

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

<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>*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"> • 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

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 was intrigued about learning about the new medication to help his leg pain. The patient was excited to receive a new medication to help his leg pain, which has been a concern for him. The patient</p>	<p>Nursing Diagnosis: Deficit knowledge related to cilostazol medication as evidenced by cilostazol becoming a new medication for the patient.</p> <p>Goal of Teaching: The goal of the teaching is to educate the patient about the medication they will be taking</p>	<p>Intervention 1: Since this is a new medication for the patient and not in his daily regimen, the patient needs educating on why he is taking cilostazol and what the medication does. The provider prescribed cilostazol to the patient because of his leg pain. Cilostazol helps to reduce the symptoms of intermittent</p>	<p>Method 1: The patient learns best by reading comprehension. I printed out a pamphlet about the medication cilostazol. I highlighted the important stuff about the medication and what I would educate over. The pamphlet also had additional information to read about the medication. I</p>	<p>Discuss how the client/family received the teaching: The client received the information and showed effective learning by answering three questions correctly. When the patient answered the three questions correctly, that showed he paid attention during the teaching and was</p>

<p>showed motivation to learn after the education by looking over the pamphlets.</p> <p>Barriers to effective learning: The patient has one barrier that could affect his learning. The patient wears glasses and wore his glasses when reading the pamphlet. The patient has no issues with hearing.</p> <p>Health beliefs/values: The patient has no specific health beliefs or values that will affect his care at the hospital. The patient understands that if he does have health beliefs or values, they will become implemented into the care.</p> <p>Psychosocial development: The patient is in Erikson's psychosocial development's generativity vs. stagnation stage. The patient lives at home with his wife and is independent regarding his health care.</p>	<p>regularly. Education will help the client understand why they need to take this medication. Education will also explain how the client should take this medication and what side effects to monitor.</p>	<p>claudication. The medication is a vasodilator, which dilates arteries that supply blood to the legs (Jones & Bartlett, 2020). The overall goal of the medication is to improve the patient's ability to walk longer and further distances without pain (Frandsen & Pennington, 2020).</p> <p>Intervention 2: The next thing the patient needed education on was how the patient should administer the medication. The patient should take the medication on an empty stomach at least 30 minutes before or two hours after breakfast at dinner (Frandsen & Pennington, 2020). The biggest thing is that the patient takes the medication at the same time each day. If the patient misses a dose, take the missing dose as soon as possible, but if it is close to the next scheduled dose, do not take it. Do not take two doses at one time. The patient should avoid using grapefruit products</p>	<p>verbally educated the patient about his cilostazol medication.</p> <p>Method 2: After the education was over, I used the method of question and answering. I asked the patient three questions about the cilostazol medication. Asking the patient questions helped me determine if the patient retained information from the education. I asked three questions about the most important things the patient needed to know and remember about the cilostazol medication. The patient answered all three questions correctly.</p>	<p>engaged. The patient's wife was in the room with him during the education. It is always good if an extra person is listening to the education. When I left the room and returned, the patient and the wife were reading over the pamphlet.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength is understood and retained important information about the medication cilostazol. A weakness is that I used some medical terminology that the patient might not have understood, and that may of effect the way he received the information.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Cilostazol is a medication I had never heard of before, and I was not familiar with it. I looked over the information before educating the patient, but I</p>
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<p>Cognitive development: The patient is in the formal operations stage of Piaget's theory. The patient is alert and oriented times four to person, place, time, and situation. The patient is capable of deciding for himself.</p>		<p>because it can increase the risk of adverse effects (Jones & Bartlett, 2020).</p> <p>Intervention 3: The patient was educated on the side effects of cilostazol. The common side effect of cilostazol includes diarrhea, headache, fast heartbeats, and abnormal bowel movements (Jones & Bartlett, 2020). The patient needs to report to the provider if he has any signs and symptoms of an allergic reaction, including hives, difficult breathing, and swelling of the face or throat.</p>		<p>felt as if I was not confident in my teaching as I should have been. I was learning the new medication just like the patient was. I felt like I read word for word of the pamphlet a lot instead of teaching the patient. Next time I need to familiarize myself with the medication before educating the patient.</p>
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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.