N431 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 client appeared to be motivated to learn. She asks questions when education is provided to her and pays attention when teaching is going on. She also uses her past experiences to relate to the given educational material. **Barriers to effective learning:** The client does not appear to have any barriers to effective learning. She has no history of cognitive deficiencies and listens well. She does display a degree of doubt due to the number of times she visited the hospital for congestive heart failure. **Health beliefs/values:** The client now believes that paying attention to her cardiovascular health is	**Nursing Diagnosis:** Fatigue-related to the condition as evidenced by the client statement, "I feel so exhausted since this all started" **Goal of Teaching:** The client will be able to identify at least 3 measures to prevent or modify fatigue.	**Intervention 1:** Discuss the effect of fatigue on daily living and personal goals. Explore the relationship between fatigue and disease process. **Intervention 2:** Encourage the client to eat foods rich in iron and minerals unless contraindicated. **Intervention 3:** Reduce demands placed on the client by helping her with ambulation and ADLs.	**Method 1:** The client will be verbally taught the basics of congestive heart failure and will get the opportunity to ask questions, which the student nurse will answer. The student nurse will ask the client questions to assess her knowledge of the topic as teaching goes on. **Method 2:** The client will receive a copy of the teaching topics to follow along and look at as a visual aid to enforce and supplement her learning.	**Discuss how the client/family received the teaching:** The client paid attention to the educational material, and she listened throughout the whole presentation. She was also active and related her past experiences to the given education. Whenever she did not know a particular topic, she would ask questions to get further understanding. Overall, the client was attentive and demonstrated interest in the given educational material. **Identify strengths/weaknesses of the client or family in receiving teaching:** The client demonstrated good listening skills and an interest in learning more about the educational topic. She asks questions regarding her situation to relate to the topic. She can

essential after being admitted to the hospital for the 12th time for heart-related issues. She pays better attention to what she eats and does her best to exercise every week. **Psychosocial development:** <u>Integrity vs. despair</u> In this stage, the client will reflect on their life. The individual will find a sense of fulfillment over the experiences that they had or regret over what they did not get to experience (Kivnick, 2018). **Cognitive development:** <u>Formal operational:</u> In this stage, the client can think and understand abstract concepts and ideas and formulate solutions and hypotheses (Ricci et al., 2020). She can understand and speak appropriately for her age.				understand and has intact cognition. It is unclear if the client will be compliant with the lifestyle modification teachings. She stated that she will try to implement and apply the teachings to her lifestyle but is unsure if it will help her since she has been admitted 12 times to the hospital for the same reason (congestive heart failure). Due to the frequency of her admissions, she displayed doubts about her recovery. **Suggest modifications to improve teaching plan (what would have improved the plan?):** It would benefit the client more by asking questions to assess for any knowledge deficits to know which teaching area to dive in. Speaking slower will also benefit the client since she will follow the material better.

References (2) (APA):

Kivnick H. Q. (2018). Balancing integrity with despair in memoirs of illness in later life. *Innovation in Aging*, 2(Suppl 1), 410.

https://doi.org/10.1093/geroni/igy023.1529

Ricci, S., Kyle, T., & Carman, S. (2020). *Maternity and pediatric nursing* (4th ed.). Wolters

Kluwer