

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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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>Evaluation of Teaching Presentation</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>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids</p> <p>Appropriate non-verbal body language</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 was receptive and appropriately motivated to the teaching plan over cellulitis. The client responded well, and asked clarifying questions when she wasn't sure about it throughout the teaching.</p> <p>Barriers to effective learning: There were no active barriers of interruptions during the teaching plan. The patient was actively listening and participating appropriately.</p> <p>Health beliefs/values: The patient is a 79 year old Caucasian female who was admitted with cellulitis. The client reported being in pain and not wanting to get up to use the restroom due to her pain in her legs. She did get up and walked to the restroom as a standby assist. The client stated she had never had cellulitis before and was unsure of how she contracted it. The client</p>	<p>Nursing Diagnosis: Impaired skin integrity related to infectious process as evidenced by redness, swelling, and pain at the affected site (Phelps, 2023).</p> <p>Goal of Teaching: The client will be able to identify 3 signs and symptoms of worsening of condition (Centers for Disease Control and Prevention, 2024).</p>	<p>Intervention 1: Inspect the client's skin every 8 hours, describe and document the skin condition, and report any changes to provide evidence of the effectiveness of the skin care regimen (Phelps, 2024).</p> <p>Intervention 2: Perform prescribed treatment regimen for the skin condition involved; monitor progress. Report favorable and adverse responses to the treatment regimen (Phelps, 2024).</p> <p>Intervention 3: Administer pain medications and monitor the effectiveness (Phelps, 2024).</p>	<p>Method 1: The first teaching tool provided was a handout over cellulitis that included important information regarding her diagnosis, we went over this handout together.</p> <p>Method 2: The second method used was a teach back method. I had the client tell me what signs she should be watching for that are indicative of worsening of condition and when she should come back to the hospital for treatment if needed.</p>	<p>Discuss how the client/family received the teaching: The client did not have any family present at the time for the conversation. The client was able to identify signs and symptoms of worsening of condition.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client displayed strengths in receiving the teaching by asking questions to clarify content that she wasn't sure about. A weakness in the teaching was not having a support person present to help the client adhere to her plan of care after discharge.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): An improvement to the teaching plan that could</p>

expressed interest in learning more about it and how to treat this condition and how to try to prevent it in the future.

Psychosocial development: The client's age and current behaviors indicate that she is in the Integrity vs Despair stage of psychosocial development. As evidenced by her making comments on how she is "tired of living like this" and "wants to do better".

Cognitive development: The client's age and rationalization place her in the formal operational stage of cognitive development. This is evident when she made comments about wanting to learn more and improve her life.

be made is having a support person present during the teaching.

References (2) (APA):

Centers of Disease Control and Prevention. (2024). *Cellulitis: Symptoms and treatment*. U.S. Department of Health & human Services.
<https://www.cdc.gov>

Phelps, L. L. (2024a). *Sparks & Taylor's nursing diagnosis reference manual*. Wolters Kluwer.