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

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

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| Criteria | 0 points | 1 point | 2 points | Comments |
|---|---|---|---|---|
| **Methods/Teaching Tools**<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | Missing 2 of the following:<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | Missing 1 of the following:<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | Includes complete information of all criteria:<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | |

| Criteria | 0 points | 1.5 points | 3 points | Comments |
|---|---|---|---|---|
| **Evaluation**<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• Suggest modifications to improve teaching plan (What would have improved the plan?) | Missing 2 or more of the following:<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• Suggest modifications to improve teaching plan (What would have improved the plan?) | Missing 1 of the following:<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• Suggest modifications to improve teaching plan (What would have improved the plan?) | Includes complete information of all criteria:<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• Suggest modifications to improve teaching plan (What would have improved the plan?) | |

| Criteria | 0 points | 2.5 points | 5 points | Comments |
|---|---|---|---|---|
| **APA Format**<br>• Appropriate APA in-text citations and listed all appropriate references in APA format<br>• At least 2 scholarly source(s) are utilized and should be 5 or less years old<br>• Source(s) greater than 5 years old will not be accepted<br>• Reference page complete | No in-text citations present<br><br>2 or more references are greater than 5 years old<br><br>3 or more APA errors<br><br>No reference page present | 1-2 APA errors<br><br>1 reference is greater than 5 years old<br><br>In-text citations appropriately cited<br><br>Reference page present | No APA errors present<br><br>In-text citations appropriately cited<br><br>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 was not in a position for proper education because he was highly medicated, in pain, and awaiting surgery.<br><br>**Barriers to effective learning:** The patient was sedated and unable to receive education at this current time. Propofol causes drowsiness and sedation (Jones & Bartlett, 2020). This will impair the patient's ability to learn even after being weaned off the medication (Jones & Bartlett, 2022).<br><br>**Health beliefs/values:** The patient was retired and lived at home with his wife. The patient was a Christian.<br><br>**Psychosocial development:** | **Nursing Diagnosis:** Deficient knowledge related to heart healthy lifestyle as evidenced by myocardial infarction (Phelps, 2018).<br><br>**Goal of Teaching:** The patient will develop a better understanding of the importance of diet and lifestyle modifications and verbalize goals to improve lifestyle. | **Intervention 1:** Educate the patient on the causes of myocardial infarction. Myocardial infarction is caused by plaque build up occluded coronary arteries (Capriotti, 2020).<br><br>**Intervention 2:** Educate the patient on foods that are considered heart healthy. Heart healthy foods include whole grains, fatty fish, beans, walnuts, and leafy greens (Hinkle & Cheever, 2018).<br><br>**Intervention 3:** Educate the patient on the importance of regular exercise. Healthy diet and daily exercise will decrease | **Method 1:** Using the discussion method, the patient will receive education on a heart healthy diet and lifestyle.<br><br>**Method 2:** After receiving information, the patient will ask questions regarding the information and demonstrate understanding of the knowledge. | **Discuss how the client/family received the teaching:** The patient was very groggy and in pain which is not conducive to good learning.<br><br>**Identify strengths/weaknesses of the client or family in receiving teaching:** A weakness in this teaching was that the patient was very groggy. The wife was not present during education and that too is a weakness. A strength was that the patient was already educated on the importance of diet and exercise because he had diabetes.<br><br>**Suggest modifications to improve teaching plan (what would have improved the plan?):** The patient and family |

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| Integrity vs. Despair (Hinkle & Cheever, 2018). The wife verbalized that the patient was living a fulfilling life prior to having a myocardial infarction.<br><br><br>**Cognitive development:** Formal Operational Stage (Hinkle & Cheever, 2018). The patient had the ability to think abstractly (Hinkle & Cheever, 2018). The wife said that the patient loved to read the newspaper every morning while he drank coffee. The wife said he was attempting to eat better but that was difficult for him. | | the risk of myocardial infarction (Hinkle & Cheever, 2018). | | would benefit from receiving handouts of the education. This would be good for them to reference when they are no longer at home. |

**References (2) (APA):**

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Capriotti, T. (2020) *Davis advantage for pathophysiology: introductory concepts and clinical perspectives.* (2nd Edition). Philadelphia: F.A. Davis.

Company

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

Jones & Bartlett Learning. (2020). *2020 Nurse's Drug Handbook.* Burlington, MA

Phelps, L. L. (2018). *Sparks and Taylor's nursing diagnosis pocket guide.* (4th edition). Wolters Kluwer.