

N321 Teaching Plan and Grading Rubric

Student Name: Destiny Bell

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
Methods/Teaching Tools <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
Evaluation <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:</p> <p>The patient was motivated and interacted throughout the provided teachings. While giving the teaching she stated she was already aware of the need to be on fluid restrictions due to her diagnosis of fluid volume overload. She asked questions throughout the teaching on eating a low sodium pertaining to foods she should avoid as well as foods that she should include in her diet. She also asked how she can monitor her intake and output at home after discharge.</p> <p>Barriers to effective learning:</p> <p>The nurse will ensure that the patient is in a state that she is most perceptive to learning. The patient should be alert and orientated to be able to complete the tasks in this teaching. The patient did not physically display any impairments to her cognition or any other impairments that</p>	<p>Nursing Diagnosis:</p> <p>Fluid volume excess related to a past medical history of renal failure and a consumption of a high sodium diet as evidenced by edema in the bilateral lower extremities and crackles in bilateral lung bases.</p> <p>Goal of Teaching:</p> <p>The patient will be able to understand and value the importance of a low sodium diet for her condition. The patient will also be able to understand the importance of restricting her fluid intake. The patient will be able to recognize specific signs and symptoms of fluid volume overload that require immediate medical attention. She will also be able to recognize foods that she should be including in her diet as well as foods she should avoid consuming by the end of the teaching.</p>	<p>Intervention 1:</p> <p>The patient will monitor her fluid intake daily, and if her provider places her on restrictions she will maintain compliance with her doctor's restriction orders</p> <p>Intervention 2:</p> <p>The patient will weigh herself daily at the same time each day in the order discussed in the teaching; wake up, use the restroom, weigh herself, then eat breakfast.</p> <p>Intervention 3:</p> <p>The patient will limit her sodium intake and maintain a low sodium diet. The restriction of sodium helps aid in decreasing fluid retention (BSN Wayne, 2022).</p>	<p>Method 1: Discussion</p> <p>The patient was informed of her official diagnosis, fluid volume overload or fluid volume excess. The patient was provided with a handout that explain what fluid volume overload is and how she could keep track of her fluid intake once discharged. The patient was educated on signs and symptoms of fluid volume overload such as weight gain, edema in arms, face, legs, and feet, and trouble breathing or shortness of breath. Which relates back to her chief complaint when arriving to the emergency department she had a chief complaint of shortness of breath and swelling in her bilateral lower extremities and her arms. I explained to the patient that she can monitor her fluid intake at home by filling a large jug with her daily fluid allowance and each time she takes in fluids removing the same amount from the jug, so by the end</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient received the teaching openly, willingly, and without hesitation. She relayed understanding of the information that was being taught and asked questions throughout.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient was open and willing to learn and take recommendations to avoid readmission in the hospital. However, she was hesitant at first about the doctor suggesting home health coming to help her weekly once she was discharged because she did not feel that it was necessary and that she was able to care for herself as she has been for all of her life. The patient later agreed to have home health temporarily come to help her once she was</p>

<p>would hinder my education plan. The patient did however have her own personal mindset and possible issue on maintaining compliance come her discharge as she did not feel the need to have home health come help her weekly once discharged, but eventually agreed to have home health temporarily help here at home post discharge.</p> <p>Health beliefs/values:</p> <p>The patient did not express any specific health beliefs or values. However, she did state she would like to get control of her health to avoid possible readmission.</p> <p>Psychosocial development:</p> <p>According to Erikson’s stages of development, the patient is currently in stage 8 known as integrity vs despair since she is over the age of 65. This is the stage of life in late adulthood where individuals begin to look back on their younger years and their pace of life is slowing down (Lewis, 2020).</p>			<p>of the day she could record her total daily fluid intake. I educated the patient on fluid conversions and they were also included in her handout provided to help her with this while at home.</p> <p>Method 2: Interactive/Q&A</p> <p>The patient was provided with a handout on a low sodium diet and taught the importance of maintaining a low sodium diet and how sodium correlates to her diagnosis of fluid volume overload. I informed the patient that upon discharge to help maintain a low sodium diet which foods she should consume, such as fresh or frozen fruits and vegetables, whole grain pastas, meats with no added salts, fish, and cheeses such as mozzarella since its naturally lower in sodium. I instructed the patient that she should avoid canned vegetables as they are usually high in sodium content and should also avoid salted butters, sauerkraut, olives, corned beef, and pickled foods. I instructed the patient that</p>	<p>discharged, after it was stressed to her the importance of maintaining compliance and that we are re just trying to provide her the best care because we care about her and do not want her to get sick again and have to be readmitted for the same symptoms.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>Some modifications that would have improved teaching for the patient may have been having a family member present. I feel that having a family member such as her spouse or child present during the teaching could have helped as they could have received the handouts and both teaching lessons and asked questions so they could help the patient maintain compliance to her low sodium diet and fluid restrictions after she was discharged. Also, to improve I wish I would have thought to bring my books with me and had access to more materials that I could have provided</p>
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<p>Cognitive development:</p> <p>According to Piaget’s stages of cognitive development, the patient is in the formal operational stage. In this stage, individuals begin to think abstractly and reason about hypothetical problems and begin to ponder abstract relationships and concepts (Ansorge, 2020). The patient has no cognitive abnormalities.</p>			<p>when she is shopping, she should look at the ingredient labels and aim to get foods with a sodium content of 140mg or less per serving. Throughout the teaching, the patient was attentive and asked questions, such as foods she should avoid if she were going out to eat at a restaurant. I responded that she should ask for her meal to be prepared with less salt if possible and should avoid dishes that are labeled as brined, pickled or cured.</p>	<p>her handouts on to help her for once she was discharged. I struggled finding handouts for her besides the one’s provided in epic’s system, next time I would like to be able to provide fun and motivating handouts to the patient.</p>
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References (2) (APA):

Ansorge, R. (2020, August 17). *Piaget cognitive stages of development*. WebMD. Retrieved October 17, 2022, from

<https://www.webmd.com/children/piaget-stages-of-development>.

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<https://nurseslabs.com/excess-fluid-volume/>.

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<https://www.healthline.com/health/parenting/erikson-stages>.

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