

Teaching Plan and Grading Rubric

Student Name:

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
<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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 	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)
<p>Level of motivation for learning: The patient seemed to have a low motivation to learn new information about his condition.</p> <p>Barriers to effective learning: The patient's barrier to effective learning about his new condition is not motivated to learn or make lifestyle changes.</p> <p>Health beliefs/values: The patient's health beliefs of values about his condition that he thinks the doctor should fix the condition or the condition should just go away on its own.</p> <p>Psychosocial development: The patient is in the</p>	<p>Nursing Diagnosis: Congestive heart failure, the patient has ineffective therapeutic regimen management, related to lack of knowledge (Okyere et al., 2021).</p> <p>Goal of Teaching: The goal of teaching for this patient is to help the patient be discharged home with the help of medication, lifestyle changes, and adhering to a diet for the condition. The patient needs to understand the importance to follow these terms to get better and not be readmitted into the hospital.</p>	<p>Intervention 1: When the patient is discharged, the patient will stay compliant with medications (Okyere et al., 2021).</p> <p>Intervention 2: Once the time for discharge, the patient will manage fluid volume by adhering to a cardiac diet (Okyere et al., 2021).</p> <p>Intervention 3: The patient needs to promote physical activity to strengthen the muscles in the heart (Okyere et al., 2021). A total of thirty minutes of physical activity per day is needed for the patient (Okyere et al., 2021).</p>	<p>Method 1: The patient received handouts on his condition is in terms that he can understand, how to control the condition through diet, and how to change his lifestyle to help the condition not worsen.</p> <p>Method 2: The Cardiologist consulted the patient on the importance of taking his medication to help control the condition.</p>	<p>Discuss how the client/family received the teaching: The patient seemed to understand the importance of the teaching. The patient also seemed to be annoyed about the teaching. The patient did not seem to want to change his lifestyle either to help the condition.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The weakness was that the patient did not want to hear the information to help his condition. The patient thought that the Cardiologist would be able to help his condition right then and there with no lifestyle changes needed on his end.</p> <p>Suggest modifications to</p>

<p>generativity vs. stagnation stage (Orenstein & Lewis, 2020). The patient does not seem to be in this stage due to his condition.</p> <p>Cognitive development: The patient is in the formal operation stage (Malik & Marwaha, 2021). The patient did not seem to want to solve the condition.</p>				<p>improve teaching plan (what would have improved the plan?): If a family member were present during teaching, the patient would be more willing to change lifestyle, be more compliant with medications, and stay on a diet to help his condition. That would make the patient held accountable for their actions.</p>
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References (2) (APA):

Malik, F., & Marwaha, R. (2021, July 31). *Cognitive development*. StatPearls Publishing. Retrieved October 29, 2021, from <https://www.ncbi.nlm.nih.gov/books/NBK537095/>.

Okyere, E., Dieu, T. U. Y. I. S. E. N. G. E. J. de, & Ibrahim, M. (2021, April 22). *Heart failure nursing care management: A study guide*. Nurseslabs. Retrieved October 29, 2021, from <https://nurseslabs.com/heart-failure/#diagnosis>.

Orenstein, G. A., & Lewis, L. (2020, November 22). *Eriksons stages of psychosocial development*. StatPearls Publishing. Retrieved October 29, 2021, from <https://www.ncbi.nlm.nih.gov/books/NBK556096/>.