

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
<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 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>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids</p> <p>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 (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
<p>The client was educated on cellulitis which he was diagnosed with. The client was motivated to learn about cellulitis. The client expressed that he did not know what cellulitis was. This appeared to further motivate the client to learn about it as I explained to him that he has been diagnosed with it. The client was listening intently to my teaching and asking questions. The patient inquired as to what cellulitis was and asked me to further elaborate when he did not understand something. This exemplifies willingness to learn.</p> <p>Barriers to effective learning: No barriers to effective learning are applicable to this patient. The patient is an older adult, he is alert and oriented, has no cognitive impairment or learning disabilities. He was listening attentively.</p> <p>Health beliefs/values: The patient expressed that he intends to monitor his health</p>	<p>Nursing Diagnosis: Impaired skin integrity related to incontinence as evidenced by pressure ulcer on left glute (Makic et al., 2022).</p> <p>Goal of Teaching: The goal of the teaching was to educate the patient about cellulitis and infection. The goal was to educate the patient on risk factors for cellulitis infection, signs, and symptoms of infection, what to report, causes of cellulitis and treatment for cellulitis.</p>	<p>Intervention 1: Administer Vancomycin to fight infection (Wagner, 2023).</p> <p>Intervention 2: Collaborate with wound care professionals to manage wounds and cellulitis (Wagner, 2023).</p> <p>Intervention 3: Assess skin for color, moisture, texture, temperature, and turgor to detect infection (Makic et al., 2022).</p> <p>Relation to teaching goal: 1. Administering vancomycin to fight infection exemplifies how cellulitis may be treated. Vancomycin fights bacterial infections such as cellulitis. 2. Collaborating with wound care professionals will show</p>	<p>Method 1: The method I utilized was teach-back. The patient was educated on cellulitis and his understanding was gauged by his statements of understanding. The patient did restate some key information I stated. This includes my description of purulent drainage which he stated could be green. This exemplifies basic retainment of information.</p> <p>Method 2: The next method I utilized was discussion. The patient discussed his understanding of cellulitis with me throughout the education process. The patient said he did not know what cellulitis was at the beginning of my education. Throughout the discussion, the patient's knowledge grew, as he expressed understanding and asked questions. I educated the patient about signs to look for and report, treatment options, and how</p>	<p>Discuss how the client/family received the teaching: The client received the teaching well. At the time of the education there was no family or other support person present. The client was engaged in the education and asked questions. The client maintained eye contact. A promising sign that the patient will utilize this education in the future is the patient expressing he would like to hold onto the informational packet about cellulitis.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A weakness of my client was that he had no knowledge of cellulitis going into the education. While he can be educated on this topic, prior knowledge is helpful. A strength of my teaching was discussing the patient's</p>

<p>and continue to work with healthcare staff upon discharge to an assisted living facility. The client expressed an interest in his own health by stating he would like to learn about his condition as well as keep the educational material offered to him. The client states: “that would be good to have with me” in response to being asked if he would like to keep the educational materials that were used to educate him on cellulitis. The client appears to value health.</p> <p>Psychosocial development:</p> <p>The client is in the stage of development called despair vs integrity due to the client’s age. This stage categorization comes from Erikson’s stages of development. Erikson proposes that integrity is achieved by looking back on a life well lived with a sense of accomplishment. Despair is achieved when the individual reflects on their life and has regret or sadness (Main, 2023).</p> <p>Cognitive development:</p> <p>The client is in the formal operational stage of cognitive</p>		<p>the patient the proper way to keep the wound clean and covered. The wound care professional should offer additional education on the topic. 3. The patient was educated on assessing skin for color, moisture, texture, temperature, and turgor to detect infection. This is an appropriate nursing intervention in treating a patient with cellulitis and pressure ulcers.</p>	<p>the infection may arise. We discussed his specific case of cellulitis, discussing the scabbing on his legs which may lead to an open area putting him at risk for infection. We discussed his leg which has been wrapped by a wound care specialist. We discussed how the patient should prevent infection. We discussed the pressure ulcer on his left glute.</p>	<p>discharge plans with him and providing suggestions of how he can ensure he receives the best care in the assisted living facility as well as encouraging him to advocate for himself and be aware of his risk factors for further infection. This coincides with the patient’s strength of having the knowledge and intention of advocating for his health regarding cellulitis. The client expresses that he intends to look after his risk areas and report any signs of infection to the staff.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>What would have improved the plan is if I utilized more interactive methods of teaching. This could include physically showing the patient how to assess for infections. For example, demonstrate where to feel for warmth from the wound on his leg.</p>
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development based on Piaget's stages of cognitive development. The client is alert and oriented and able to understand ideas. The formal operational stage includes individuals eleven years and older. This stage is explained by being developed enough to rationalize hypothetical ideas and not just what is tangible (Fishman, 2023).

References (2) (APA):

Approved 8/18/2021; 11/19/2021

Fishman, S. (2023, September 5). *Piaget's 4 Stages of Cognitive Development*.

PsychCentral. <https://open.library.okstate.edu/foundationsofeducationaltechnology/chapter/2-cognitive-development-the-theory-of-jean-piaget/#:~:text=Piaget%20proposed%20four%20major%20stages,of%20childhood%2C%20but%20only%20approximately>

Main, P. (2023, September 28). *Erikson's psychosocial development stages*. Structural Learning | Advancing Metacognitive Classroom

Practice. <https://www.structural-learning.com/post/eriksons-psychosocial-development-stages>

Makic, M. B., & Marina Reyna Martinez-Kratz, C. (2022). *Ackley and Ladwig's nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). Mosby.

Wagner, M. (2023, March 11). *Pressure ulcers nursing diagnosis & care plan*. NurseTogether.

<https://www.nursetogether.com/pressure-ulcers-nursing-diagnosis-care-plan/>