N321 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

Methods/Teaching Tools
• 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
Evaluation • 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?)	

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Criteria	0 points	2.5 points	5 points	Comments
APA Format • 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	
Criteria	**0 points**	**2.5 points**	**5 points**	
Evaluation of Teaching Presentation Introduction of content Patient put at ease Eye contact Clear speech and organized presentation Environment conducive to learning Family included (if applicable) Accuracy of information Validation of learning status Use of teaching aids Appropriate non-verbal body language	Missing 2 or more of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language	Missing 1 of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language	Includes all criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language	
			TOTAL	**/30**

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: Patient was eager to learn. She was accepting of the information that was being presented to her. **Barriers to effective learning:** My patient was hard of hearing which could impact the overall learning process. **Health beliefs/values:** Her health means a lot to her. She has a good support system from her daughter. The client knows what is expected of her to stay in the best health possible. Her daughter is willing to assist in any way. **Psychosocial development:** Client acknowledges when I spoke to her. She was able to sit through the whole teaching and tentatively listen. **Cognitive development:** Her cognitive development is appropriate for her age. She speaks concisely and is easily understood.	**Nursing Diagnosis:** Risk for fluid volume overload related to congestive heart failure as evidenced by a BNP of 2,132. **Goal of Teaching:** The goal of teaching is for the patient to verbalize understanding and repeat back the interventions that are necessary for her condition.	**Intervention 1:** Daily weights. This is important because any weight gain could suggest fluid buildup (Cleveland Clinic, 2018). **Intervention 2:** Monitor I/Os. By keeping track it ensures that the patient and caregiver know what's going in and what's excreted. This is to prevent overload (Yang et al., 2019). **Intervention 3:** Restrict fluid intake. This is important because patients who have CHF are at risk for volume overload (Cleveland Clinic, 2018). By measuring the amount that is put into the body prevents them from going over their limit.	**Method 1:** Discussion I introduced the topic and held the education as a conversation. **Method 2:** Q&A I presented the information and asked the client questions to ensure she understood the information. I also allowed her to ask any questions.	**Discuss how the client/family received the teaching:** The client and daughter responded well to teaching. They both asked appropriate questions when necessary. The client held eye contact and acknowledged the information by intermittent head nods. **Identify strengths/weaknesses of the client or family in receiving teaching:** Some strengths of this education were the client and daughter were very understanding and eager to learn. **Suggest modifications to improve teaching plan (what would have improved the plan?):** I could have given a visual handout to compensate for the hearing deficit.

References (2) (APA):

Cleveland Clinic. (2018). Heart failure: monitoring your weight and fluid intake. Cleveland Clinic. Monitoring Your Weight & Fluid Intake with Heart Failure (clevelandclinic.org)

Yang, S., Pei-Fan, M., Hsiu-Ling, W., Marianne, C. (2019). Fluid balance monitoring in congestive heart failure patients in hospital: a best practice implementation project. *JBI Database of Systematic Review and Implementation, 17*(10), 2202-2211.

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