

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>APA Format</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>	
Criteria	0 points	2.5 points	5 points	
<p>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids (interpreter if applicable)</p> <p>Appropriate non-verbal body language</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 client's new diagnosis of congestive heart failure created a motivation to learn new healthy habits and learn more information about her diagnosis. The client was very eager to learn and the best way for her to learn is through reading.</p> <p>Barriers to effective learning: The client states she did not have any learning barriers. However, she did wear glasses and if she did not have her glasses, that could cause a barrier to her learning.</p> <p>Health beliefs/values: The client expressed her health beliefs are very important to her and she wants to control her disease from worsening.</p> <p>Psychosocial development: The client is a 67-year-old female and would be in Erickson's stages of integrity vs despair. During this stage many people start questioning their life choice's and how</p>	<p>Nursing Diagnosis: Deficient knowledge related to new onset congestive heart failure as evidenced by the client stated she needed more information and diet education.</p> <p>Goal of Teaching: The goal of the teaching is to have the client be able to understand her disease process. The client should understand how to treat her disease process, signs, and symptoms to watch out for, and the important of sodium and fluid restriction.</p>	<p>Intervention 1: Educate the client on the importance of fluid and sodium restriction.</p> <p>Intervention 2: Educating the client on the signs and symptoms of congestive heart failure and when to notify the doctor.</p> <p>Intervention 3: Giving the client more resources to read and educate her spouse about her disease process.</p>	<p>Method 1: When giving my client information about congestive heart failure, I would stop and ask the client throughout the teaching if she had any questions.</p> <p>Method 2: Asking the client two questions at the end of the teaching. By doing this, I was using the teach back method.</p>	<p>Discuss how the client/family received the teaching: The client was eager to receive the teaching because she was diagnosed with congestive heart failure during her stay in the hospital and needed more information. The client was also learning the information to relay the teaching to her husband, so he knew what to do if she experienced any signs and symptoms.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client wanted to learn more information about her diagnosis but would go off topic during the teaching and I would redirect her. When I brought her back into the topic, she grasped the content easily and would ask more questions.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): One improvement that I would've done differently would be to know more of</p>
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satisfying their life was. Integrity produces acceptance in this age and feeling at peace. In this stage the client also has a lot of wisdom from their past experiences (Hinkle & Cheever, 2018). When talking with the client she seemed in despair due looking back at her past mistakes of what could've led her here.

Cognitive development: The client was in formal operational stage of cognitive development (Taylor et al., 2019). When teaching the client, she was very involved in the learning and her thinking process was very abstract and analytical.

the information when she asked questions. She needed more information about the diet although there is a specific role of a dietician that could help her, I wish I would've known a bit more information on the diet aspect.

References (2) (APA):

Hinkle, J.L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing* (14th ed.). Wolters Kluwer.

Taylor, C., Lynn, P, & Bartlet, J. L. (2019). *Fundamentals of nursing* (9th ed.). Wolters Kluwer.