

| Criteria | 0 points | 2.5 points | 5 points | Comments |
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| <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 |

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| <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 | |

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| <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>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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) |
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| <p>Level of motivation for learning: The patient had a motivation to learn due to never experiencing this before and wanting to prevent further health complications.</p> <p>Barriers to effective learning: There were no barriers to learning. The</p> | <p>Nursing Diagnosis:</p> <p>Deficient knowledge related to insufficient knowledge of atrial fibrillation and its treatment as evidenced by verbalization of confusion</p> <p>Goal of Teaching:</p> <p>The motivation for teaching was due to the patient having no history of atrial fibrillation. Also,</p> | <p>Intervention 1:</p> <p>Create a quiet learning environment. The critical care unit is very overstimulating, and it is important to decrease stimulation so the patient can concentrate on the information discussed (Phelps, 2020).</p> | <p>Method 1: Discussion</p> <p>This student discussed the need for each medication before it was administered for the patient and would provide information on how to correctly take the medication at home. The student asked the patient if they had any questions and discussed concerns with</p> | <p>Discuss how the client/family received the teaching:</p> <p>The patient received the teaching well and understood the importance of adhering to the medication regimen. The patient showed signs of actively listening during the discussion method and correctly explained the</p> |

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| <p>patient was anxious due to having a procedure and the thought of going back to work, but the anxiety did not cause any barriers.</p> <p>Health beliefs/values: The patient believes that by learning more regarding her health and medications she is taking, it will help her manage her health and prevent complications from occurring.</p> <p>Psychosocial development: The patient is in the generativity versus stagnation stage of Eriksons psychosocial development. Middle adults strive to create things that will outlast them and contribute to society during this stage (Hinkle et al., 2021).</p> <p>Cognitive development: The patient is in the formal operational stage of Piaget’s cognitive development. This includes the ability to think abstractly to create solutions to problems within great reasoning (Hinkle et al.,</p> | <p>the patient had verbally expressed how taking so many medications was confusing and not knowing the reason for each one.</p> | <p>Intervention 2: Provide facts pertinent to the situation, don’t overload. Each medication was discussed at time of administration rather than every medication discussed together, to help promote a better understanding (Phelps, 2020).</p> <p>Intervention 3: Establish priorities. This patient is dealing with a new condition. The patient is a smoker; however, it is more important to discuss information more urgent such as new healthcare related issues but to know lifestyle adjustments should be made. The priority of taking the anticoagulant medication to help prevent blood clots is critical after treatment for atrial fibrillation (Phelps, 2020).</p> | <p>them.</p> <p>Method 2: Teach Back</p> <p>After administering the medications, later in the day the student had the patient explain how to take the discharged medications and the importance of taking the medication.</p> | <p>medications during the teach back method.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient participated in the interventions and understood the importance of learning. After educating the patient, atrial fibrillation was understood, as well as the importance of correcting the condition to prevent further complications.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Modifications to improve this teaching plan would be to start thoroughly explaining the medications upon admission. This teaching was done within four hours prior to discharge at the patients last medication administration and when discussing the discharge summary. If the teaching would have begun sooner, the patient would potentially understand the importance of going home and trying to not only</p> |
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| 2021). | | | | adhere and understand her medications but to also make lifestyle adjustments for a healthy heart. |
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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.