

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
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>	
Criteria	0 points	2.5 points	5 points	

<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)
<p>Level of motivation for learning:</p> <p>Patient had finished her nap and was awake and ready to visit. I asked her if we could talk about breathing through her nose and not her mouth when she becomes short of breath. Patient stated that we could talk about anything I wanted to.</p>	<p>Nursing Diagnosis: Readiness for enhanced knowledge related to oxygen therapy use as evidenced by willingness to talk with nursing student about using oxygen via a nasal canula and how she needs to breathe through her nose and not her mouth (Phelps, 2023, p 383).</p>	<p>Intervention 1: Determine level of knowledge patient has about supplemental oxygen provided via nasal canula and how to properly use it (Phelps, 2023, p 383).</p> <p>Intervention 2: Direct patient to resources on oxygen use (Phelps, 2023, p</p>	<p>The teaching methods used were discussion, question and answer, and interactive. The patient was very involved in the education. This student nurse used education material from Cleveland Clinic about oxygen therapy. We discussed what oxygen therapy is, how breathing through her nose where the</p>	<p>Discuss how the client/family received the teaching:</p> <p>Discussion only took place with this patient. She did not have visitors during my day with her or during the time I did the teaching plan. This patient listened carefully as I talked with her about breathing through</p>

<p>Barriers to effective learning:</p> <p>Patient is hard of hearing, so I had to repeat myself a few times. It would have been better to have her son here for the education so he knew why he should remind her to breathe through her nose when she was short of breath.</p> <p>Health beliefs/values:</p> <p>The patient wants to be healthy and do what her doctors recommend for her to do to get better and be able to go back home.</p> <p>Psychosocial development:</p> <p>This patient is at the Integrity vs Despair Erikson's stages of development.</p> <p>Cognitive development:</p> <p>Patient is at the formal operational stage in Piaget's cognitive development.</p> <p>This patient reflected on her life prior to moving in with her son two years ago. Patient stated her health problems all started two years ago when she was in a</p>	<p>Goal of Teaching:</p> <p>By the end of the student teaching the patient will be able to discuss the importance of breathing through her nose to keep from getting short of breath. Patient will ask questions on anything she needs clarified.</p>	<p>383).</p> <p>Intervention 3:</p> <p>Encourage and praise questions to ensure patient is comfortable with her knowledge and use of supplemental oxygen and how it helps with shortness of breath (Phelps, 2023, p 383).</p>	<p>oxygen is being delivered will provide her with the additional oxygen her body needs. We talked about the benefits of oxygen therapy and how it helps with shortness of breath. Patient stated she thinks she wakes up tired and short of breath because she sleeps with her mouth open but doesn't like to wear a mask. We talked about making sure she applies the nasal cannula properly. This patient took off her NC and showed me how she puts it on and that she makes sure the prongs are not facing up when she applies her oxygen.</p>	<p>her nose to inhale the oxygen from her nasal canula instead of breathing through her mouth. This client asked questions as she is hard of hearing and needed clarification.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>This client asked questions and was able to give examples of when she feels short of breath the most. This client did identify that she does become short of breath when she sleeps and will wake up in a panic but doesn't want to switch to a mask at night because she feels like she is suffocating.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>I don't know if I would modify the teaching that I did with this patient. I thought it was a very productive interaction. It was very positive. Both the</p>
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<p>vehicle accident but up until that point, she was healthy. Patient talked about her work as a switchboard operator at the prison in Danville, IL and how she worked at the GE plant in Tennessee where she lost the tip of her finger on her left hand. Patient stated she did have a good life and did the best she could for her son after she left her husband whom she says was a drunk.</p>				<p>patient and I had a great rapport, and the teaching session was a positive experience for both of us.</p>
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References (2) (APA):

Cleveland Clinic (2022, June 6). *Oxygen Therapy*. <https://my.clevelandclinic.org/health/treatments/23194-oxygen-therapy>

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