

N321 Teaching Plan and Grading Rubric

Student Name: Mason Coo

| Criteria | 0 points | 2.5 points | 5 points | Comments |
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| <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> | |

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| <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 | |
| Criteria | 0 points | 1 point | 2 points | Comments |
| <u>Methods/Teaching Tools</u> <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 |

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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?) | |
| Criteria | 0 points | 2.5 points | 5 points | Comments |

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| <p><u>APA Format</u></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> | |
| <u>Criteria</u> | 0 points | 2.5 points | 5 points | |
| <p><u>Evaluation of Teaching Presentation</u></p> <p>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</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) | <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) | <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) | |

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| status Use of teaching aids Appropriate non-verbal body language | applicable) <ul style="list-style-type: none"> ● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language | applicable) <ul style="list-style-type: none"> ● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language | <ul style="list-style-type: none"> ● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language | |
| TOTAL | | | | /30 |

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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: The client was highly motivated to learn how a healthy diet could lessen the symptoms of congestive heart failure (CHF) and improve their daily living. The high motivation for learning from the client was likely due to the fear of the ambulance trip to the emergency room and not being able to breathe, simply being short of breath just sitting upright on the stretcher. The client would like to take every option available to avoid being in that situation again and recognize that changing their diet would be beneficial.</p> <p>Barriers to effective learning: The client did not display any barriers to effective learning. The client was extremely receptive to the education and wants to do everything possible to avoid progressing their CHF.</p> <p>Health beliefs/values:</p> | <p>Nursing Diagnosis: Risk for electrolyte imbalance related to congestive heart failure as evidenced by edema of the left side of the face, both legs and abnormal serum sodium electrolyte levels.</p> <p>Goal of Teaching: The overall goal of the teaching plan is for the client to recognize the benefits of a healthy dietary pattern and the consequences of an unhealthy diet. Through a heart failure eating plan provided by Elsevier Inc., the client will recognize the importance of reading food labels, healthy cooking options, planning healthy meals, recommended foods, and foods that should be avoided.</p> | <p>Intervention 1: Educate the client on healthy eating patterns and foods to avoid (Wayne, 2023). The client will recognize foods that will benefit them in improving their health and be able to identify foods they should avoid consuming.</p> <p>Intervention 2: Monitor the client's serum electrolyte levels (Wayne, 2023). While the client is at the hospital, daily labs will be drawn to monitor serum electrolyte levels and to see which electrolytes are not within normal range and need to be adjusted. The client will be educated on the effects of electrolytes that are not within normal range and the associated issues.</p> | <p>Method 1: The client was given a heart-healthy menu from the hospital and a patient education plan for how to diet with heart failure. This student nurse provided the menu and educated the client on the heart failure eating plan.</p> <p>Method 2: This student nurse held a question and answer with the client when the teaching was finished to allow for further elaboration on unclear topics or areas of the teaching that the client wanted to learn more about.</p> | <p>Discuss how the client/family received the teaching: The client was open to the teaching, engaged throughout the education, and was extremely willing to learn. The client stated that they were thankful for receiving the hospital's heart-healthy menu because it shows the client several different meal options they could make for themselves.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Strengths of the teaching included the client's willingness to learn and engagement in the education on a heart-healthy diet. The client wants to improve their lifestyle so they can live a healthier life, and the client recognizes that a healthier diet is one of the many ways to improve. The weakness of the education was that the client did not have any family members</p> |
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The client was aware of their situation and how their health beliefs and values coincided with this hospital visit. The client is a current smoker and has smoked a pack daily since they were 14. Currently, the client is limiting themselves to 5-6 cigarettes daily. Also, the client admitted that they try to eat healthy for the most part, but their diet could be further improved.

Psychosocial development:

Erikson – Generativity vs. Stagnation

The client is in Erikson’s 7th stage of psychosocial development (Mcleod, 2023). The client is on the generativity side, as they spoke about teaching their middle and younger son to cook, which shows that the client wants to promote growth and education in the younger generations.

Cognitive development:

The client was alert and oriented to person, place,

Intervention 3:

The client will be weighed daily while at the hospital and educated on how to weigh themselves properly when discharged (Wayne, 2023). The client will be instructed to keep a daily weight log. Also, the client will be told to notify their provider if they gain or lose three pounds within a day.

present. The client stated early in the education that their middle son does a majority of the cooking for the household, and the middle son likes to season the food with salt. The education session would have been more beneficial if the middle son had been there to hear how adding salt to the client’s diet would be detrimental to the client’s health.

Suggest modifications to improve teaching plan (what would have improved the plan?):

Overall, this student nurse would not modify the teaching plan. Instead, modifying the time of the teaching would be more beneficial. Waiting until the middle son was at the hospital visiting the client to do the teaching would have the greatest impact, as the middle son could see how adding salt to the client’s diet would be detrimental to the client’s health.

References (2) (APA):

References

Mcleod, S. (2023, March 29). *Erik Erikson's 8 Stages of Psychosocial Development*. Simply Psychology. Retrieved April 17, 2023, from <https://www.simplypsychology.org/Erik-Erikson.html>

Wayne, G. (2023, March 18). *Risk for Electrolyte Imbalance Nursing Care Plan*. Nurseslabs. Retrieved April 17, 2023, from <https://nurseslabs.com/risk-for-electrolyte-imbalance/>