

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

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

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<b>APA Format</b> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	No in-text citations present  2 or more references are greater than 5 years old  3 or more APA errors  No reference page present	1-2 APA errors  1 reference is greater than 5 years old  In-text citations appropriately cited  Reference page present	No APA errors present  In-text citations appropriately cited  Reference page present and formatted properly	
<b>TOTAL</b>				<b>/25</b>

**N311 Teaching Plan**

Nick Alford

Lakeview College of Nursing

N311: Foundations of Professional Practice

Professor Ducey

12/6/2024

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><b>Level of motivation for learning:</b> Is eager to avoid this happening again. Has a spouse he wants to survive for.</p> <p><b>Barriers to effective learning:</b> Endorses chronic drug use. Endorses limited medical or anatomy/physiology knowledge. Not familiar with his diagnosis or cause for hospitalization.</p> <p><b>Health beliefs/values:</b> Reports that he tries to eat well. States that he is not religious. Reports primary stress management strategy is hard drug use.</p> <p><b>Psychosocial &amp; cognitive development:</b> Stage 7: Generativity vs Stagnation.</p> <p>Patient is now 40 years old. Patient is aware of mother's frustration with how his</p>	<p><b>Medical Dx:</b> Perforated viscus</p> <p><b>Nursing Diagnosis:</b> Acute pain as a result of diverticulitis and as evidenced by perforated viscus of diverticular polyp and subsequent surgical intervention (Phelps, 2023).</p> <p><b>Goal of Teaching:</b> Educated patient on underlying conditions that lead to bowel perforation – principally diverticulitis. As well as how diet and drug use influence generation of perforations and will continue to do so subsequently if not managed. (Taylor, 2022 P. 67)</p>	<p><b>Intervention 1:</b> The nurse should start by assessing the patient's background knowledge on these diagnoses to determine the amount of knowledge gap that exists, and the best teaching strategies to employ. (Phelps, 2023).</p> <p><b>Intervention 2:</b> Work with the patient to perform risk identification related to controllable contributing factors in the patient's diet or lifestyle choices. (Phelps, 2023)</p> <p><b>Intervention 3:</b> Encourage behavior modification and/or to seek professional help (dietary and/or substance withdrawal) – Patient will need to alter diet, stress management, and hard</p>	<p><b>Method 1:</b> Utilization of metaphors to explain perforation at ascending bowel as a rupture of a pipe and contents spilling out. As well as malformations like diverticuli in the pipe, pressure in the system, and how diet (such as consumption of seeds) can become lodged causing rupture. As well as how this relates to his NPO status to allow time for the repair to heal (Capriotti, 2024 P.773).</p> <p><b>Method 2:</b> Utilization of whiteboard in patients' room to draw visual aids of pipeline with protrusions, flow, pressure, rupture, spilling, etc.</p>	<p>Discuss how the client/family received the teaching: Patient greatly appreciated education and was visibly less upset and anxious now that he had a better grasp on what was occurring with him. Endorses that he appreciated this and had not had staff properly attend to explain this to him yet.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <p><b>Weaknesses:</b> This patient may choose to continue drug use. Limited level of education.</p> <p><b>Strengths:</b> Family pressure to change behavior. Spouse notes she almost chose to be a CNA, has family with diverticulitis, and volunteered accurate knowledge of the condition and dietary considerations – will be valuable aid to</p>

<p>ongoing drug use and life choices thus far disappoints her. Patient endorses his stress-management of hard drug use has put him in a high-stress situation, making this method of managing his stress paradoxical, and will need to make changes.</p> <p><b>Cognitive development:</b> When the patient asked about his highest level of education, his spouse answered for him: “high school diploma”. The patient appeared to struggle with some education provided by therapist, requiring information in simplified terms and benefitted from metaphors that reduce complexity of concepts, with visual aids drawn on white board.</p>		<p>drug use to prevent recurrence of this issue. (Phelps, 2023)</p>		<p>patient in this regard.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> Being able to provide this patient with printed material regarding dietary guidance for diverticulitis with examples of do’s/don’ts in terms of what to eat. This could include links to educational material associated with this diagnosis, and surgery performed.</p>
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**References (2) (APA):**

Linda Lee Phelps. (2020). *Sparks & Taylor's Nursing Diagnosis Reference Manual*. (11th ed.). Wolters Kluwer Medical.

Taylor, C. R. (2022). *FUNDAMENTALS OF NURSING: the art and science of person-centered care*. Wolters Kluwer Medical.

Capriotti, T. (2024). *Davis Advantage for Pathophysiology* (3rd ed.). F. A. Davis Company.