

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 patient chosen for the teaching plan was a 73 year old female who was admitted to the CV-ICU on 3/28/25 for acute renal failure and hyperkalemia. This patient has a past medical history that includes CKD, type 2 diabetes mellitus, hypertension and hyperlipidemia. Considering</p>	<p>Nursing Diagnosis: Deficient knowledge related to inadequate information about managing chronic kidney disease and hyperkalemia as evidenced by the patient’s lack of knowledge about the signs and symptoms of hyperkalemia, foods high in potassium, and the patient stating that no one had talked to her before about what her</p>	<p>Intervention 1: Create a quiet, calm, and private environment that facilitates better learning (Phelps, 2023). After entering the room and chatting briefly with the patient, the student asked to turn the T.V off while going over the educational materials</p>	<p>Method 1: The first teaching method utilized was question and answer. This was chosen because the student wanted to gauge how much this patient already knew about hyperkalemia and CKD as well as what her typical diet at home was like. Therefore, questions such as “Has anyone ever talked</p>	<p>Discuss how the client/family received the teaching: The patient received the teaching fairly well. She remained flat throughout the conversation but would participate and answer questions when asked. She did not seem very interested in the topic but was polite to the student.</p>

<p>her past medical history and reason for current hospital stay, the education topic chosen for the teaching plan was an appropriate diet for chronic kidney disease with a specific focus on potassium.</p> <p>The patient had a flat affect and when asked if she had ever been talked to about her high potassium levels and her overall diet, she said that she had not. The patient did not appear eager to learn, but when asked if diet could be discussed she said “Sure, that would probably be a good idea.” Therefore, her overall level of motivation to learn was moderate.</p> <p>Barriers to effective learning: There were a few barriers present that may have affected this patient’s learning. First, the patient had a flat affect and appeared to be tired. Being tired could affect how well she is able to retain information presented to her. Additionally, this patient did not have any family at bedside during this particular day. Having family at the bedside would have</p>	<p>diet should be like (Phelps, 2023).</p> <p>Goal of Teaching: The goal of this teaching plan for this patient was to increase her knowledge of the signs and symptoms of hyperkalemia as well as foods high in potassium and her overall knowledge of the type of diet she should follow due to her CKD. Overall, the student had the goal of having the patient verbalize if she had recognized having any symptoms of hyperkalemia in the past and be able to state at least 3 foods high in potassium that she should avoid by the end of the teaching session.</p>	<p>brought in. In doing so, this helped to provide a quiet and calm environment and removed a potential distraction in the room that could have interfered with the learning process. Additionally, by providing a quiet and private environment the student hoped to put the patient at ease and help her feel more comfortable discussing her current diet.</p> <p>Intervention 2: Provide written materials that explain the information being presented to the patient (Phelps, 2023). The student provided the patient with two Carle approved educational handouts. The first handout outlined what hyperkalemia is and the signs and symptoms of high potassium to be aware of. The second handout was an eating plan for CKD and listed the types of electrolytes</p>	<p>to you about your potassium levels and what hyperkalemia means?”, “Do you remember what sort of signs and symptoms you were feeling before you came to the hospital?”, “What do you usually like to eat for each meal at home?” and “Are you familiar with any aspects of a diet good for kidney disease?” were asked to the patient. This allowed the student to better understand what the patient did or did not know and therefore better steer the teaching plan in a direction that was individualized to this particular patient. The patient was also asked if she had any questions for the student at the end.</p> <p>Method 2: The second method of teaching primarily involved discussion with some teach-back involved as well. The student went over each handout carefully and was able to have a discussion about what potassium is and the major signs and symptoms that indicate it</p>	<p>Identify strengths/weaknesses of the client or family in receiving teaching: Some strengths of the patient that contributed to the success in receiving the teaching was her willingness to turn the TV off to minimize distractions as well as her willingness to answer all questions asked of her. Some weaknesses that this patient had in receiving the teaching were that she did not really look at the student and would often close her eyes during the conversation which demonstrated that she may not have been fully engaged in the conversation. She also would go on her phone at times during the conversation which was a distraction to learning.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): There are a few things that could have improved this teaching plan. First, this patient does have some</p>
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<p>provided a support system and possibly helped the patient feel more motivated to learn. Lastly, this patient appeared pre-occupied with her phone at times and this distraction could have affected her learning.</p> <p>Health beliefs/values: This patient appeared to be very frustrated with her health. Over the last year she has had several hospital visits and from a recent infection with osteomyelitis she lost 4 of the fingers on her right hand. Given the patient’s demeanor, it appeared she may feel that her health is not really in her control. She said that before this past fall, she was living in an assisted living community and was completely independent with her activities of daily living. The patient appears to be mourning the loss of her independence.</p> <p>Psychosocial development: The patient is a 73 year old female which means she is in Erikson’s psychosocial developmental stage of integrity vs. despair (Taylor et al., 2022). Because of this patient’s flat affect and</p>		<p>and foods that the patient should try to avoid eating such as foods high in potassium, sodium, and phosphorous. It also listed foods that are good to eat. This intervention aimed to enhance the open discussion between the student and patient. The student also highlighted the most important information to help facilitate the patient’s understanding.</p> <p>Intervention 3: Avoid placing unrealistic demands on the patient to avoid exacerbating feelings of inadequacy and anxiety (Phelps, 2023). This patient had comorbidities of hypertension and diabetes along with her CKD which can make her diet plan feel complicated and very restricting. Therefore, the student chose to focus mainly on discussing foods that</p>	<p>may be elevated such as heart palpitations, nausea, tiredness, tingling in the lips, and muscle cramps. The student was able to get the patient to recognize that she did indeed experience some of these symptoms specifically the tiredness, nausea, and muscle cramping. The student also discussed common foods that are high in potassium like salt substitutes, milk, bananas, oranges, potatoes, and leafy greens. In addition to this, good food alternatives to eat were listed as well. The student then asked the patient to try and repeat back a few foods she understood to avoid and also list some good ones she enjoys eating. In the end, the patient was able to list “bananas, potatoes, milk, and oranges” as high in potassium, while also stating that she enjoys foods like berries, white rice, and onions which are good foods that are low in potassium.</p>	<p>family in the area, so ideally important education such as diet modifications would have been done with family present as well to help reinforce teaching and provide a support system to implement changes. Additionally, the student should have probably asked if the patient could put her phone down in addition to turning the TV off so that she was more present during the conversation. Lastly, the teaching plan could have been improved if the student also helped the patient order their dinner with a specific focus on helping the patient choose foods lower in potassium.</p>
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demeanor, it appears that she is experiencing despair, especially given the recent loss of her independence. It will likely take her time to adjust to her new situation.

Cognitive development:

Following Piaget's theory of cognitive development, this patient is in the formal operations stage which means that she can think abstractly about ideas and perform critical thinking about topics (Taylor et al., 2022). This patient was alert and oriented to person, place, time, and situation and displayed this higher level of thinking by understanding that learning more about an appropriate diet can help keep her healthier.

are high in potassium to avoid and better alternative choices since hyperkalemia was one of her admitting diagnoses. It was clear that this patient was already feeling like she had little control over her situation so the student felt like it would only cause the patient more anxiety if every aspect of her diet was analyzed. Focusing on just one major topic can help avoid information overloading and will hopefully promote better retention of the information.

References (2) (APA):

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

Taylor, C. R., Lynn, P., & Bartlett, J. (2022). *Fundamentals of nursing: The art and science of person-centered care* (10th ed.). Wolters Kluwer.