

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
<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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
APA Format <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 	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	
TOTAL				/25

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: The patient demonstrated readiness and motivation to learn. The patient's permission was asked if she was okay with being taught about her metoprolol medication. The patient responded with a great attitude and allowed for the teaching. The patient was compliant during the whole teaching and showed readiness to learn as she looked over the pamphlet and actively listened to the teaching of metoprolol.</p> <p>Barriers to effective learning: The patient has one barrier that may affect learning. The patient uses reading glasses. The patient was asked if she would like the font bigger on her pamphlet, but the patient did not think that was necessary.</p>	<p>Nursing Diagnosis: Deficient knowledge related to metoprolol medication as evidenced by several days of low blood pressure, but she did not notify her provider.</p> <p>Goal of Teaching: The goal of teaching is to educate the patient more about the metoprolol medication that she takes daily. Educating the patient about her metoprolol medication will help her understand the parameters of when to hold the medication and notify her provider.</p>	<p>Intervention 1: The patient was educated and refreshed on information about administering the metoprolol medication—the importance of taking the medication simultaneously each day to enhance the drug's effectiveness. Metoprolol is taken with food or just after meals (Frandsen & Pennington, 2020). The patient was also educated on what to do if a dose is skipped. The patient should miss the skipped dose and take the next scheduled dose at the scheduled time. Never double doses with blood pressure medication (Frandsen & Pennington, 2020).</p> <p>Intervention 2: The patient was</p>	<p>Method 1: The patient best learns by verbal communication and by reading comprehension. I verbally educated the patient about her metoprolol medication. I also printed her a handout with additional information about metoprolol that she can read through. I also used an interactive method to teach the patient how to take her pulse she demonstrated back to me.</p> <p>Method 2: After the end of the education, I used the method of question and answers to determine if the education was adequate. I asked the patient two questions about topics that I thought were important for her to learn during the teaching. The first question was when to hold the metoprolol medication if the systolic number is</p>	<p>Discuss how the client/family received the teaching: The patient received the teaching well and showed effective learning. At the end of the discussion, the patient answered questions about what was educated on in the teaching. The patient answering questions showed that she paid attention during the teaching. The patient was asked if she had any questions after the teaching, and she replied with "no".</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength is that the patient retained important information from the teaching and answered questions. A weakness would be that the patient is an emergency medical technician, and I was going over how to check her</p>

<p>Health beliefs/values: The patient is Baptist, and her religion will not interfere with her care at the hospital. The patient understands and applies her health beliefs to what she wants for her care at the hospital. For example, the patient signed a do not resuscitate order because of her health beliefs.</p> <p>Psychosocial development: The patient is in Erikson's psychosocial development's generativity vs. stagnation stage. The patient lives at home with her husband. The patient is entirely independent when it comes to her health needs.</p> <p>Cognitive development: The patient is in the formal operations stage of Piaget's theory. The patient is alert and oriented to person, time, place, and situation. The patient is fully capable of making healthcare decisions for herself.</p>		<p>educated about taking their blood pressure before administering the metoprolol medication. When asked if the patient takes her blood pressure at home, she responded, “yes, I have a machine at my house”. The patient was educated on when to hold metoprolol when the patient’s blood pressure is too low if the systolic number is less than 100 mmHg (Jones & Bartlett, 2020). The patient was told to notify her provider if she noticed that she had held her medication for a couple of days.</p> <p>Intervention 3: The patient was educated about taking their pulse before administering metoprolol. The patient explained that her blood pressure machine tells her the pulse rate. The patient was demonstrated how</p>	<p>what? The patient answered correctly with less than 100. The next question was when to hold the medication if your pulse number is what? The patient answered that correctly with less than 60 beats per minute.</p>	<p>pulse, but she already knew how to, so that part of the teaching was just a refresher.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Adding the other medication the patient took at the hospital for her hypertension could improve the plan. Also, talking about other ways to control the patient's blood pressure besides medication would improve the plan.</p>
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		to take her pulse just in case. The patient was educated to hold the medication metoprolol if the patient heart rate is less than 60 beats per minute (Jones & Bartlett, 2020).		
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References (2) (APA):

- Frandsen, C. & Pennington, S. S. (2020). *Abrams' clinical drug therapy: Rationales for nursing practice* (12th ed.). Lippincott, Williams, Wilkins
- Jones & Bartlett Learning. (2020). *2020 Nurse's drug handbook* (19th ed.). Jones & Bartlett Learning.