

Teaching Plan and Grading Rubric

Student Name:

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	Missing 2 or more of the following: <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	Missing 1 of the following: <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	Includes complete information of all criteria: <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
<u>Nursing Diagnosis and Goal of Teaching</u> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	Missing 2 of the following: <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	Missing 1 of the following: <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	Includes complete information of all criteria: <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
<u>Interventions</u> <ul style="list-style-type: none"> • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal 	Missing 2 of the following: <ul style="list-style-type: none"> • Interventions to be included in teaching • Relate interventions to meeting the teaching goal 	Missing 1 of the following: <ul style="list-style-type: none"> • Interventions to be included in teaching • Relate interventions to meeting the teaching goal 	Includes complete information of all criteria: <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
APA Format <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>	
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)
<p>Level of motivation for learning:</p> <p>The client and his wife were motivated to learn and change behaviors. He agreed to take steps that could change his condition.</p> <p>Barriers to effective learning:</p> <p>The client is very opened and did not show any signs that could interfere with learning.</p> <p>Health beliefs/values:</p> <p>The client believes that working on modified risk factors can make a considerable improvement.</p>	<p>Nursing Diagnosis:</p> <p>Deficient knowledge about the underlying disease and methods for avoiding complications as evidenced by recurrent chest pain events (Hinkle & Cheever, 2018).</p> <p>The goal of Teaching:</p> <p>This teaching aims to help the patient understand the underlying cause of chest pain and prevent future episodes and complications of angina.</p>	<p>Intervention 1:</p> <p>Since the client does not smoke and limits his alcohol intake, we reviewed his underlying cause of angina: hyperlipidemia, hypertension, diabetes mellitus, and a family history of heart disease. We also discussed ways to improve his modifiable risk factor to prevent complications (Capriotti, 2020).</p> <p>Intervention 2:</p> <p>We reviewed the importance of weight control, dietary</p>	<p>Method 1:</p> <p>Discussion and handouts were used as the first method.</p> <p>Method 2:</p> <p>Teach back was the second method used to ensure the client understood the teaching.</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client and his wife were very excited to learn all the information. This teaching was like a reminder of what they had been doing.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>They expressed that the client is already working on his modifiable risk factor; he lost 30 lbs for the past 7 months and always carries out his nitroglycerin. Also, the client was able to teach</p>

<p>Psychosocial development: The client has an open mind, is confident, normal for his age.</p> <p>Cognitive development: The client is competent and was ready to learn.</p>		<p>modification, avoid stress, compliance, exercise, avoid NSAIDs, and respect all follow-up appointments (Hinkle & Cheever, 2018).</p> <p>Intervention 3: We discussed steps to take when anginal attacks occur, such as cessation of activity, keeping rescue nitroglycerin on hand, administer 3 doses of nitroglycerin 5 min apart, and use relaxation techniques. If pain is not relieved after 3 doses, the client should call the local emergency team (Hinkle & Cheever, 2018).</p>		<p>back all things he was supposed to do.</p> <p>Suggest modifications to improve the teaching plan (what would have improved the plan?):</p> <p>The client checks his blood glucose and blood pressure at home. He is on a diabetes diet and losing weight. He does not smoke, limits alcohol intake, and takes all his prescribed medicine. The client carries his nitroglycerine with him. The only thing I could do differently is asking the client about the situation that triggers stress because the chest pain started during lunch time at work.</p> <p>The client has a strong family history of heart disease, but this is not a modifiable risk factor and the client has not option to change that.</p>
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References (2) (APA):

Capriotti, T. (2020). *Pathophysiology: Introductory concepts and clinical perspectives* (2nd ed.). Philadelphia: F.A. Davis Company.

Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing* (14th ed.). Wolters Kluwer.