

Teaching Plan and Grading Rubric

Student Name:

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
<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<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
APA Format <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 	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

If you don't know the answer, tell your pt you don't know and will get back with them with a possible answer.

You are the nurse caring for a client (84-year-old per me) who has had multiple hospitalizations in the past month related to hypokalemia. The client does not like to take their potassium pill because it is hard to swallow. You need to educate the client on their medication to help prevent rehospitalization.

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 client is very motivated to learn the importance of their potassium medication. Their family is right beside them, encouraging the teaching.</p> <p>Barriers to effective learning: The client is hearing impaired and rarely has their hearing aids on or around them. The client is also having difficulty breathing. The client is having anxiety around taking the big potassium pill because they do not want to choke.</p> <p>Health beliefs/values: The client is a frequent flyer in the hospital for a month. They want to get back to the nursing care facility where their friends are. They are on top of their health care issues</p>	<p>Nursing Diagnosis: Deficient knowledge related to inadequate information and anxiety as evidence by reason for admission of hypokalemia and verbal concern by the patient (Phelps, 2023).</p> <p>Goal of Teaching: The goal of teaching is to raise the patient's potassium level, so they are not in critical condition. The patient will state and demonstrate the understanding of the teaching (Phelps, 2023).</p>	<p>Intervention 1: Asses the patient's knowledge on the topic of teaching to determine whether the patient needs reinforcement or basic teaching (Phelps, 2023).</p> <p>Intervention 2: Encourage the patient to seek help and observation from a healthcare professional while doing the task of taking the medication (Phelps, 2023).</p> <p>Intervention 3: Provide the patient with important materials and facts regarding the information we are going to reinforce</p>	<p>Method 1: Discussion with the patient on the importance of the medication with a handout with the risk and benefits if/when the medication is taken.</p> <p>Method 2: Provide a demonstration to the client of easier ways to take a big pill, that is important for their overall health and wellbeing.</p>	<p>Discuss how the client/family received the teaching: The client and family were very receptive to the teaching and understood the importance of the medication. The family and place of residence of the client expressed their involvement in the care and the administration of the client's medication.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client and family's strength in the teaching was their involvement. They all seem very concerned with the client's health and all wanted handouts regarding the client's medication. The client had a weakness of not being able to hear me very</p>

<p>but have some hesitancy when swallowing a big pill.</p> <p>Psychosocial development: Integrity vs Despair. The client is pleased with where her life is right now with living in an assisted living facility. She is frequently visited by her family and has many friends who she does puzzles with after lunch.</p> <p>Cognitive development: The patient is very aware and cognitively alert, yet she seems to take a while to process information and appreciates repetition.</p>		(Phelps, 2023).		<p>well during the teaching. But at the end of the teaching the client was able to recite back the importance of the medication and the cause and affects it can have on their health.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I would have kept the family out of the room in the initial teaching of the discussion. It seemed to be a little distracting to the client when the family members would intervene in the discussion.</p>
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References (2) (APA):

Phelps, L. L. (12th) (2023). *Nursing Diagnosis Reference Manual*. Wolters Kluwer.

Godman, H. (2020, April 16). *Two tricks to make it easier to swallow pills*. Harvard Health. Retrieved April 7, 2024, from

<https://www.health.harvard.edu/blog/two-tricks-make-easier-swallow-pills-201411137515>

Potassium Fact Sheet for Consumers. (2019, March 5). NIH Office of Dietary Supplements. Retrieved April 7, 2024, from

<https://ods.od.nih.gov/pdf/factsheets/Potassium-Consumer.pdf>

(I will highlight on this handout printout above during my presentation)