

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: The client was open to learning and listening to the educational information provided. The client stated that she “has been a diabetic</p>	<p>Nursing Diagnosis: Promotion of optimal skin integrity related to the client’s extensive health history and diagnosis of Diabetes II as evidenced by the patient</p>	<p>Intervention 1: Educate the client to change positions every two hours and monitor skin condition over boney prominences.</p>	<p>Method 1: Discussion with a handout was given to the client with educational information and websites provided to assist in the success of the client’s</p>	<p>Discuss how the client/family received the teaching: The client and the client’s family received the information openly and expressed a current</p>

<p>for years and skin care has always been a struggle”.</p> <p>Barriers to effective learning: The client has not exhibited any learning barriers; the patient is alert and oriented x 4.</p> <p>Health beliefs/values: The client expresses a concerned attitude about the status of her current health. The client reports she has experienced multiple health associated conditions throughout her lifetime and that the last few years have been exceptionally problematic for her. The client</p>	<p>experiencing skin breakdown, high blood glucose levels, dry skin, red area of skin over areas of boney prominence’s, BMI, and decreased physical activity (Phelps, 2023).</p> <p>Goal of Teaching: To effectively educate the client and family about the importance of skin care and the prevention of skin breakdown. Also ensuring that the client and family understand the importance of reducing pressure for long periods of time over boney prominences, infection prevention, decreasing the</p>	<p>This assists in reducing pressure, promoting circulation, and minimizing skin breakdown (Phelps, 2023).</p> <p>Intervention 2: Educate the client on the importance of diabetic management to assist in the control or to minimize effects on the client’s skin (Phelps, 2023).</p> <p>Intervention 3: Educate the client about precipitating</p>	<p>necessary skin and foot care.</p> <p>Method 2: A question-and-answer portion was offered to the client to provide clarification of any misunderstandings that may arise with the educational information provided to the client and her family.</p>	<p>knowledge base of this information related to her diabetic diagnosis and health history. The client followed along with the provided handout and did not have any questions related to the information provided.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client and the client’s husbands outlook on life including the client’s health and they are both positive about their ability to</p>
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<p>states that she “can only pray and take her health day by day at this point in life”.</p> <p>Psychosocial development: Integrity vs. Despair.</p> <p>Cognitive development: Formal operational stage.</p>	<p>client’s BMI, increasing physical activity, eating well balanced meals, checking blood glucose levels, and proper medication administration (Phelps, 2023).</p> <p>A diabetic focused skin care routine is key that provides moisturized clean skin, use of gentle cleansers, prevention of skin damage/sores, avoidance of hot baths/showers, proper shoes/socks, and proper communication with providers overseeing that the client maintains proper skin care and promotes proper diabetic management (Capriotti & Frizzell, 2020).</p>	<p>factors and long-term effects of skin integrity interruption. Providing knowledge to the client and family assist in reducing the occurrence or severity of impaired skin integrity in the future (Phelps, 2023).</p>		<p>provide proper skin care and foot care for the client.</p> <p>The weakness that is the concern is the client’s physical ability while she is experiencing her current illness to care for her skin and feet. Her husband will provide the care and assistance needed but is unsure if that will be enough throughout her current illness due to her lack of strength and energy currently.</p> <p>Suggest modifications to improve the teaching plan (what would have improved the plan?): The</p>
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				plan could have improved with the ability to provide hands on care. This method assists the client and family to physically practice the skills needed for skin and foot care while being able to ask questions as they are practicing. The hands-on approach was not able to occur at the time of the provided education.
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References (2) (APA):

Capriotti, T., & Frizzell, J. P. (2020). *Pathophysiology: Introductory concepts and clinical perspectives*. (2nd ed.). F.A. Davis Company.

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

