Teaching Plan and Grading Rubric **Student Name: Xitlally Bonilla & Natalie Zizumbo**

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**

<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 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	
			TOTAL	**/25**

Our client is a 45-year-old female who is newly diagnosed with hypertension. The provider has ordered a heart healthy diet. The client needs education on what foods they should eat and what they should avoid. The client's favorite food is eggs and bacon. She eats this every morning for breakfast.

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 wants to learn but hesitates to change what she eats every morning for breakfast. **Barriers to effective learning:** There is a minor language barrier, with English being the client's second language. **Health beliefs/values:** The client wants to be healthy and get her hypertension under control, but she doesn't understand how the food she eats can affect her blood pressure. **Psychosocial development:** The client is more focused on her family and children's well-being and doesn't take the time to care for herself. **Cognitive development:** Appropriate for their age. The client is a college graduate.	**Nursing Diagnosis:** Deficient knowledge related to inadequate information on hypertension and a heart-healthy diet (Phelps, 2022). **Goal of Teaching:** The client will be able to distinguish which foods are good or bad for her hypertension and state an understanding of how to take her blood pressure at home.	**Intervention 1:** Provide written materials explaining the foods included in a heart-healthy diet and the dangers of uncontrolled blood pressure (Phelps, 2022). **Intervention 2:** Integrate the client's preferences into the teaching plan • Inform the client she may keep eggs in her new diet since they have been proven to not affect hypertension (Kolahdouz-Mohammadi et. al, 2020). However, she needs to find an alternative to bacon. **Intervention 3:** Arrange an interpreter for the client if necessary.	**Method 1:** Use brochures (in Spanish) about what foods are good for a heart-healthy diet and the dangers of uncontrolled hypertension. **Method 2:** Demonstrate to the client how to check blood pressure.	**Discuss how the client/family received the teaching:** The client stated an understanding of everything that was taught and is motivated to make the changes; however, she is a little disappointed in having to modify her favorite foods. **Identify strengths/weaknesses of the client or family in receiving teaching:** The client was open to learning about how foods affect her blood pressure and stated that her family would be willing to help her make the necessary changes. **Suggest modifications to improve the teaching plan (what would have improved the plan?):** In this scenario, we focused too much on foods the client should eat but not enough on what they should watch out for and avoid. The nurse should have

				included foods related to the client's cultural background and considered their cultural habits.

References

American Heart Association (2023). *10 maneras de mejorar tu salud cardíaca* [Infographic]. American Heart Association, Inc. https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/healthy-living-spanish-infographics/10-maneras-de-mejorar-tu-salud-cardiaca

American Heart Association (2020). *Blood pressure measurement instructions* [Infographic]. American Heart Association, Inc. https://www.goredforwomen.org/-/media/GRFW-Files/Know-Your-Risk/measuring-your-blood-pressure-at-home_Spanish.pdf

American Heart Association (2022). *Consecuencias de la presión arterial alta* [Infographic]. American Heart Association, Inc. https://www.heart.org/-/media/Files/Health-Topics/High-Blood-Pressure/HBP-Consequences-Infographic-Spanish.pdf

Kolahdouz-Mohammadi, R., Malekahmadi, M., Clayton, Z., Sadat, S., Pahlavani, N., Sikaroudi, M., & Soltani, S. (2020). *Effect of egg consumption on blood pressure: A systematic review and meta-analysis of randomized clinical trials.* National Library of Medicine. doi: 10.1007/s11906-020-1029-5

Phelps, L. (2022). *Nursing diagnosis reference manual* (12th ed., p. 380). Wolters Kluwer.