

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> | <p>Missing 2 of the following:</p> | <p>Missing 1 of the following:</p> | <p>Includes complete information of all criteria:</p> | |

| <ul style="list-style-type: none"> • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal | <ul style="list-style-type: none"> ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal | <ul style="list-style-type: none"> ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal | <ul style="list-style-type: none"> ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal | |
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| Criteria | 0 points | 1 point | 2 points | Comments |
| <p><u>Methods/Teaching Tools</u></p> <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 | <p>Missing 2 of the following:</p> <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 | <p>Missing 1 of the following:</p> <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 | <p>Includes complete information of all criteria:</p> <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 |

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| <p><u>Evaluation</u></p> <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?) | <p>Missing 2 or more of the following:</p> <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?) | <p>Missing 1 of the following:</p> <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?) | <p>Includes complete information of all criteria:</p> <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?) | |
| <p>Criteria</p> | <p>0 points</p> | <p>2.5 points</p> | <p>5 points</p> | <p>Comments</p> |
| <p><u>APA Format</u></p> <ul style="list-style-type: none"> • Appropriate APA in-text citations and listed all appropriate | <p>No in-text citations present</p> <p>2 or more references are greater than 5 years old</p> | <p>1-2 APA errors</p> <p>1 reference is greater than 5 years old</p> | <p>No APA errors present</p> <p>In-text citations appropriately cited</p> | |

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| <p>references in APA format</p> <ul style="list-style-type: none"> • 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>3 or more APA errors</p> <p>No reference page present</p> | <p>In-text citations appropriately cited</p> <p>Reference page present</p> | <p>Reference page present and formatted properly</p> | |
| TOTAL | | | | /25 |

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|---|--|-------------------------------------|--|----------------------------------|
| Assessment of Client/Family (5 points) | Nursing Diagnosis & Goal of Teaching (5 points) | Interventions (5 points) | Methods/Teaching Tools (2 points) | Evaluation (3 points) |
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| <p>Level of motivation for learning:</p> <p>There is a possibility that the patient does not have a high level of motivation 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>Barriers to effective learning:</p> <p>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>Health beliefs/values:</p> <p>It appears that the patient does not believe in the importance of follow up</p> | <p>Nursing Diagnosis:</p> <p>Risk for decreased cardiac output related to CHF as evidenced by patient's poor compliance with monitoring and management of heart disorder</p> <p>Goal of Teaching:</p> <p>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</p> | <p>Intervention 1:</p> <p>Educate the patient on their medications so the patient knows their purpose in 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 & 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>Method 1: The patient should be given written information of diet and medications so that it is available with them after discharge from the hospital.</p> <p>Method 2: 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>Discuss how the client/family received the teaching: The teach-back method and the attitude that is portrayed by the patient will be assessed to give an idea of whether the teaching appears to be successful in leading to improvements in health.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>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>Suggest modifications to improve teaching plan (what would have</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>