

N321 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
<u>Methods/Teaching Tools</u> <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
<u>Evaluation</u> <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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>	
Criteria	0 points	2.5 points	5 points	
<p>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids</p> <p>Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> • 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 	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> • 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 	<p>Includes all criteria:</p> <ul style="list-style-type: none"> • 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)
<p>Level of motivation for learning: The patient has an intrinsic motivation she is engaged and focused on what I was telling her she maintained eye contact with an open posture well.</p> <p>Barriers to effective learning: The patient's barrier to learning would be visual impairment but the patient wears glasses for that issue. If the patient did not have glasses, there could be a barrier with her having difficulty reading the pamphlets I provided her.</p> <p>Health beliefs/values: The client believes her diet followed at home is healthy with no salt included in her diet as well as health she values health and her Christian religion.</p> <p>Psychosocial development:</p>	<p>Nursing Diagnosis: Risk for fluid volume excess related to congestive heart failure as evidenced by 10-pound weight gain in the last two days. Patients with chronic heart failure commonly will have fluid volume overload parentheses quote (Miller, 2017).</p> <p>Goal of Teaching: The goal of teaching will be that the patient will be able to teach back what has been educated to her. (Ex: patient teaches back what a healthy diet of as well as gives examples provided from the teaching).</p>	<p>Intervention 1: Educate the patient on why she is put on fluid restriction and why strict intake and output are important.</p> <p>Intervention 2: Educate the patient about Lasix and acetazolamide is useful and why she is specifically taking the medication. (Pamphlet provided)</p> <p>Intervention 3: The patient had a 10-pound weight gain within two days so daily checks on weight is used as an intervention to monitor any weight gain or loss within the hospital stay. (Ex: Make sure no more fluid accumulation is progressing).</p>	<p>Method 1: I use discussion as a method of teaching throughout education.</p> <p>Method 2: I used a teach-back method as a technique and had her read back what diet is healthy that I had discussed with her as well as discuss her diet at home.</p>	<p>Discuss how the client/family received the teaching: The client took education well with a smile on her face and maintained eye contact as well as discussed, her own diet at home she was open to the education and very welcoming about it.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength the patient demonstrated was being receptive to the information provided and open to talking about her diagnosis.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): To improve my teaching plan I could have gone in depth with the foods I mentioned that are healthy and explain why they are</p>

<p>Cognitive development: The patient is an integrity versus despair stage of her life. Patient identifies with the integrity side of this stage, “see life in a coherent perspective and regard death as a natural integral part of life” (Van der Kaap-Deeder, et al., 2021). This patient is aware of her condition and is accepting of death as a factor of it she is content with her life that she has lived.</p>				<p>healthy and as well as provide information as to why some food choices are unhealthy due to her condition.</p>
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References (2) (APA):

Miller W. L. (2017). Assessment and management of volume overload and congestion in chronic heart failure: Can measuring blood volume provide new insights. *Kidney Diseases (Basel, Switzerland)*, 2(4), 164–169. <https://doi.org/10.1159/000450526>

Van der Kaap-Deeder, J., Vermote, B., Waterschoot, J., Soenens, B., Morbée, S., & Vansteenkiste, M. (2021). The role of ego integrity and despair in older adults' well-being during the COVID-19 crisis: The mediating role of need-based experiences. *European Journal of Ageing, 19* (1), 117–129. <https://doi.org/10.1007/s10433-021-00610-0>