

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
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<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	

<b>Criteria</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Comments</b>
<b><u>Methods/Teaching Tools</u></b> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<b><u>Evaluation</u></b> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
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<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	
<p><b>Evaluation of Teaching Presentation</b></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>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

<b>Assessment of Client/Family</b>	<b>Nursing Diagnosis &amp; Goal of</b>	<b>Interventions</b>	<b>Methods/Teaching Tools</b>	<b>Evaluation</b>
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<b>(5 points)</b>	<b>Teaching (5 points)</b>	<b>(5 points)</b>	<b>(2 points)</b>	<b>(3 points)</b>
<p>Level of motivation for learning:</p> <p>The client was highly motivated in learning about pressure sores. She seemed interested in the topic and asked several questions to enhance his understanding.</p> <p>Barriers to effective learning:</p> <p>The client was able to communicate well during the teaching. One concern was that she seemed nauseous and was in pain. This somewhat prevented her from understanding everything that was being taught. Due to this, she asked me to clarify or repeat the teaching.</p> <p>Health beliefs/values:</p> <p>The patient has a positive mindset and behavior regarding her treatment and improving her health. The patient values high quality of care. The patient also believes in having thorough knowledge about pressure sores so she</p>	<p>Nursing Diagnosis:</p> <p>Impaired skin integrity related to immobility as evidenced by destruction of destruction of skin layers.</p> <p>Goal of Teaching:</p> <p>The goal of the teaching is to educate the patient on how to care for pressure sores, what causes them, and important things to look out for. The patient is educated on things that increase the risk for pressure sores. Some examples are being bedridden and having an injury that prevents a patient from moving. Wound care was highly emphasized during the teaching because not taking proper care of a wound can spread infection. Proper hand hygiene techniques were also explained to the patient. Overall, the end goal was to allow the patient to know the importance of caring for pressure sores.</p>	<p>Intervention 1:</p> <p>Assess the client's ability to move around in bed and able to shift weight while in bed. The patient will be required to move frequently in bed, and if they are immobile, they will be turned every 2 hours. It is important to avoid positions that can cause the wound to become worse. This intervention will allow the nurse to determine if the patient will need assistance when moving in bed. This will also allow the nurse to know proper placement of cushions. The patient will be placed in an envella bed to allow the sores to heal more quickly and comfortably.</p> <p>Intervention 2:</p> <p>It is important to assess the patients pain level</p>	<p>Method 1:</p> <p>The first teaching method that was utilized was one-on-one communication with the patient. Since the patient felt nauseous and tired doing a more interactive teaching method was the best approach. The patient was encouraged to explain what they know about pressure sores. They were also asked to think of ways to care for their pressure sore. The interactive teaching helped the patient develop critical thinking skills in relation to their condition. They were also more confident on what critical signs to look out for.</p> <p>Method 2:</p> <p>The second teaching that was utilized was question and answer. The patient was asked questions towards the end of the teaching and was asked to answer them with the best of their ability. When</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient participated in one-on-one conversation with the student. The patient needed reinforcement for some of the topics for them to understand the concepts. The patient was asked if they had any questions or concerns regarding their condition.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The strengths of the patient were that they were attentive and interested in the topic, they demonstrated understanding, and asked appropriate questions in relation to their condition. Even though they were nauseous they were engaged and motivated.</p> <p>Suggest modifications to</p>

<p>can be able to manage it effectively after discharge.</p> <p>Psychosocial development:</p> <p>The patient has adequate social skills and behavior. She can understand the perspective of others and understands how to deal with her condition appropriately. She is currently in the integrity vs. despair psychosocial stage.</p> <p>Cognitive development:</p> <p>The patient has no noticeable problems with thinking and learning new information. The patient's behavior is appropriate for the situation. She is currently in the formal operational stage.</p>		<p>caused from the wound. This will allow the nurse to know how often to change the patient's dressing (Paschou et al., 2018). The nurse will also know when to provide pain medications. The patient will be required not to stop the antibiotics even after their condition improves. It is important to ask the patient about their pain level frequently throughout the day. This is an important tool used to assess if the patient is generally comfortable.</p> <p>Intervention 3:</p> <p>It is important to assess the stage of the patient's pressure sore. This gives the nurse the opportunity to change the plan of care based on the severity of the ulcer. The patient's nutritional status will also be assessed. Malnutrition needs to be recognized</p>	<p>asking the patient questions, the student made sure to use clear, receptive language. The questions were less complicated to prevent the patient from getting confused.</p>	<p>improve teaching plan (what would have improved the plan?):</p> <p>Some modifications that could be made would be to make the teaching method more interactive. This can allow patients to be more willing to learn. Patients can be provided with images to help them enhance their understanding on the topic. Another modification would be to provide the patient with hands on practice to get them more involved in their teaching. For instance, the patient can assist the nurse with taping up wound bandages on the sores they can reach.</p>
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		immediately and treated (Sghaleini et al., 2018). The patient will be required to eat a healthy diet that consists of a lot of protein. They will also need to drink enough fluids and make sure their urine is pale yellow. The patients input and output will be measured regularly.		
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**References (2) (APA):**

Paschou, S. A., Stamou, M., Vuagnat, H., Tentolouris, N., & Jude, E. (2018). Pain management of chronic wounds: Diabetic ulcers and beyond. *Maturitas*, 117(1), 17-21.

Saghaleini, S. H., Dehghan, K., Shadvar, K., Sanaie, S., Mahmoodpoor, A., & Ostadi, Z. (2018). Pressure ulcer and nutrition. *Indian Journal of Critical Care Medicine*, 22(4), 283.