

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
<p>Methods/Teaching Tools</p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p>Evaluation</p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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>Level of motivation for learning: This patient was admitted to the hospital for exacerbation of chronic obstructive pulmonary disorder. She also has type II diabetes and hypertension as comorbid conditions. Hypertension was the chosen topic for patient education. The patient had a welcoming attitude and expressed an interest in learning more about hypertension, especially because she had not heard of the DASH diet before. The patient faced me during the discussion and maintained good eye contact which indicated a high motivation to learn.</p> <p>Barriers to effective learning: The patient had just received educational materials regarding chronic obstructive pulmonary disorder from the nurse so she may have been feeling a little overwhelmed with information. The patient was also due to be discharged from the hospital within just a few minutes so it appeared</p>	<p>Nursing Diagnosis: Risk for impaired cardiovascular function related to inadequate knowledge of modifiable factors as evidenced by the patient stating that they ate a poor diet and were unaware of the DASH diet, variable blood pressure readings, and the patient's comorbid conditions of type II diabetes and COPD (Phelps, 2023).</p> <p>Goal of Teaching: The goal of teaching was to increase this patient's knowledge of hypertension and how it can affect many organs throughout the body. After better understanding what hypertension is and what it can do to the body, the goal was to inform the patient of ways that she can help control her high blood pressure through things like the DASH diet, exercise, and routinely taking medications. I also had the goal of teaching her how to take a blood pressure reading at home and explaining the importance of keeping a journal of her blood</p>	<p>Intervention 1: Provide a quiet, private environment for teaching the patient and their family (Phelps, 2023). This intervention helps to eliminate distracting barriers that could impede learning. It also helps the patient feel more relaxed and therefore more willing to learn about our discussion of hypertension.</p> <p>Intervention 2: Encourage family members to participate in the patient's learning process to help create a therapeutic environment after discharge (Phelps, 2023). By involving the family members in the discussion of managing hypertension this helps to create a more supportive environment at home. It will also hopefully</p>	<p>Method 1: Discussion was one teaching method used for this patient. A handout describing the DASH diet was given to her and I went through some of the main points of the diet with her. I inquired about her eating habits at home and attempted to have the patient list some things she liked to have for dinner, though all she named was cereal and ice cream. We really discussed the importance of maintaining a low salt diet and the patient stated that she does already follow a low salt diet. This discussion was a good way to gain insight on the patient's dietary habits and what types of foods would work best for her to start incorporating into her diet.</p> <p>Method 2: The second teaching method used was an interactive demonstration of how to take a blood pressure reading. I showed the</p>	<p>Discuss how the client/family received the teaching: The patient received the teaching very well. She had a positive attitude and maintained good eye contact throughout the discussion. She also was not afraid to ask for clarification if she was not sure about something. The patient's daughter was also very engaged in the discussion and seemed to really enjoy learning how to take a blood pressure stating that, "it is really good to know this information". The patient's husband was also in the room but he did not seem to receive the teaching well. He remained silent throughout the discussion and had closed off body language without eye contact. Overall, he did not seem to be paying attention.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p>

<p>that she was anxious to get out of the hospital and go home. This could have affected her attention span and readiness to learn. Lastly, the patient asked me to repeat information several times and seemed to be slightly hard of hearing. This could have easily affected how much information she truly heard from me.</p> <p>Health beliefs/values: The patient appeared to understand the importance of a healthy diet and was able to recognize and admit that she needs to work on eating healthier. She was also prideful of the fact that she does know how to check her blood pressure at home. The patient's daughter was present as well and very engaged in the conversation about the DASH diet; therefore, it appears that this patient also has family that values healthy habits.</p> <p>Psychosocial development: The patient was 83 years old and therefore is in Erikson's psychosocial developmental stage of integrity vs. despair (Taylor et al., 2022). The</p>	<p>pressure readings so that she can be aware if it starts trending too high or too low.</p>	<p>help the patient stay compliant with diet and medications if other people in her family are educated about their importance and can reinforce teaching.</p> <p>Intervention 3: Perform frequent cardiovascular assessments including taking blood pressure readings and auscultating for abnormal heart and breath sounds. Increasing blood pressure readings and the development of extra heart sounds can indicate early cardiac decompensation (Phelps, 2023). This intervention should be done in the hospital setting routinely so that any changes in cardiovascular status can be promptly addressed. Aspects of this intervention were also taught to the patient so that she can be actively involved in maintaining her health</p>	<p>patient how to properly sit in a chair to take her blood pressure and we discussed how to read the gauge on the blood pressure cuff. This was a great teaching tool because it helped the patient and her family better see and understand what a blood pressure is and why obtaining accurate readings is so important.</p>	<p>One of the major strengths of this patient and her daughter during the teaching was definitely their positive attitudes and that they very outwardly appeared engaged in the discussion through head nods and good eye contact. The patient also stated that she knows she needs to work on improving her diet so this shows that she is willing to make some changes. The daughter also seems to be a strong support system for her mom and helping to manage her health. Some weaknesses of the client in receiving the teaching were that she was just about to discharge and was eager to get home, so it may not have been the best time to get her full attention. She also needed things repeated a few times so she may have had a hearing deficit that made it more difficult to hear everything that I was saying. Lastly, because her husband was not engaged in the teaching, she may not get a lot of support from him at home in maintaining a healthy diet and being consistent with</p>
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patient had a joyful demeanor with a positive attitude which indicates that her development is within the normal limits of integrity for her age.

Cognitive development:

According to Piaget’s developmental stages, this patient is in the formal operations stage which means that she has the ability to think in abstract terms, can reason, argue, and plan (Taylor et al., 2022). She displayed higher level thinking by stating that she knew to use salt substitutes in her meals and she was able to verbalize an understanding of the importance of keeping a daily log of blood pressures. She was also oriented to person, place, time, and situation without any cognitive impairments.

by taking blood pressure readings consistently at home and keeping a journal of them.

medications.

Suggest modifications to improve teaching plan (what would have improved the plan?):

To improve the teaching plan, I would move the chair that I was sitting in closer to the patient to ensure she could hear me better. I would also have liked to have been more prepared with easy and healthy meal suggestions to give to the patient because when asked what she likes to eat she was only really able to come up with cereal and ice cream so having some meals planned out to tell her would have been beneficial. Lastly, I would have also liked to have the wrist blood pressure cuff she uses at home on hand so that I could have had her demonstrate to me how she takes it at home so that I could see if there were things that needed to be improved upon.

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References (2) (APA):

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

Taylor, C. R., Lynn, P., & Bartlett, J. (2022). *Fundamentals of nursing: The art and science of person-centered care* (10th ed.). Wolters Kluwer.