

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	
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<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>Discuss 3 interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	

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<p><b><u>Methods/Teaching Tools</u></b></p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	

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<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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><b>Evaluation of Teaching Presentation</b></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>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>● ___ Introduction of content</li> <li>● ___ Patient put at ease</li> <li>● ___ Eye contact</li> <li>● ___ Clear speech and organized presentation</li> <li>● ___ Environment conducive to learning</li> <li>● ___ Family included (if applicable)</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>● ___ Introduction of content</li> <li>● ___ Patient put at ease</li> <li>● ___ Eye contact</li> <li>● ___ Clear speech and organized presentation</li> <li>● ___ Environment conducive to learning</li> <li>● ___ Family included (if applicable)</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>● ___ Introduction of content</li> <li>● ___ Patient put at ease</li> <li>● ___ Eye contact</li> <li>● ___ Clear speech and organized presentation</li> <li>● ___ Environment conducive to learning</li> <li>● ___ Family included (if applicable)</li> </ul>	

<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>*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>● ___ Accuracy of information</p> <p>● ___ Validation of learning status</p> <p>● ___ Use of teaching aids</p> <p>● ___ Appropriate non-verbal body language</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>● ___ Accuracy of information</p> <p>● ___ Validation of learning status</p> <p>● ___ Use of teaching aids</p> <p>● ___ Appropriate non-verbal body language</p>	
<b>TOTAL</b>				<b>/30</b>

<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>
<p><b>Level of motivation for learning: Pt. is motivated to learn and heal to get released from the hospital.</b></p> <p><b>Barriers to effective learning: Pt. had signs of confusion when coming into the ED but today he is showing no signs. No learning barriers.</b></p> <p><b>Health beliefs/values: Pt. is willing to get care as needed/prescribed. No abnormal preferences.</b></p>	<p><b>Nursing Diagnosis: Deficient knowledge related to seizure management and post-accident care as evidenced by the pt not having a history of seizures before the accident (Phelps, 2023).</b></p> <p><b>Goal of Teaching: Pt. will be able to teach back manifestations of oncoming seizure, possible triggers of seizures to be aware about, and how to take care of himself during the healing process.</b></p>	<p><b>Intervention 1: Assess the pt current understanding of seizures including symptoms and what to do during/after seizure (Phelps, 2023).</b></p> <p><b>Intervention 2: Educate pt on seizure warning signs and safety measures (Phelps, 2023).</b></p> <p><b>Intervention 3: Educate pt. on possible seizure</b></p>	<p><b>Method 1: Discussion</b></p> <p><b>Method 2: Teach back/interaction</b></p>	<p><b>Discuss how the client/family received the teaching: Pt. and client both seemed to receive the information well. Although they did not speak to each other, they both were able to teach back the information given.</b></p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching: Weakness of the client was that he has a history of self-harm and depression. I could tell that he was</b></p>

<p><b>Psychosocial development:</b> I feel as if this pt. might be in shock or denial of what happened because he continues to ask when he is being discharged and does not understand why he is still in the hospital. But, he is still willing to cooperate with staff by taking all medications prescribed and following Dr. orders. His father is at bedside but seems withdrawn from him.</p> <p><b>Cognitive development:</b> This pt is in the formal operational stage. Pt. shows no difficulty concentrating. He is A&amp;Ox4 and responds quickly when asked questions. Responds appropriate for age (Rabindran &amp; Madanagopal, 2020).</p>		<p>triggers (Phelps, 2023).</p>		<p>withdrawn from his father. But the strength is that his father never left his side. He continued to show continuous support and stayed by his son's bedside. Another strength was that the patient is healing well without any concerns. So education was able to be given to the patient effectively.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): With the family and the client teaching back the information, I felt confident that the teaching was effective. One thing I would have done differently is provide a pamphlet of the manifestations of a seizure and examples of triggers. It was a lot of information and even though they were able to teach it back to me, the information could also be easy to forget.</p>
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**References (2) (APA):**

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

**Rabindran, & Madanagopal, D. (2020). Piaget's theory and stages of cognitive development- an overview. *Scholars Journal of Applied Medical Sciences*, 8(9), 2152–2157. <https://doi.org/10.36347/sjams.2020.v08i09.034>**