

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 acted very motivated to learn about new information to deal with his condition and ways to be compliant.</p> <p>Barriers to effective learning: The patient had a slight hearing impairment which made it slightly more difficult to communicate verbally. He mentioned he needed to have his batteries checked.</p> <p>Health beliefs/values: The patient was a full code and genuinely seemed to enjoy life. He understood his health conditions and realized the severity of not being compliant with his diet plan. He said he enjoyed what he did and if he wanted to continue to do the things he liked, he knew he would have to be better at watching what he ate or he would be spending less time doing the things he enjoyed doing.</p>	<p>Nursing Diagnosis: Risk for decreased cardiac output related to altered myocardial contractility as evidenced by changes in blood pressure and edema in lower extremities (Carpenito, 2023).</p> <p>Goal of Teaching: The goal of this teaching was to make sure the patient understands the importance of being compliant with keeping the sodium content minimal within his diet. By doing so, this will help diminish chronic heart failure exacerbation.</p>	<p>Intervention 1: Teach the patient how to use the daily weight log and make sure he is aware he needs to weigh at the same time, the same place, and in the same clothing each day, preferably the first thing when he gets up after he urinates.</p> <p>Intervention 2: Teach the patient how to read food labels and understand servings versus a whole container, for example, one can of soup can equal three servings. Make sure the patient understands The total amount of sodium they are able to have daily and to be able to decipher that information based on reading the food labels</p> <p>Intervention 3: Teach the patient what kind of foods are low in sodium and the kind</p>	<p>Method 1: A method of teaching that was used to teach this patient was adaptive teaching. This patient had a hearing impairment. The patient was given some education material including handouts that addressed heart failure, heart healthy diet, shortness of breath, acute kidney injury, and a daily log so that he could keep track of his daily weight.</p> <p>Method 2: A method of teaching this patient that was used was active listening. I asked the patient questions regarding his lifestyle and things that would make it easy for him to be able to be compliant. I asked him the kinds of foods that he liked and tried to incorporate that into the teaching plan that I discussed with him and his daughter.</p>	<p>Discuss how the client/family received the teaching: The patient and his daughter received the information in an appropriate time frame. The patient was being discharged that morning, so I sat down with him and his daughter prior to being discharge and discussed his lifestyle, diet, and ways to be compliant. I answered any questions they might have had and try to be helpful with any information I could give them.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient and his daughter demonstrated a few strengths during the teaching process. They were able to discuss ways that they could be compliant with a low sodium diet. The patient also mentioned that he</p>

<p>Psychosocial development: This patient is in the ego integrity versus despair stage of psychosocial development (McLeod, 2018). He seems content with his life and lifestyle. He does have regrets and is happy with what he has.</p> <p>Cognitive development: This patient is in the final stage of Piaget's theory that is the formal operational stage of cognitive development. This stage involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. This patient is using logic in daily decisions and uses reasoning when trying to make the best healthcare decision (Cherry, 2022).</p>		<p>of foods that they would be able to have and not have to worry about sodium content. Also teach the patient the concept of moderation when they would like to have something that has a higher content of sodium as well being able to look for a lower sodium version of that a high sodium food they enjoy or use often.</p>		<p>could keep a weight log in a convenient spot and write down his daily weight. His daughter is a nurse and understood the severity of her father's condition and that he would end up back in the hospital if he did not become more compliant.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I would have liked to have been able to give the patient and his daughter more information about foods that were lower in sodium and possibly even recipes that were low in sodium. I realize the daughter helps him cook sometimes but having a few extra ideas might have been helpful.</p>
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References (2) (APA):

Carpenito, L. J. (2023). *Handbook of Nursing Diagnosis*. Jones & Bartlett Learning.

Cherry, K. (2022, May 2). *What is Piaget's theory of cognitive development?* Verywell Mind. Retrieved October 11, 2022, from <http://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Mcleod, S. (2018, January 3). *Simply psychology*. Simply Psychology. Retrieved October 12, 2022, from <https://www.simplypsychology.org/>