

HeN431 Teaching Plan and Grading Rubric

Student Name: Jessica Tillman

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> <ul style="list-style-type: none"> • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> • Interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • Interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<p>Includes complete information of all criteria:</p> <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
Methods/Teaching Tools <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
Evaluation <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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

<p>APA Format</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>	
Criteria	0 points	2.5 points	5 points	
<p>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids (interpreter if applicable)</p> <p>Appropriate non-verbal body language</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) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	<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) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	<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) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	
TOTAL				/30
Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)

<p>Level of motivation for learning: The patient was open to learning and listening to the educational information provided. The patient stated he was “motivated to get home”.</p>	<p>Nursing Diagnosis: Promotion of optimal nutrition balance and adherence to a low sodium diet related to the patient’s extensive cardiac history and current diagnosis of acute heart failure as evidenced by the patient experiencing chest</p>	<p>Intervention 1: Educate the patient to properly check food labels for the sodium included in the portion being consumed (Phelps, 2023).</p>	<p>Method 1: Discussion with a handout was given to the patient with educational information and websites to assist in the success of balanced nutrition.</p>	<p>Discuss how the client/family received the teaching: The patient received the information openly and expressed a current knowledge base of this information related to his extensive health history.</p>
<p>Barriers to effective learning: The patient does not have any learning barriers present; the patient is alert and oriented x 4.</p>	<p>pain, shortness of breath, fatigue, cough, weakness, edema, and an elevated heart rate (Phelps, 2023).</p>	<p>Educate the patient to ensure that if the portion is doubled that the patient understands they will need to complete the proper calculation to reflect the amount they are eating (Heart.org, 2024).</p>	<p>Method 2: A question and answer portion was offered to the patient to clarify any misunderstandings of the educational information provided.</p>	<p>The patient looked through the provided handout and did not have any questions related to the information provided. The patient’s family was not in attendance.</p>
<p>Health beliefs/values: The patient expresses a positive attitude about the status of his health. The patient reports he has experienced multiple</p>	<p>Goal of Teaching: To effectively educate the patient about the importance of a healthy cardiac diet. And how reducing their sodium intake</p>			<p>Identify strengths/weaknesses of the client or family in receiving teaching: The</p>

<p>health associated conditions since the age of three. The patient states that he “just takes his health day by day and situation by situation”.</p> <p>Psychosocial development: Intimacy vs. Isolation.</p> <p>Cognitive development: Formal operational stage.</p>	<p>assists in reducing fluid retention and signs and symptoms of edema, electrolyte balance, and weight gain (Phelps, 2023). A cardiac diet focused on a lowered sodium intake paired with proper medications will assist in balancing the patient’s cardiac function (Heart.org, 2024).</p>	<p>Intervention 2: Educate the patient to limit their fluid intake to the proper amount ordered by the provider (Phelps, 2023). The patient specifically was ordered not to exceed a total of 1800 mL daily.</p> <p>Intervention 3: Educate the patient to limit food choices appropriately and adhere to a balanced diet (Phelps, 2023). Meal planning and following myplate.gov to assist the patient</p>	<p>patient was engaged and open to listening to the information provided. The patient was very kind and positive even with his extensive knowledge base of this information he allowed me to educate him without any interruption. The patient’s only weakness was not asking questions throughout the teaching experience. It is understandable that he would not ask questions because he has been provided this educational information multiple times related to his extensive</p>
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		<p>with the knowledge needed to understand or plan balanced meals and to obtain healthy recipes was provided on the Carle handout given to the patient.</p>		<p>cardiac health history.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I would have provided specific questions and answers at the beginning to engage the patient in the discussion to open the communication between myself and the patient.</p>
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References (2) (APA):

Heart.org staff. (2024). *How much sodium should I eat per day*. Heart.org. [https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/sodium/](https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/sodium/how-much-sodium-should-I-eat-per-day)

[how-much-sodium-should-I-eat-per-day](https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/sodium/how-much-sodium-should-I-eat-per-day).

Approved ~~8/18/2021~~ 11/19/2021

Revised 11/19/2021

Phelps, L. L. (2023). *Nursing diagnosis reference manual*. Wolters Kluwer.

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Revised 11/19/2021