Teaching Plan and Grading Rubric **Student Name:**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 2 or more of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 1 of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Includes complete information of all criteria: • 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**
Nursing Diagnosis and Goal of Teaching • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 2 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 1 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Includes complete information of all criteria: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Interventions • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 2 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 1 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Includes complete information of all criteria: • 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>
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  • Discussion
			  • Q&A
			  • Teach-Back
			  • Interactive	

Criteria	**0 points**	**1.5 points**	**3 points**	**Comments**
<u>Evaluation</u> • 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: • 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: • 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: • 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**
<u>APA Format</u> • 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	No in-text citations present 2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1-2 APA errors 1 reference is greater than 5 years old In-text citations appropriately cited Reference page present	No APA errors present In-text citations appropriately cited Reference page present and formatted properly	
			TOTAL	**/25**

Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
Level of motivation for learning: The patient seemed to have a very low motivation for learning any new information about her condition. **Barriers to effective learning:** The patient's barrier to effective learning is simply not being motivated to make changes in her life. **Health beliefs/values:** The patient believes that the doctor should be able to fix anything and there should be a "quick fix" to her medical issues. The patient does not want to work toward bettering her health. **Psychosocial development:** The patient is in the integrity vs. despair stage (Orenstein & Lewis, 2020). The patient seems desperate to find a fix for her condition. **Cognitive development:**	**Nursing Diagnosis:** Excess fluid volume, related to excessive fluid and sodium intake, as evidenced by whole body edema (Wayne, 2020). **Goal of Teaching:** The goal of teaching is to help the patient discharge to her home, instead of an assisted living facility. The patient needs to understand the importance of fluid restriction, sodium restriction, and wrapping extremities to help improve her condition.	**Intervention 1:** Upon discharge, the patient needs to continue to monitor her fluid intake at home and set a mL maximum per day (Wayne, 2020). **Intervention 2:** Upon discharge, the patient needs to establish a low sodium diet, to help with fluid retention (Wayne, 2020). **Intervention 3:** The patient needs to understand the importance of using antiembolic stockings or SCDs on her extremities, to decrease swelling and move fluid back up the body (Wayne, 2020).	**Method 1:** The patient is to receive handouts on how to restrict fluid at home, and also information on a low sodium diet. **Method 2:** The patient was consulted by the Cardiologist on the importance of elevating her extremities and wearing stockings to help the fluid not pool in her legs.	**Discuss how the client/family received the teaching:** The patient seemed to just absorb the information but have no opinion. The patient wants a "quick fix" and does not to work towards her wellness. **Identify strengths/weaknesses of the client or family in receiving teaching:** The weakness was that the client did not want to hear the information given. The patient had previously thought she had a cardiac condition and that a pacemaker would be placed. When the Cardiologist said there was nothing more that could be done for her in the hospital, the patient was frustrated. **Suggest modifications to improve teaching plan (what would have improved the plan?):**

The patient is in the formal operation stage (Scott & Cogburn, 2021). The patient was trying to problem solve her situation.				The patient would have greatly benefited from a member of her family being there. By telling another person the course of action, the patient is more likely to be held accountable at home, and will be more likely to see improved conditions.

References (2) (APA):

Orenstein, G., & Lewis, L. (2020). Eriksons stages of psychosocial development. *StatPearls Publishing*.

Scott, H., & Cogburn, M. (2021). Piaget. *StatPearls Publishing*.

Wayne, G. (2020). *Fluid volume excess nursing care plan*. https://nurseslabs.com/excess-fluid-volume/