

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 	<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 	<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 	<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	goal	goal	meeting the teaching goal	
Criteria	0 points	1 point	2 points	Comments
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <ul style="list-style-type: none"> • Discuss how the client/family received the teaching • Identify strengths/weaknesses of the client or family 	Missing 2 or more of the following: <ul style="list-style-type: none"> ● Discuss how the client/family received the teaching ● Identify strengths/weaknesses 	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 	Includes complete information of all criteria: <ul style="list-style-type: none"> ● Discuss how the client/family received the teaching ● Identify strengths/weaknesses 	

<p>in receiving teaching</p> <ul style="list-style-type: none"> • Suggest modifications to improve teaching plan (What would have improved the plan?) 	<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> ● Suggest modifications to improve teaching plan (What would have improved the plan?) 	<p>in receiving teaching</p> <ul style="list-style-type: none"> ● Suggest modifications to improve teaching plan (What would have improved the plan?) 	<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> ● 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	
<u>Evaluation of Teaching Presentation</u> 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	Missing 2 or more of the following criteria: <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 	Missing 1 of the following criteria: <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 	Includes all criteria: <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)
Level of motivation for learning: The patient will be fully alert and oriented to what is being taught to him, his wife will be able to help with learning new guidelines	Nursing Diagnosis: Risk for activity intolerance related to imbalance in oxygen supply as evidenced by fatigue.	Intervention 1: The patient will workout or perform physical activity 4 times a week for at least 30 minutes. This	Method 1: Questions and answers after the discharge instructions are beneficial in learning. This allows the patient to follow up on material they	Discuss how the client/family received the teaching: The patient's wife is willing to work with her husband to keep him on

<p>to managing Atrial fibrillation. The patient will have the tv turned off and avoid using his cellphone during the education. Both the nurse and the patient will use eye contact and verbal/nonverbal gestures to show attentiveness.</p> <p>Barriers to effective learning: Barriers to learning education will be ensuring he can see and hear without any complications. His pain level is 0/10, therefore allowing him to not be distracted by any discomfort. He will have a pen and paper to write down questions and concerns so that he can address them after education.</p> <p>Health beliefs/values: Patient believes in eating healthy to avoid complications, however he is</p>	<p>Goal of Teaching: Managing the heart rate rhythm and monitoring for effective cardiac output. The goal is to allow better oxygenated blood to perfuse throughout the body's circulatory system while having a controlled heart beat. The patient should take medications as directed and understand why he is taking blood thinners. He will incorporate low fat and low salt foods in his diet. He will also be aware of when to call the provider e.g. if he is having lightheadedness, shortness of breath, or feeling dizzy (Hinkle, 2018). By contacting the provider sooner when symptoms occur, it can help prevent heart failure or heart disease.</p>	<p>will help with blood flow and help prevent blood clots from forming. Having proper blood flow throughout the body helps prevent strokes and ischemia. "Patients with afib make up about 25% of all patients that have had ischemic attacks (Gagne et. al, 2019, p. 1490)"</p> <p>Intervention 2: The patient should check their pulse daily by hand, have the patient avoid using a machine or device so that there are no misreadings as atrial fibrillation can affect accurate readings. He will count the number of beats in his radial pulse for a full minute and document the results each day.</p>	<p>do not understand. This also allows for repetition of key points in the education material.</p> <p>Method 2: Giving the patient papers and handouts is a great tool for learning. When giving them handouts they may be able to visualize more clearly what is being addressed. This may help with forgetfulness and allows them to have a resource they can refer back to for concerns.</p>	<p>track with his new cardiac diet and workout plan. The patient is ready to change old lifestyle habits that were instigators for cardiac issues.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Having someone else to support his lifestyle modifications will benefit him in making the right decisions. No weaknesses are to be addressed at the time.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): By asking the patient if he is a visual or audio learner may suggest better understanding of material. Having more family or supportive</p>
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overweight and willing to change his diet to a cardiac healthy diet. He wishes to ensure physical exercise 3 times a week such as walking and lifting weights to strengthen muscles. He understands that smoking and consuming alcohol only harms the blood vessels.

Psychosocial development: The patient is socially active and meets with his family quite often. He also wants to branch out and consider counseling to help manage depression or hard times in his life. He is involved with family functions and attends grandchildren's extracurricular activities. He goes to the fitness center sometimes but knows he should be going more often than he has been.

Intervention 3: Avoid stressors that may cause tachycardia, the patient may be referred or recommended to seek counseling to manage stress. Managing stress also helps control the blood pressure by reducing it.

people present to help with managing his lifestyle modifications may be more therapeutic for him.

Cognitive development: The patient's cognitive development is appropriate to his age. He understands what is being explained and why he needs to follow directions upon discharge. He is able to rationalize and think on his own about what will be best for him and his cardiac issues.

References (2) (APA):

Gagné, M., Legault, C., Boulet, L.-P., Charbonneau, L., Lemyre, M., Giguere, A. M. C., & Poirier, P. (2019, March 31). *Impact of adding a video to patient education on quality of life among adults with atrial fibrillation: A randomized controlled trial*. *Patient Education and Counseling*. Retrieved November 17, 2022, from https://www.sciencedirect.com/science/article/pii/S0738399118304531?casa_token=VHix383mYJAAAAAA%3AqN81YP5HeERChKHHQ0C4BWgrFEqtUwOC6BN6Wz43S021fQplliTT4_h12Aw7PQ2TJUpuSr81uKA

Hinkle, J.L. & Cheever, K.H. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14th ed.)*. Philadelphia: Wolters Kluwer.