

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><u>Methods/Teaching Tools</u></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 	<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 	<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 	<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 	

<ul style="list-style-type: none"> • Teach-Back • Interactive 	<ul style="list-style-type: none"> ● Q&A ● Teach-Back ● Interactive 	<ul style="list-style-type: none"> ● Q&A ● Teach-Back ● Interactive 	<ul style="list-style-type: none"> ● Q&A ● Teach-Back ● Interactive 	
Criteria	0 points	1.5 points	3 points	Comments
<p><u>Evaluation</u></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 the 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><u>APA Format</u></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	Comments
<p><u>Evaluation of Teaching Presentation</u></p> <p>Introduction of content</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> ● Introduction of content 	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> ● Introduction of content 	<p>Includes all criteria:</p> <ul style="list-style-type: none"> ● Introduction of content 	

<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 (interpreter if applicable)</p> <p>Appropriate non-verbal body language</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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>TOTAL /30</p>
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<p>Assessment of Client/Family (5 points)</p>	<p>Nursing Diagnosis & Goal of Teaching (5 points)</p>	<p>Interventions (5 points)</p>	<p>Methods/Teaching Tools (2 points)</p>	<p>Evaluation (3 points)</p>
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<p>Level of motivation for learning:</p> <p>High, as the client is motivated to return to swimming, this demonstrates a desire to regain functional independence (Phelps, 2023). Research indicates that when education is connected to personal objectives, people healing from chronic illnesses frequently show greater levels of involvement (Lee et al., 2021).</p> <p>Barriers to effective</p>	<p>Nursing Diagnosis:</p> <p>Knowledge Deficit related to understanding heart failure management, as evidenced by the client’s questions and lack of prior knowledge (Phelps, 2023).</p> <p>Goal of Teaching:</p> <p>By the end of the teaching session, the client and family will show they understand how to manage heart failure, including monitoring vital signs and identifying symptom changes (Hinkle et al., 2022).</p>	<p>Intervention 1:</p> <p>Maintained eye-level communication to build rapport and ensure understanding. This approach aligns with best practices for patient-centered communication, particularly with older adults (Mueller & Wallace, 2022).</p> <p>Intervention 2:</p> <p>Involved the client’s husband in</p>	<p>Method 1:</p> <p>Question and Answer. Used a back-and-forth format to assess understanding and address any questions the client had (Hinkle et al., 2022). Allowed the client to clarify concerns and reinforce understanding, as recommended for older adult learners (Mueller & Wallace, 2022).</p> <p>Method 2:</p> <p>Discussion and Teach</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client and family were open to learning and receptive to the information provided. The discussion was interactive, with the client asking relevant questions showing engagement.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>Strengths: The client was motivated to understand the information and appeared eager to engage</p>
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<p>learning:</p> <p>Potential barriers include age-related memory retention issues and possible resistance to lifestyle adjustments. Research highlights that older adults benefit from simplified, repetitive, and visual educational tools to enhance learning retention (Mueller & Wallace, 2022).</p> <p>Health beliefs/values:</p> <p>The client values independence and the ability to return to activities such</p>		<p>the teaching session to enhance family support, crucial for chronic illness management (White et al., 2020).</p> <p>Intervention 3: Recommended helpful resources (for example, journal or app) for monitoring blood pressure, daily weight, and pulse.</p> <p>Suggested resources, including the American Heart Association website and MyChart.</p>	<p>Back: Encouraged the client to explain the information back to confirm understanding and address misconceptions (Phelps, 2023).</p>	<p>in self-care to return to swimming.</p> <p>Weaknesses: There may be concerns about reversing congestive heart failure, so further teaching or follow-up may be necessary (Hinkle et al., 2022).</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>Providing in-depth insight into Congestive Heart Failure, providing a visual severity scale (green/yellow/red) for</p>
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<p>as swimming but may need clarification about how their condition impacts their daily life and long-term health (Phelps, 2023). This aligns with findings that goal-oriented education can significantly enhance health management in older adults (White et al., 2020).</p> <p>Psychosocial development: Integrity vs. Despair. The client reflects on their life and health, seeking ways to maintain a sense of accomplishment and avoid despair associated with</p>		<p>Research indicates that using self-monitoring tools and technology enhances adherence to heart failure treatment strategies (Lee et al., 2021).</p>		<p>symptom recognition, offering more detailed information on the flu and pneumonia vaccines, and using videos to explain heart failure could improve comprehension (Lee et al., 2021).</p>
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functional loss (Hinkle et al., 2022).

**Cognitive development:
Older Adulthood. The client
may experience mild
cognitive decline,
necessitating a structured
teaching approach
reinforcing key concepts
(Phelps, 2023; Lee et al.,
2021).**

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References (2) (APA):

- Hinkle, J. L., Cheever, K. H., & Overbaugh, K. (2022). *Brunner & Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.
- Lee, C., Kim, J., & Lee, Y. (2021). Impact of self-management education on chronic heart failure outcomes: A systematic review and meta-analysis. *Journal of Advanced Nursing*, 77(8), 3714–3727. <https://doi.org/10.1111/jan.14825>
- Mueller, C., & Wallace, M. (2022). Enhancing patient education for older adults: A focus on communication strategies. *Geriatric Nursing*, 43(5), 615–622. <https://doi.org/10.1016/j.gerinurse.2022.06.002>
- Phelps, L. L. (2023). *Nursing diagnosis reference manual*. Wolters Kluwer.
- White, P., Cummings, S., & Watson, M. (2020). Family involvement in chronic illness education: A key to better outcomes. *Nursing Clinics of North America*, 55(2), 205–222. <https://doi.org/10.1016/j.cnur.2020.02.001>