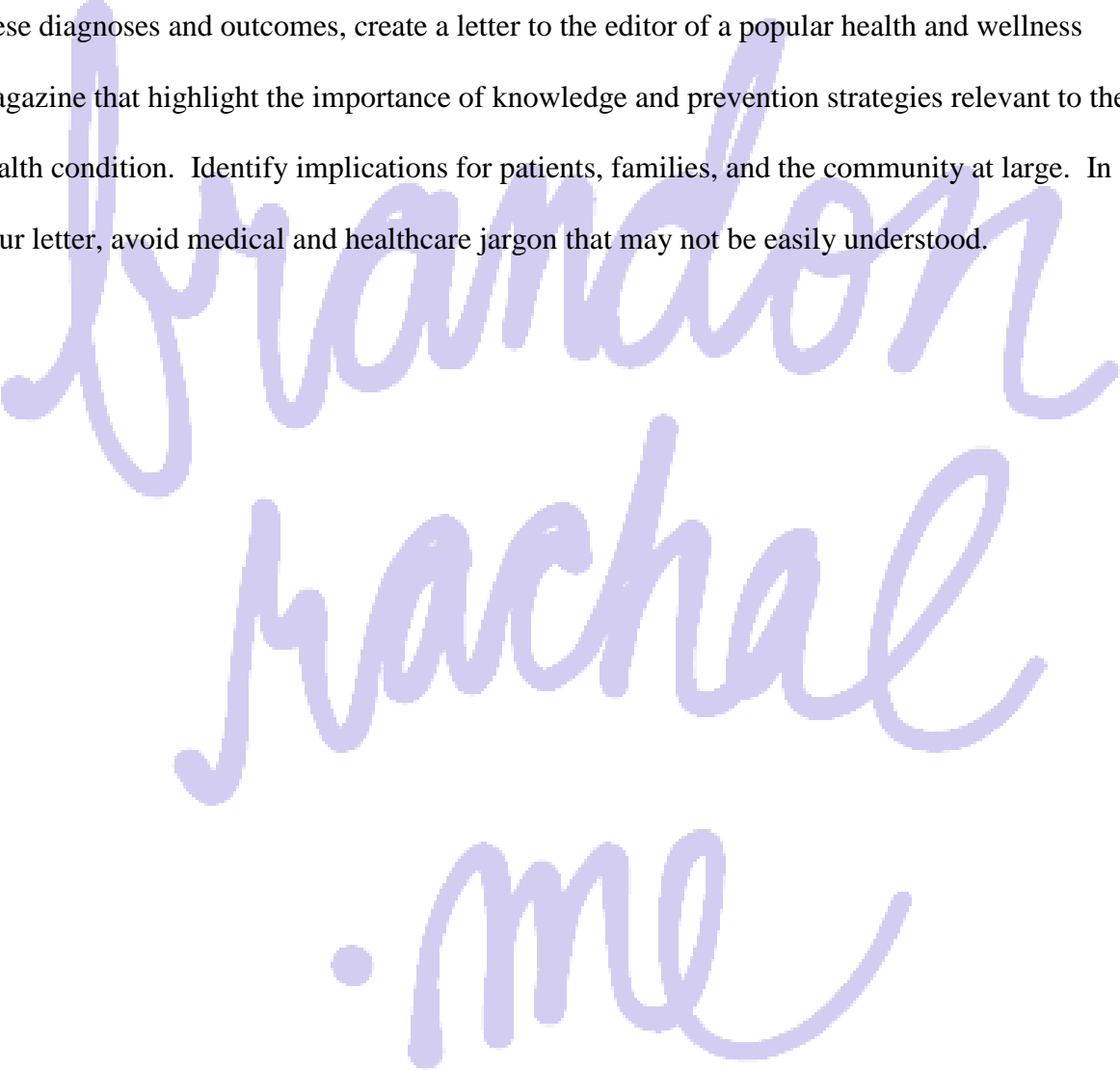


**Group In-Class Writing Activity**

Integrate your prior clinical experiences and knowledge from today's lecture to formulate your response to the following group activity. Identify a physiologic and psychosocial nursing diagnosis relevant to a disease process from today's lecture. Identify priority outcomes. Using these diagnoses and outcomes, create a letter to the editor of a popular health and wellness magazine that highlight the importance of knowledge and prevention strategies relevant to the health condition. Identify implications for patients, families, and the community at large. In your letter, avoid medical and healthcare jargon that may not be easily understood.



**Grading Rubric**

	<b>Nursing Diagnoses</b>	<b>Outcomes</b>	<b>Letter &amp; Strategies</b>	<b>Implications</b>	<b>Audience Readability</b>
<b>2</b>	Group identifies two priority physiologic and psychosocial nursing diagnoses relevant from lecture	Group identifies priority outcomes related to each nursing diagnosis	Group presents knowledge of information thoroughly and identifies health and wellness strategies.	Group considers multiple perspectives and identifies health implications for patients, families, and the community at large.	Group presents health information in a clear and concise language easily understood by the lay population. Group includes no medical jargon.
<b>1</b>	Group only identifies one priority diagnoses or two diagnoses of the same etiology (physiologic/psychosocial)	Group identifies outcomes but they are not of priority. Group only identifies outcomes for one nursing diagnosis	Group presents information but not thoroughly. Group identifies some strategies, but overlooks those optimal to the identified health issue	Group presents implications relevant to the health condition, but do not include one or more of the following groups: patient, family, community.	Group presents information in a clear manner. Some medical jargon is used. Lay persons may have trouble interpreting the letter.
<b>0</b>	Group's nursing diagnoses are not relevant or from daily lecture	Group's outcomes are not relevant, priority, or congruent with nursing diagnoses	Knowledge is not relevant or contextually correct. Strategies do not promote health and wellness of identified problem	Group does not include health implications in letter.	Letter is written entirely in medical jargon and terminology. No lay person can interpret the information.