

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 verbalized thinking that re-starting his anticoagulation therapy would “take care” of the current clot. He verbalized appreciation for teaching about this.</p> <p>Barriers to effective learning: The client is hard of hearing in both ears and</p>	<p>Nursing Diagnosis: Deficient knowledge related to misunderstanding of therapeutic effect of warfarin as evidenced by the client stating, “I thought that taking my warfarin again would make the pain and numbness go away” (Phelps, 2023).</p>	<p>Intervention 1: I clarified with the client why he discontinued his warfarin at home, and why he restarted it.</p> <p>Intervention 2: I distinguished the purpose of warfarin vs. alteplase and</p>	<p>Method 1: I initiated the teaching by discussing the client’s signs and symptoms leading to the admission. I used this discussion to gauge what he knew about anticoagulation therapy and its importance with his medical history. I used this information to open the floor for specific questions that the client had about this</p>	<p>Discuss how the client/family received the teaching: The client was receptive and attentive during the teaching. He articulated confusion with why his provider recommended he stop anticoagulant therapy. He was able to tell me that warfarin “stops clots from starting but doesn’t break</p>

<p>this serves as a potential barrier to learning. The television was off, and the door was closed to eliminate competing noises.</p> <p>Health beliefs/values: The client articulated enjoying his freedom and mobility and said, “this thing in my leg is making everything harder for me and my wife.” The client values his health and is eager to be able to move around again saying “I never lay around like this.”</p> <p>Psychosocial development: This client is in Erickson’s Integrity v. Despair stage of psychosocial development.</p> <p>Cognitive development: This client is in Piaget’s formal operational stage of cognitive development.</p>	<p>Goal of Teaching: The goal of teaching is for the client to understand the therapeutic action of warfarin and differentiate it from thrombolytics.</p>	<p>connected the drugs’ purposes to the client’s symptoms (Jones & Bartlett, 2023).</p> <p>Intervention 3: I gave the client a printout that explains the effects of warfarin and highlighted the therapeutic action. We reviewed the handout together.</p>	<p>medication and his diagnosis.</p> <p>Method 2: I used a handout printed from Epic that outlines warfarin and its uses, side effects, contraindications, and reasons it may be prescribed. I highlighted the diagnoses that were applicable to this client and the action of the drug and reviewed these points with the client.</p>	<p>them up.”</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: One strength for this teaching session was the client’s engagement and desire to learn about the topic. The main weakness was the inability to explain why the provider might have told him it was okay to stop his warfarin, and this was a troubling aspect of the situation for the client as he was doing what the doctor told him.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): This teaching plan could have been more effective with additional participants such as the client’s support system or a provider who had insight into the initial recommendation to stop anticoagulant therapy.</p>
---	--	--	---	--

References (2) (APA):

Jones & Bartlett Learning. (2023). *2021 Nurse's drug handbook* (22nd ed.). Jones & Bartlett Learning.

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