

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><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>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	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation
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(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
<p>The client was motivated to learn about dialysis treatment because he had been diagnosed with chronic kidney disease for 6-7 years but had never received dialysis treatment before. He did not know how it would impact his life and the side effects of the treatment, and he did not know the modes of dialysis. He was also motivated to receive information on dialysis treatment because he heard that having too much potassium and other electrolytes could place him at risk for cardiovascular complications and impact the functioning of other vital organs. He wanted to prevent these complications from occurring. The client's family was not present during the teaching.</p> <p>Barriers to effective learning: The client's highest level of education is an Associate's degree in biological sciences, and he did not present with any neurological deficits or acute/chronic cognitive</p>	<p>Nursing Diagnosis: Ineffective renal tissue perfusion related to chronic kidney disease as evidenced by the patient's abnormal lab values GFR-13, bun-90, and creatinine-4.3 (Ummu, 2022).</p> <p>Goal of Teaching: Chronic kidney disease is linked to lower quality of life, higher healthcare costs, and premature death (Cleveland Clinic Medical Professional, 2021). If untreated, CKD can progress to end-stage renal disease (ESRD) (Cleveland Clinic Medical Professional, 2021). The goal of the teaching is to educate the patient on what dialysis is, how it can benefit his quality of life, and the importance of attending all of his scheduled treatments.</p>	<p>Intervention 1: Educate the client about the dialysis treatment. This intervention contributes to the teaching goal because if the client understands the importance of dialysis, he will comply with attending treatments.</p> <p>Intervention 2: Educate the client about the renal diet. This intervention contributes to the client's goal because educating him about the renal diet will benefit his quality of life and may reduce the chances of severe complications.</p> <p>Intervention 3: Educate the client about labs that would suggest an improvement. This intervention will contribute to the client's goal because labs suggesting</p>	<p>Method 1: Q & A- the nursing student asked questions about the client's understanding and also answered the client's questions to improve his learning. The nursing student gave the client a packet and asked if he had any questions related to the information inside the packet (Cleveland Clinic Medical Professional, 2021).</p> <p>Method 2: Discussion-the nursing student gave the client information from an accredited online resource in the form of a packet and explained everything inside of the packet. The information the nursing student discussed included the dietary modifications, the dialysis treatment modalities, why dialysis is necessary, signs to look for in an emergency, and additional references if he has questions later on (Cleveland Clinic Medical Professional, 2021).</p>	<p>Discuss how the client/family received the teaching: The client's family was not present for the teaching. However, the client was receptive to receiving the information. He was motivated to get started with dialysis treatment. Also, he was motivated to read more about dialysis and maintain a renal diet.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client's family was not present for the teaching. The client's strength in receiving the information was that he asked questions, gave eye contact, nodded his head "yes," indicating understanding when he heard the information, and already started discussing more improvements he will make towards his diet. His weakness was that he could not display any modifications or changes while admitted to the hospital so that the nursing</p>

<p>delays. The client was A&O x 4. He recalled his present location, why he was admitted to the hospital, the present time, his name, and the purpose of dialysis treatment. As a result, the client had no barriers to learning the information effectively. The client's family was not present during the teaching.</p> <p>Health beliefs/values: The client believes good health is a priority and should take seriously. The client values health improvement and diet modifications to achieve reasonable health goals. He made modifications to his diet prior to being admitted to the hospital, and he was receptive to more suggestions for improving his health while admitted. He started by reducing his potato, beer, and fried foods consumption. He also began limiting his portion sizes to decrease caloric intake. The client's family was not present during the teaching.</p> <p>Psychosocial development: The client falls under the psychosocial development stages' generativity versus stagnation, stage 7. In this</p>		<p>improvement let the client know that dialysis is working and will motivate him to continue attending dialysis treatments.</p>		<p>student may evaluate how well he implemented the plan of care.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The teaching plan could have been improved by having visual aids of the types of foods included in the renal diet and a visual aid of the machine used for dialysis treatment.</p>
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stage, adults strive to create or culture things that will outlive them (Cherry, 2022). For example, parenting children, fostering positive changes that benefit others, contributing to society, and doing things to promote future generations (Cherry, 2022).

Cognitive development:

This client falls under the formal operational stage of cognitive development (Cherry, 2022). This stage includes enhanced deductive logic, abstract thinking, problem-solving, and hypothetical-deductive reasoning (Cherry, 2022).

References (2) (APA):

Cleveland Clinic Medical Professional. (2021, August 18). *Dialysis*. Cleveland Clinic. [Dialysis: Types, How It Works, Procedure & Side Effects \(clevelandclinic.org\)](https://www.clevelandclinic.org/health/condition/dialysis)

Cherry, K. (2022, August 3). *Erikson's stages of development*. Verywell mind. [Erikson's Stages of Development \(verywellmind.com\)](https://www.verywellmind.com/erikson-stages-of-development)

Cherry, K. (2022, December 16). *Piaget's 4 stages of cognitive development explained*. Verywell mind. [Piaget's 4 Stages of Cognitive Development Explained \(verywellmind.com\)](https://www.verywellmind.com/piaget-4-stages-of-cognitive-development-explained)

Ummu. (2022, October 5). *20 nanda nursing diagnosis for chronic kidney disease (CKD)*. Nurseship. [20 NANDA nursing diagnosis for Chronic Kidney Disease \(CKD\) - Nurseship.com](https://www.nurseship.com/20-nanda-nursing-diagnosis-for-chronic-kidney-disease-ckd/)