

Teaching Plan and Grading Rubric

Student Name: **Hannah Considine-Cothorn**

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
<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>	
			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>My patient was very eager to learn. I went into her room at the beginning of clinical and explained that I had a teaching plan to preform and asked if she would be interested in being my patient for the assignment. She happily obliged.</p> <p>Barriers to effective learning:</p> <p>The only barrier my patient had was she was not a morning person and preferred to do it later in the morning. We both decided it would be better to conduct my teaching later that morning after breakfast. The patient had glasses which she wore the whole time I conducted my teaching plan, and the patient had no hearing deficits.</p> <p>Health beliefs/values:</p>	<p>Nursing Diagnosis:</p> <p>Knowledge deficit related to unfamiliarity with hypertension treatment including blood pressure evaluation, medications, activity, nutrition, and recommended lifestyle changes as evidence by patient being hospitalized for hypertensive urgency.</p> <p>Goal of Teaching:</p> <p>The patient to have a full understanding of what hypertension is, and modifiable/nonmodifiable risks for hypertension. I also want my patient to have a good understanding of what lifestyle choices she need to make moving forward such as a heart healthy diet and light exercise. I want my patient to be knowledgeable about her medications. I want to make sure my patient knows how to take her blood pressure at home and when to seek medical attention if a hypertensive emergency</p>	<p>Intervention 1:</p> <p>Teaching the importance of self-evaluation of blood pressure at routine intervals and adherence to the prescribed medication therapy.</p> <p>Intervention 2:</p> <p>Providing dietary guidelines on the importance of nutrition including, low sodium diet, exercise, smoking cessation, stress reduction, weight loss, and decreased alcohol consumption.</p> <p>Intervention 3:</p> <p>Teach the importance of seeking medical attention for blood pressures greater than 180/120 mmHg.</p>	<p>Method 1:</p> <p>My patient stated before I started my teaching that she was a “talker” so I knew having a verbal discussion about her hypertension would be a good method of teaching.</p> <p>Method 2:</p> <p>I printed out reading material and visual charts off <i>Heart.org</i> for my patient to help aid in my discussion. She really enjoyed looking at all the charts and even inquired about where I got them so she could do more research on her own.</p>	<p>Discuss how the client/family received the teaching:</p> <p>My patient was very involved in her learning. She was asking questions and was showing great verbal and nonverbal listening which ensured me that she was engaged in my teaching. Her family members weren’t present but from our conversation it seems that they are very involved with her and her health care so I am confident they will help her achieve her goals.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient did an excellent job with listening to what I had to say. She never interrupted and she asked questions when she was unsure of what I was saying. I think the only weakness would have been</p>

<p>The patient stated that she understood that health is very important. She also stated that mental health is important to her as well.</p> <p>Psychosocial development:</p> <p>According to Erik Erikson’s stage theory of psychosocial development my patient falls under integrity vs. despair (Taylor et al., 2019). People in this stage of development can feel a sense of accomplishment and pride looking back on their life while others feel a sense of despair because they haven’t accomplished everything they wanted to in life (Taylor et al., 2019). I believe my patient feels more integrity than despair because she had a successful career with a master’s degree that she was proud of.</p> <p>Cognitive development:</p> <p>My patient falls under the formal operational stage in Piaget’s theory of cognitive development (Eliopoulos, 2022). This stage involves</p>	<p>happens in the future.</p> <p>This goal was evaluated using the teach back method.</p>			<p>I wish my patient could have got up to the chair and sat next to me. I feel like she would have been more comfortable that way but there wasn’t a chair present in the room at that time. I feel like sitting in the chair would have made for a more contusive learning environment.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>I feel like having a computer or another digital device present might have been easier to show visuals on than a piece of paper during the initial teaching but still had handouts available for the patient. I feel like I would have taught better off of a slide show.</p>
---	---	--	--	--

thinking abstractly and being able to reason about hypothetical problems (Eliopoulos, 2022).				
--	--	--	--	--

References (2) (APA):

American Heart Association. *www.heart.org*. (n.d.). Retrieved October 30, 2021, from <https://www.heart.org/>.

Eliopoulos, C. (2022). *Gerontological nursing*. Wolters Kluwer.

Taylor, C., Lynn, P., & Bartlett, J. (2019). *Fundamentals of Nursing: The art and science of person-centered nursing care*. Wolters Kluwer.