p> <p>Patient will maintain regular bowel elimination pattern 100% of time for 2 consecutive months.</p>	<p>Intervention 1:</p> <p>Encourage and facilitate adequate fluid intake of 2-3 liters per day (Phelps, 2020).</p> <p>Intervention 2:</p> <p>Collaborate with patient to plan and implement a progressive exercise regimen and document exercise times (Phelps, 2020).</p> <p>Intervention 3:</p> <p>Collaborate with patient to plan and implement a personal bowel regimen (Phelps, 2020).</p>	<p>Method 1:</p> <p>Discussion: planning an exercise program that fits the patient’s needs</p> <p>Method 2:</p> <p>Teach back: patient relays his knowledge on regular bowel habits and ways to maintain a personal bowel regimen</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client received the teaching very well. This topic was very important to the client, and he was very open to the education. The patient was an active participant in both teaching methods and was eager to learn.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>One strength of the client was his motivation to learn. Due to his recurring history of constipation, the client was very motivated to learn and actively wanted to better his health.</p> <p>One weakness of the client was his knowledge of healthy lifestyle habits. Before education, the client described having an unhealthy diet, being physical inactive, and consuming little water. After education, the client understood those were not healthy habits.</p>

<p>Psychosocial development:</p> <p>The patient is an older adult, putting them in Erikson’s ego integrity vs. despair stage of psychosocial development (Videbeck, 2023).</p> <p>Cognitive development:</p> <p>The patient is in Piaget’s formal operational stage of cognitive development (Videbeck, 2023).</p>				<p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>One modification that would have improved the teaching plan would be to follow-up with the client a few weeks after his lifestyle changes. This would have allowed for the nurse and the client to discuss interventions that were working well, and interventions that were not working well. This would have assisted the client in making potential modifications and likely would have led to a better outcome.</p>
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References (2) (APA):

Phelps, L. L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.). Wolters Kluwer.

Videbeck, S. (2023). *Psychiatric-mental health nursing* (9th ed.). Wolters Kluwer.

Criteria	0 points	2.5 points	5 points	Comments
<p><u>Assessment of Client/Family</u></p> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	
Criteria	0 points	2.5 points	5 points	Comments
<p><u>Nursing Diagnosis and Goal of Teaching</u></p> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	
Criteria	0 points	2.5 points	5 points	Comments
<p><u>Interventions</u></p> <ul style="list-style-type: none"> • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> • Interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • Interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> • Interventions to be included in teaching • Relate interventions to meeting the teaching goal 	

Criteria	0 points	1 point	2 points	Comments
Methods/Teaching Tools <ul style="list-style-type: none"> Use 2 appropriate teaching methods to deliver teaching Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive 	Missing 2 of the following: <ul style="list-style-type: none"> Use 2 appropriate teaching methods to deliver teaching Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive 	Missing 1 of the following: <ul style="list-style-type: none"> Use 2 appropriate teaching methods to deliver teaching Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive 	Includes complete information of all criteria: <ul style="list-style-type: none"> Use 2 appropriate teaching methods to deliver teaching Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive 	
Criteria	0 points	1.5 points	3 points	Comments
Evaluation <ul style="list-style-type: none"> Discuss how the client/family received the teaching Identify strengths/weaknesses of the client or family in receiving teaching Suggest modifications to improve teaching plan (What would have improved the plan?) 	Missing 2 or more of the following: <ul style="list-style-type: none"> Discuss how the client/family received the teaching Identify strengths/weaknesses of the client or family in receiving teaching Suggest modifications to improve teaching plan (What would have improved the plan?) 	Missing 1 of the following: <ul style="list-style-type: none"> Discuss how the client/family received the teaching Identify strengths/weaknesses of the client or family in receiving teaching Suggest modifications to improve teaching plan (What would have improved the plan?) 	Includes complete information of all criteria: <ul style="list-style-type: none"> Discuss how the client/family received the teaching Identify strengths/weaknesses of the client or family in receiving teaching Suggest modifications to improve teaching plan (What would have improved the plan?) 	
Criteria	0 points	2.5 points	5 points	Comments

<p>APA Format</p> <ul style="list-style-type: none"> • Appropriate APA in-text citations and listed all appropriate references in APA format • At least 2 scholarly source(s) are utilized and should be 5 or less years old • Source(s) greater than 5 years old will not be accepted • Reference page complete 	<p>No in-text citations present</p> <p>2 or more references are greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>1-2 APA errors</p> <p>1 reference is greater than 5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>No APA errors present</p> <p>In-text citations appropriately cited</p> <p>Reference page present and formatted properly</p>	
Criteria	0 points	2.5 points	5 points	
<p><u>Evaluation of Teaching Presentation</u></p> <p>Introduction of content Patient put at ease Eye contact Clear speech and organized presentation Environment conducive to learning Family included (if applicable) Accuracy of information Validation of learning status Use of teaching aids Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	<p>Includes all criteria:</p> <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	
TOTAL				/30