

**Teaching Plan and Grading Rubric**

**Student Name:**

<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> </ul>	

<ul style="list-style-type: none"> <li>Relate interventions to meeting the teaching goal</li> </ul>			<ul style="list-style-type: none"> <li>Relate interventions to meeting the teaching goal</li> </ul>	
Criteria	0 points	1 point	2 points	Comments
<p><b><u>Methods/Teaching Tools</u></b></p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	
Criteria	0 points	1.5 points	3 points	Comments
<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses</li> </ul>	

<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<ul style="list-style-type: none"> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>Source(s) greater than 5 years old will not be accepted</li> </ul>	<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>	

• Reference page complete				
<b>TOTAL</b>				<b>/25</b>

<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>
Level of motivation for learning: There is a possibility that the patient does not have a high level of motivation	<b>Nursing Diagnosis:</b> Risk for decreased cardiac output related to CHF as evidenced by patient's poor compliance with monitoring	<b>Intervention 1:</b> Educate the patient on their medications so the patient knows their purpose in	<b>Method 1:</b> The patient should be given written information of diet and medications so that it is available with them after	<b>Discuss how the client/family received the teaching:</b> The teach-back method and the attitude that is portrayed by the

<p>because they have an extensive history of cardiac issues, but they still do not adhere to management pertaining to monitoring and adhering to treatment for their CHF.</p> <p><b>Barriers to effective learning:</b> Barriers to effective learning could be level of motivation if the patient does not care to learn about how to manage their condition. Health literacy could be a barrier for understanding how the diet and medications are used to help prevent exacerbation of their CHF.</p> <p><b>Health beliefs/values:</b> It appears that the patient does not believe in the importance of follow up appointments or taking their prescribed medications unless there are financial factors interfering with access to those resources. However, the patient has a history of excessive drinking that poses as a health risk, but could be related to a psychological response to being a retired veteran.</p>	<p>and management of heart disorder</p> <p><b>Goal of Teaching:</b> The goal of teaching is to educate the patient so that they could be protected from complications associated with an exacerbation of their congestive heart failure. Congestive heart failure has the highest rate for rehospitalization of a health condition in patients, especially in those who are over the age of 65, so it is a priority to help the patient avoid that experience (Nair et al., 2020). The patient had an ejection fraction of 25% and is currently at 40%, so a goal is to maintain adequate cardiac output and avoid re-hospitalization. The patient should understand the teaching to monitor for changes, take prescribed medications, and follow diet restrictions to prevent negative health outcomes.</p>	<p>treating their condition. The patient was given bumetanide and home oxygen upon discharge. Bumetanide is a loop diuretic that is used to get rid of excess fluid volume caused by heart failure that could interact with the patient's antihypertensive medications to induce hypotension (Jones &amp; Bartlett Learning, 2020). Home oxygen is given after discharge from hospitalization for cardiac diseases to improve tissue oxygenation and prevent health risks that come with hypoxemia (Shebl et al., 2022).</p> <p><b>Intervention 2:</b> The patient should be taught about individualized diet restrictions for sodium and fluids. The DASH diet is an example of a diet plan that helps improve</p>	<p>discharge from the hospital.</p> <p><b>Method 2:</b> Therapeutic communication and a teach-back method will be utilized to assess the patient's understanding of the teaching. The family could be included in this teaching method if they are present.</p>	<p>patient will be assessed to give an idea of whether the teaching appears to be successful in leading to improvements in health.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> A strength of the patient is that their family could be included in the teaching to help with adherence to the treatment plan. A weakness could be level of motivation if there seems to be no desire to make lifestyle changes.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The patient and their family could be asked about their concerns to make modifications to the teaching plan. The patient could be contacted to see if they are complying with the information from the teaching plan.</p>
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<p><b>Psychosocial development:</b> The patient is 87 years old and is in the final stage of psychosocial development. The patient's history shows that they are a retired veteran and they may suffer from psychological effects because of that experience. History also shows excessive alcohol use. The patient lives with their daughter and three grandchildren, which could mean they have a support system in place that could assist with adherence after the teaching.</p> <p><b>Cognitive development:</b> The patient is an adult, and they are likely to be alert and oriented before being discharged. There is no history of cognitive disorders so expectations are within defined limits.</p>		<p><b>cardiac function</b> (Wickman et al., 2021).</p> <p><b>Intervention 3:</b> The patient lives with multiple family members that could assist in the compliance of follow up appointments, medications, and diet. Because of this, they should be included in the teaching along with the patient.</p>		
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**References (2) (APA):**

**Jones & Bartlett Learning. (2020). *2021 Nurse's Drug Handbook* (19 th ed.). Jones & Bartlett Learning.**

**Nair, R., Lak, H., Hasan, S., Gunasekaran, D., Babar, A., & Gopalakrishna, K. V. (2020). Reducing all-cause 30-day hospital readmissions for patients presenting with acute heart failure exacerbations: A quality improvement initiative. *Cureus, 12*(3), e7420. <https://doi.org/10.7759/cureus.7420>**

**Shebl, E., Modi, P., & Cates, T.D. (2022). Home oxygen therapy. *StatPearls*. Treasure Island Publishing <https://www.ncbi.nlm.nih.gov/books/NBK532994/>**

**Wickman, B. E., Enkhmaa, B., Ridberg, R., Romero, E., Cadeiras, M., Meyers, F., & Steinberg, F. (2021). Dietary management of heart failure: DASH diet and precision nutrition perspectives. *Nutrients, 13*(12), 4424. <https://doi.org/10.3390/nu13124424>**