

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>	
Criteria	0 points	2.5 points	5 points	Comments
<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>	

Criteria	0 points	1 point	2 points	Comments
<b>Methods/Teaching Tools</b> <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>	Missing 2 of the following: <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>	Missing 1 of the following: <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>	Includes complete information of all criteria: <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>	
Criteria	0 points	1.5 points	3 points	Comments
<b>Evaluation</b> <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>	Missing 2 or more of the following: <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>	Missing 1 of the following: <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>	Includes complete information of all criteria: <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>	
Criteria	0 points	2.5 points	5 points	Comments

<p><b>APA Format</b></p> <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>	<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	

<p><b><u>Evaluation of Teaching Presentation</u></b></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>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>
<p><b>Level of motivation for learning:</b> The client was intubated and sedated, so education was provided to her husband. The client's husband is very eager to learn about his wife's condition and treatment.</p> <p><b>Barriers to effective learning:</b></p>	<p><b>Nursing Diagnosis:</b> Deficient knowledge related to enteral nutrition as evidenced by frequent questioning (Phelps, 2023).</p> <p><b>Goal of Teaching:</b> The client's husband will verbalize understanding of enteral feedings following education (Phelps, 2023).</p>	<p><b>Intervention 1:</b> Identify how the client's husband learns best to determine the best approach of education (Phelps, 2023).</p> <p><b>Intervention 2:</b> Assess the environment where the</p>	<p><b>Method 1:</b> The first method utilized was the method of discussion.</p> <p><b>Method 2:</b> The second method utilized was the method of teach-back.</p>	<p><b>Discuss how the client/family received the teaching:</b> The client's husband received the education very well. He was open to learning more about his wife's condition and treatment plan as he was worried about her health.</p>

<p>The client's husband has two barriers to effective learning. These include emotional distress and a lack of higher education. The client's husband was upset about his wife being in the hospital and her current condition. The client's husband also dropped out of high school and obtained his GED.</p> <p><b>Health beliefs/values:</b> The client's husband stated that he and his wife try to stay on top of their health and attend routine appointments for health monitoring. He stated that both he and his wife believe in modern medicine and seek help when they are not feeling well.</p> <p><b>Psychosocial development:</b> The client's husband is in the integrity versus despair psychosocial development stage (Hinkle et al., 2022).</p> <p><b>Cognitive development:</b> The client's husband is in the formal operational cognitive stage of development (Hinkle et al., 2022).</p>		<p>client's husband is sitting to determine if any distractions may be present to give the client's husband the best chance of understanding the education provided (Phelps, 2023).</p> <p><b>Intervention 3:</b> Identify any cultural beliefs that differ from the nurse to reduce the risk of barriers to learning (Phelps, 2023).</p>		<p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The client's husband was very attentive while education was being provided and was able to teach back the information he had learned.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> One thing that could have improved the teaching plan was providing the client's husband with a handout or written information to refer to with future questions. After the education was provided, the educator went back into the room and provided the client's husband with written information that is shown below.</p>
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### **What is Enteral Nutrition?**

**Enteral nutrition (EN), also called “tube feeding,” is a way of providing nutrition directly into the gastrointestinal (GI) tract through an enteral access device (feeding tube) that is placed with its tip in the stomach or small intestine. Enteral nutrition is a special liquid food mixture containing all the nutrients required to meet nutrition needs, such as protein, carbohydrates, fats, vitamins, minerals, and other nutrients. The formula can include ready-to-feed liquids, formulas made from a powder or a concentrate, or blenderized food. Blenderized formulas may be home-blended or commercially prepared. For babies, human breast milk or infant formula can be considered EN when given through a feeding tube.**

### **What is an enteral access device (feeding tube)?**

**Enteral nutrition is administered through an enteral access device, also called a feeding tube. There are several types of feeding tubes:**

- Tubes placed through the nose into the stomach (nasogastric) or the small intestine (nasoduodenal/nasojejunal). These tubes are called nasoenteral tubes.**
- Tubes placed through the mouth into the stomach (orogastric) or the small intestine (oroduodenal/orojejunal). These tubes are called oroenteral tubes.**
- Tubes placed directly through the skin into the stomach (gastrostomy) or small intestine (jejunostomy).**

**Your healthcare provider and/or nutrition support team will discuss the different types of enteral access devices and determine what is best for you based on your unique clinical scenario.**

### **Who can receive EN?**

**Patients of all ages (neonates, infants, children, adolescents, and adults) can receive EN. Thousands of patients receive tube feeding yearly in acute care settings, and many continue EN at home or in long-term care facilities.**

### **When is EN indicated?**

**Enteral nutrition is indicated in patients who cannot take enough nutrition by mouth to meet their nutritional needs. This may happen when that person has cancer, critical illness, gastrointestinal (GI) disease, or non-GI diseases such as stroke, kidney disease, or lung disease.**

### **What are the primary benefits of EN?**

**Enteral nutrition provides the nutrients required when a patient cannot consume enough food or nutrients needed to maintain health or recover from a disease, illness, or condition. Patients can become malnourished without proper nutrition and develop adverse conditions such as infections or even death. Enteral nutrition helps maintain normal digestion and absorption of nutrients through the GI tract, which are necessary for proper body functions and overall well-being. Enteral nutrition supports the immune system and thus is associated with reduced infections. Enteral nutrition can also prevent the development of malnutrition and treat existing malnutrition.**

### **Are there side effects of EN?**

**Although EN is generally well tolerated, it may be associated with a few side effects. These may include GI-related issues (e.g., nausea, vomiting, diarrhea, abdominal distention, constipation) and metabolic issues (e.g., electrolyte and mineral imbalances, fluid imbalance, and glucose intolerance). It is important to note that many of these side effects can be prevented or managed with appropriate monitoring.**

### **How long does a person require EN?**

**Patients may be on EN briefly for a few days or weeks in the hospital until they can meet their nutrition needs by mouth. In other cases, EN is used lifelong. It is dependent on a patient's clinical conditions. Patients can live well on EN for as long as needed.**

### **How is EN administered?**

**Enteral nutrition is administered through the enteral access device using a syringe, container, or bag with a gravity feeding set or via a feeding pump. Enteral nutrition can be administered continuously or intermittently. When at home, the EN can be delivered any of the above ways, but when using a feeding pump, EN can be administered over 24 hours (continuously) or over a shorter time, such as 10-18 hours (cycling).**

### **What does EN's follow-up care and monitoring entail (e.g., medical team, patient/home healthcare, and dietitian care)?**

**If a person goes home on EN, follow-up appointments with a healthcare provider will be scheduled. At these visits, weight and nutrition status will be monitored to determine if adjustments are needed in the EN regimen. Sometimes, a home care nurse or dietitian will schedule home visits for additional follow-up monitoring.**

### **References (2) (APA):**

**Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). *Brunner & Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.**

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (Twelfth ed.). Wolters Kluwer.