N321 Teaching Plan and Grading Rubric **Student Name:**

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**
Interventions • 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
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  • 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**

APA Format • 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	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	
Criteria	**0 points**	**2.5 points**	**5 points**	
Evaluation of Teaching Presentation 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	Missing 2 or more of the following criteria: • 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	Missing 1 of the following criteria: • 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	Includes all criteria: • 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	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation

(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
Level of motivation for learning: Mrs. DY is a 63-year-old female admitted for observation of left abdominal pain due to diverticulitis. She is divorced, but her support system is her friends. DY works at Casey's General Store**.** **Barriers to effective learning:** DY has no learning disabilities. The patient had a little bit of prior knowledge of the nutrition aspect of diverticulitis, but not the specific parts of the anatomy. The client was by herself during the teaching plan. **Health beliefs/values:** The client is very eager to attempt to return to home, and try to relieve her symptoms on her own. The patient is very independent. **Psychosocial development:** Based on the patient being 63 years of age, the patient is in Erikson's generativity vs. stagnation stage. The patient talks about her friends quite	**Nursing Diagnosis:** Acute pain related to bowel inflammation as evidenced by diverticulitis. **Goal of Teaching:** The goal of teaching for this patient is to eat a target of 25-30 grams of fiber daily. We are also advising our patient to drink at least 8 oz. of fluid daily. We mentioned that exercise and water would help soften the stool and prevent constipation. Signs and symptoms of diverticulitis can include: nausea, vomiting, fever, abdominal tenderness (usually in the left lower quadrant), rectal bleeding, chills, decreased or absent bowel sounds, distention, acute abdominal pain, constipation, or diarrhea. Diverticulitis can cause the walls of the bowel to become eroded, which leads to ultimately a bowel perforation. Other complications can occur, such as an abscess formation, peritonitis, and a bowel obstruction (Maegan Wagner is a registered nurse with over 10 years of healthcare	**Intervention 1:** Provide the patient a clear liquid or soft diet. If the patient is not NPO, provide a clear liquid diet or soft diet to enable the bowels to rest and reduce the inflammation of the bowels (Ralph & Taylor, 2019). **Intervention 2:** Provide medications as needed (Tylenol). Antibiotics are often prescribed for an infectious process while pain medication will treat the acute pain symptoms that the patient is having (Ralph & Taylor, 2019). **Intervention 3:** Assess the patient's nutritional habits. By taking the time to assess the patient's nutritional intake, which can help you identify factors that are causing flare-ups. It is important to develop	**Method 1: Discussion** The client was informed of her official diagnosis, which was diverticulitis. The client was then provided with pathophysiology behind diverticulitis. It was explained to the patient that diverticulosis is the presence of when there's multiple pouches in the colon and is often asymptomatic. Diverticulitis is when these diverticula become inflamed or infected, which then causes symptoms that affect the patient in return. There was a discussion with the patient that diverticulitis is caused mostly by genetic and environmental factors, such as: not exercising, excessive alcohol consumption, and overuse of NSAIDS. **Method 2: Teach Back** The patient was instructed to know what signs and symptoms to look for to call the doctor. The signs and symptoms that were shared with the patient include:	**Discuss how the client/family received the teaching:** The client gladly received the education, and even chimed in on the teaching of her diagnosis. The client relayed her understanding of the teaching by providing knowledge of the disease and the nutritional requirements that have to take place. The client asked several questions regarding the diet that relayed that she understood the diagnosis. The client demonstrated an eagerness to learn more about this diagnosis. **Identify strengths/weaknesses of the client or family in receiving teaching:** The patient has an amazing support group, which consists of her close friends. The patient's friends seem to be extremely supportive and helpful through the conversation with the client. The client was hesitant at first with the knowledge of the disease, but through

often. Overall, the patient's psychosocial development appears to be within normal limits for her age (Cherry, 2022). **Cognitive development:** This patient's cognitive development stage, according to the Piaget's stages of cognitive development is formal operational stage. The patient does not have any impairments and her cognitive state is within normal limits for her age (Lewis, 2021).	experience. She earned her BSN at Western Governors University. Her nursing career has led her through many different specialties including inpatient acute care, 2023).	an appropriate approach to the management of the condition that works best for the patient (Ralph & Taylor, 2019).	constant/persistent pain for several days in the abdomen, nausea/vomiting, fever, and any changes in bowel movements. During the discussion with the client, there was an emphasis on not eating foods, such as: seeds, nuts, lentils, and popcorn. By eating these foods, they could get stuck within the pouches caused by the diverticulitis and further cause more flare-ups.	guidance, she felt much better about the food aspect of her diagnosis. **Suggest modifications to improve teaching plan (what would have improved the plan?):** To improve the teaching plan, ensure that the patient has a support person with them, to ensure that the patient has someone else that knows about their diagnosis. It is highly important that the client has a support system that is highly involved within the patient's line of care.

References (2) (APA):

Cherry, K. (2022, August 3). *Understanding Erikson's stages of psychosocial development*. Verywell Mind. Retrieved April 14, 2023, from https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740

Lewis, C. (2021, October 29). *Piaget's stages of cognitive development*. Child and Family Blog. Retrieved April 14, 2023, from https://childandfamilyblog.com/piaget-stages-cognitive-development/?gclid=CjwKCAjw8-OhBhB5EiwADyoY1YZHHyl0ahFYbZttXufvAVfszmePLiv3Q8oY3qCQ7Q3IZURs-KP-sxoCI1EQAvD_BwE

Maegan Wagner is a registered nurse with over 10 years of healthcare experience. She earned her BSN at Western Governors University. Her nursing career has led her through many different specialties including inpatient acute care. (2023, January 19). *Diverticulitis nursing diagnosis & care plan*. NurseTogether. Retrieved April 14, 2023, from https://www.nursetogether.com/diverticulitis-nursing-diagnosis-care-plan/

Ralph, S. S., & Taylor, C. M. (2019). *Sparks & Taylor's nursing diagnosis pocket guide*. Wolters Kluwer/Lippincott Williams & Wilkins Health.