

| 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 |
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| 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> | |
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| Criteria | 0 points | 2.5 points | 5 points | |
| <p>Evaluation of Teaching Presentation</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 |

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|------------------------------------|--|----------------------|-------------------------------|-------------------|
| 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) |
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| <p>Level of motivation for learning: The patient had a motivation to learn in order to be able to eat without a diet restriction.</p> <p>Barriers to effective learning: There were no barriers to learning. The patient was frustrated with not being allowed anything by mouth, including water and food.</p> <p>Health beliefs/values: The patient believes that if he becomes more educated about his health, he can prevent further complications and his current illnesses from progressing.</p> <p>Psychosocial development: The patient is in the final stage of Erikson's stage theory of development, integrity versus despair. This stage involves the patient looking back on life and their feelings regarding accomplishments or disappointments (Hinkle et al., 2021).</p> <p>Cognitive development:</p> | <p>Nursing Diagnosis: Risk for aspiration related to impaired swallowing as evidenced by weakness (Phelps, 2020).</p> <p>Goal of Teaching: The patient will verbalize the potential risk factors for aspiration. The patient will demonstrate appropriate techniques to prevent aspiration (Phelps, 2020).</p> | <p>Intervention 1: Educate the patient on the need for proper positioning while eating (Phelps, 2020). The head of bed increased during meals and up to an hour after will help reduce the risk of aspiration.</p> <p>Intervention 2: Encourage the patient to cough and expectorate sputum (Phelps, 2020). Coughing will help mobilize secretions, and expectorating them will decrease the risk of aspiration by helping decrease congestion.</p> <p>Intervention 3: Educate the patient to tuck his chin to his chest when swallowing (Phelps, 2020). Doing this will decrease the likelihood that food will move into the airway while eating.</p> | <p>Method 1: Discussion This student discussed the risk of aspiration with the patient. The patient was provided information on risk factors, soft-food diets, and the importance of small frequent meals.</p> <p>Method 2: Teach Back This student had the patient explain why he was at an increased risk for aspiration and the measures he could implement for prevention.</p> | <p>Discuss how the client/family received the teaching: The patient understood why aspiration precautions were in place. He tolerated the interventions provided well, with an increased motivation to learn.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient provided many strengths to the teaching by implementing the interventions provided and asking further questions. There were no weaknesses noted. However, the patient's wife was absent and would have benefited from the teaching.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The nurse received an order for the patient to be nothing by mouth before the patient woke up for the morning</p> |

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| <p>The patient is in the final stage of Piaget's cognitive development, formal operational. The formal operational stage includes having the ability to think abstractly and create solutions to problems (Hinkle et al., 2021).</p> | | | | <p>due to a video swallow test which frustrated the patient. A modification would be implementing the teaching plan a day earlier and informing the patient that a test will be ordered, requiring him not to eat or drink anything. The patient did not have any barriers to learning, but preventing stress on the patient would have improved the plan.</p> |
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References (2) (APA):

Hinkle, J.L., & Cheever, K. H. (2021). *Brunner & Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

Phelps, L.L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.). Wolters Kluwer.