

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>	
Criteria	0 points	2.5 points	5 points	Comments
<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>	

Criteria	0 points	1 point	2 points	Comments
<p><b>Methods/Teaching Tools</b></p> <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>	<p>Missing 2 of the following:</p> <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>	<p>Missing 1 of the following:</p> <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>	<p>Includes complete information of all criteria:</p> <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>	
Criteria	0 points	1.5 points	3 points	Comments
<p><b>Evaluation</b></p> <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>	<p>Missing 2 or more of the following:</p> <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>	<p>Missing 1 of the following:</p> <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>	<p>Includes complete information of all criteria:</p> <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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<b>APA Format</b> <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>	No in-text citations present  2 or more references are greater than 5 years old  3 or more APA errors  No reference page present	1-2 APA errors  1 reference is greater than 5 years old  In-text citations appropriately cited  Reference page present	No APA errors present  In-text citations appropriately cited  Reference page present and formatted properly	
Criteria	0 points	2.5 points	5 points	
<b>Evaluation of Teaching Presentation</b> <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>	Missing 2 or more of the following criteria: <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>	Missing 1 of the following criteria: <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>	Includes all criteria: <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>

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><b>Level of motivation for learning:</b> This patient was attentive and willing to learn about congestive heart failure (CHF). The patient talked about his diet and knew he needed to make healthier choices. The patient asked what kinds of foods he should eat and which ones to avoid.</p> <p><b>Barriers to effective learning:</b> The patient has had multiple hospitalizations for CHF and has had the disease for a long period of time. The client has not made changes in his lifestyle habits to reduce hospitalizations. Non-compliance has been a recurring issue.</p> <p><b>Health beliefs/values:</b> The client states he has never used tobacco or vapes, nor does he consume alcohol. He drank when he was younger but not in large amounts. This patient is also a Christian and attends church frequently.</p>	<p><b>Nursing Diagnosis:</b> Risk for imbalanced fluid volume related to decreased cardiac output as evidenced by edema and pulmonary congestion (Phelps, 2023).</p> <p><b>Goal of Teaching:</b> The client was unaware of the different side effects he may experience if he has left or right sided heart failure. Left sided heart failure commonly affects the lungs and right sided affects the abdomen and causes jugular vein distension (JVD) (Capriotti, 2020). The patient also asked about what dietary changes he could make so the client has a better idea of what to eat when he is home. The client will have a better idea of what CHF presents like and the diet he needs to consider by expected discharge.</p>	<p><b>Intervention 1:</b> Educate the patient about the importance of balance fluid volume and whether he needs to increase or decrease fluids (Phelps, 2023).</p> <p><b>Intervention 2:</b> Monitor the client's vital signs per facility policy to assess respiratory distress or cardiac dysfunction (Phelps, 2023).</p> <p><b>Intervention 3:</b> Monitor intake and output and weigh the client at the same time daily (Phelps, 2023).</p>	<p><b>Method 1:</b> Discussion was the main method of teaching.</p> <p><b>Method 2:</b> The client was provided with handouts and was asked a few questions about his knowledge of CHF.</p>	<p><b>Discuss how the client/family received the teaching:</b> The client was pleasant and engaged during our discussion. The client stated he would take the handouts home to review the important topics that were discussed. The patient seemed willing to learn.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The patient liked to change the subject and talk about his personal life. Once he was brought back to the conversation he maintained eye contact and listened well.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The teaching was interrupted by the client's x-ray. Doing the teaching plan after the x-ray may</p>

<p><b>Psychosocial development:</b> This patient is in the integrity vs. despair stage of Erikson's psychosocial theory. This stage is where the individual reflects on their life.</p> <p><b>Cognitive development:</b> Piaget's theory of cognitive development places this client in the formal-operational stage.</p>				<p>have had a better outcome.</p>
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**References (2) (APA):**

Capriotti, T. M. (2020). *Davis advantage for pathophysiology introductory concepts and clinical preservatives* (2nd ed.). F. A. Davis.

<https://fadavisreader.vitalsource.com/books/9781719641470>

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12th ed.). Wolters Kluwer.