Teaching Plan and Grading Rubric **Student Name: Cindy Ho**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 2 or more of the following: ● Determines motivation for learning ● Identifies barriers to learning ● Discuss health beliefs/values ● Discuss psychosocial and cognitive development	Missing 1 of the following: ● Determines motivation for learning ● Identifies barriers to learning ● Discuss health beliefs/values ● Discuss psychosocial and cognitive development	Includes complete information of all criteria: ● 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**
Nursing Diagnosis and Goal of Teaching • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 2 of the following: ● 1 nursing diagnosis identified in proper formatting ● 1 goal of teaching identified	Missing 1 of the following: ● 1 nursing diagnosis identified in proper formatting ● 1 goal of teaching identified	Includes complete information of all criteria: ● 1 nursing diagnosis identified in proper formatting ● 1 goal of teaching identified	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**

<u>Interventions</u> • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 2 of the following: ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal	Missing 1 of the following: ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal	Includes complete information of all criteria: ● 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>
 	
• Use 2 appropriate teaching methods to deliver teaching
 	
• Consider the following teaching methods:
 	
  • Discussion
	Missing 2 of the following:
	
	● Use 2 appropriate teaching methods to deliver teaching
	
	● Consider the following teaching methods:
	
	  ● Discussion
		Missing 1 of the following:
		
		● Use 2 appropriate teaching methods to deliver teaching
		
		● Consider the following teaching methods:
		
		  ● Discussion
			Includes complete information of all criteria:
			
			● Use 2 appropriate teaching methods to deliver teaching
			
			● Consider the following teaching methods:	

• Q&A • Teach-Back • Interactive	● Q&A ● Teach-Back ● Interactive	● Q&A ● Teach-Back ● Interactive	● Discussion ● Q&A ● Teach-Back ● Interactive	
Criteria	**0 points**	**1.5 points**	**3 points**	**Comments**
<u>Evaluation</u> • 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: ● 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: ● 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: ● 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**
<u>APA Format</u> • 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	No in-text citations present 2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1-2 APA errors 1 reference is greater than 5 years old In-text citations appropriately cited Reference page present	No APA errors present In-text citations appropriately cited Reference page present and formatted properly	

complete				
			TOTAL	**/25**

Assessment of Client/Family (5 points)	**Nursing Diagnosis & Goal of Teaching (5 points)**	**Interventions (5 points)**	**Methods/Teaching Tools (2 points)**	**Evaluation (3 points)**
Level of motivation for learning: The client is motivated to be discharged from the hospital and return home to care for her children. **Barriers to effective learning:** The client expressed no interest in making lifestyle changes from previous emergency room visits.	**Nursing Diagnosis:** Ineffective self-health management related to deficient knowledge of disease processes as evidenced by failure to take action to reduce risk factors such as smoking cessation and lowering BMI from 52.73 (Doenges et al., 2019). **Goal of Teaching:** The goal of teaching the client is to make better lifestyle	**Intervention 1:** Define the parameters for well-controlled BP and provide a basic understanding of hypertension and its effects on the heart, blood vessels, kidneys, and brain (Doenges et al., 2019). **Intervention 2:** Assist the client in identifying modifiable risk factors. The client's modifiable risk	**Method 1:** Educate the client on how the risk factors contribute to hypertension (Doenges et al., 2019). Allow for Q&A and discussion. **Method 2:** Provide the client with information regarding community resources and support the client in making lifestyle changes. Initiate referrals as needed	**Discuss how the client/family received the teaching:** The client was hesitant to accept the need to modify lifestyle changes. **Identify strengths/weaknesses of the client or family in receiving teaching:** The client's strength in receiving the teaching is her determination to be discharged from the hospital and return to caring

Health beliefs/values: The client believes she is susceptible to a cardiac event but has not taken the necessary steps to lower risks. **Psychosocial development:** According to Erickson, middle adults (35-65) must achieve generativity vs. stagnation. The middle adult striving for generativity will use life as an opportunity for creativity and productivity, concern others, and contribute to the next generation's well-being (Holman et al., 2019). **Cognitive development:** Formal operational stage At 35 years old, the client may be experiencing time and speed of performance slowing slightly, memory is intact, crystallized intelligence remains, and fluid intelligence begins to decline (Holman et al., 2019).	choices and aim for well-controlled blood pressure.	factors include BMI greater than 40, a sedentary lifestyle, smoking, and stress (Doenges et al., 2019). **Intervention 3:** Explain the rationale for the prescribed dietary regimen, a diet low in sodium, saturated fat, and cholesterol (Doenges et al., 2019).	(Doenges et al., 2019). Have the client teach back the plan of action. Provide the client with written material.	for her son. The client's weakness in receiving the teaching is feeling overwhelmed and frustrated by the need to implement lifestyle changes and learn healthy coping mechanisms. **Suggest modifications to improve the teaching plan (what would have improved the plan?):** The teaching plan could have improved if the client had been more receptive to the information. The client may be more receptive to the teaching plan with a nurse who spends more time with the client to build rapport. The client was also displaced from her room in the emergency department due to another client emergency. The client was very distracted and anxious.

References (2) (APA):

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span*. F.A. Davis.

Holman, H. C., Williams, D., Sommer, S., Johnson, J., Ball, B. S., & McMichael, M. (2019). *RN mental health nursing: Review module.* Assessment Technologies Institute.