

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 has a high motivation for learning. This is evidenced by his adherence to his plan of care as well as him stating “I’ll do whatever to get right”.</p> <p>Barriers to effective learning: No barriers to effective</p>	<p>Nursing Diagnosis: Risk for bleeding related to taking a blood thinner as evidenced by patient prescribed Eliquis to be taken at home.</p> <p>Goal of Teaching: The goal of the education is to help the patient understand his home medications, new</p>	<p>Intervention 1: The patient was educated on the reason he is taking Eliquis. I educated the patient that Eliquis is a blood thinner which is prescribed to you to prevent deep vein thrombosis and pulmonary embolisms. The patient understood</p>	<p>Method 1: Discussion: The patient and I had a discussion about the important points to know for Eliquis. We discussed the reason for use, side effects, the correct route for administration, and the correct dosage.</p>	<p>Discuss how the client/family received the teaching: The family was not present in the room for the time of the teaching. The patient received education for Eliquis. The patient received the teaching well and expressed understanding of the teaching points. The patient</p>

<p>learning have been identified in this patient. The client is alert and oriented to person, place, time, and situation. The client does present with any learning disabilities, developmental delays, confusion, or inattention and therefore has no barriers to effective learning.</p> <p>Health beliefs/values: The patient is Baptist. The patient believes in healthcare interventions. The patient states “I have gotten good care here. I trust her”. “Her” refers to the patient’s healthcare provider. Trust between a patient and provider is an indicator for compliance. The patient exemplifies a patient who is compliant with medical advice and values healthcare.</p> <p>Psychosocial development: This patient is in the psychosocial developmental stage of integrity vs despair. This is due to the client being seventy-two years old. This stage consists of reflecting on their life (Videbeck, S. L., 2020).</p>	<p>prescription for Eliquis, the possible side effects, the correct dosage, and correct route to administer Eliquis. The overarching goal of these goals is to prevent a repeated pulmonary embolism for this patient.</p>	<p>this very well. The patient states that his mother took coumadin and he is familiar with the reason he is taking Eliquis now. The patient reports having the option of starting coumadin or Eliquis. The patient was educated on the side effects of Eliquis. The goal was met through this intervention because the patient received the teaching and expressed understanding of the teaching points.</p> <p>Intervention 2: Administer Eliquis to prevent blood clotting and pulmonary embolism. Administering Eliquis will help prevent the patient from experiencing another pulmonary embolism.</p> <p>Intervention 3: The third intervention used was assessing the patient’s understanding of the education</p>	<p>Method 2: Teach-back: The patient was asked to utilize the ‘teach-back’ strategy to solidify his understanding of the education. I asked the patient to teach me about Eliquis to ensure his understanding was correct. When asked to utilize this method, the patient stated: “It will prevent blood clots”, “one pill, 5 mg doses” and “side effects are headache, bleeding, and chest pain”.</p>	<p>was engaged in the conversation as evidenced by his body language; the patient was facing me, maintain eye contact, and nodding. Further evidence of the patient’s participation in the discussion includes his responses. The patient was able to communicate clearly, spoke at appropriate times, and correctly identified information about Eliquis. The patient correctly identified key aspects of the education received when asked to teach-back. The patient stated: “It will prevent blood clots”, “one pill, 5 mg doses” and “side effects are headache, bleeding, and chest pain”. The discussion and teach-back session were effective in educating the patient on Eliquis.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The strengths of the client in receiving the teaching include being engaged in the education, willingness to learn and commitment to recovering from this event.</p>
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<p>Cognitive development: From Piaget's stages of development, the client's cognitive development is within the correct stage which is formal operational. (Videbeck, S. L., 2020).</p>		<p>previously given using the teach-back method. The patient was able to successfully complete teach-back to me. The intervention was successful.</p>	<p>Another strength is the client was alert and oriented x4 and had no barriers to learning such as neurological impairments or learning disabilities. A weakness of the teaching was the patient has no support person or family present which would be helpful if the patient needed to be reminded of any aspect of what we discussed after he is discharged.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The teaching could have been improved if the patient had also received materials to keep that has Eliquis information.</p>
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References (2) (APA):

Makic, M. B., & Marina Reyna Martinez-Kratz, C. (2022). *Ackley and Ladwig's nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). Mosby.

Videbeck, S. L. (2020). *Psychiatric-mental health nursing* (9th ed.). Lippincott Williams & Wilkins.