

N431 Teaching Plan and Grading Rubric

Student Name: Vanessa Jackson

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 client showed eagerness and motivation to learn about heart failure. She demonstrated eye contact and active listening throughout the teaching plan.</p> <p>Barriers to effective learning: There were no identifiable barriers to the patient's learning. Despite being in the hospital, she was in good spirits and A&Ox4.</p> <p>Health beliefs/values: The client was asked if she limits her sodium intake at home and she laughed and said she will now. She has a history of heart conditions, and although she stopped smoking and takes her medication regularly, she had not changed her diet. Adapting a cardiac diet is an important component to maintaining and achieving heart health.</p> <p>Psychosocial development: The client lives at home with her husband. She is a mother</p>	<p>Nursing Diagnosis: Knowledge deficient related to not knowing the significance to adhering to a cardiac diet (Phelps, 2020).</p> <p>Goal of Teaching: The objective of this teaching is to educate and assess the client's understanding of heart failure, as well as encourage her to make healthier lifestyle choices that can help her heart's condition.</p>	<p>Intervention 1: The client was educated on the importance of limiting sodium intake. It is a modifiable risk that is within her control. It was suggested to her that she weigh herself daily before breakfast to monitor for fluid retention.</p> <p>Intervention 2: The client was educated on the importance of getting 7-8 hours of a good night's rest. She stated that is extremely difficult for her because she has restless leg syndrome.</p> <p>Intervention 3: The client was educated on the importance of daily exercise. She was informed that even just a short daily walk can make a difference. Again, this is another modifiable factor that</p>	<p>Method 1: The client and I participated in a discussion-based method of teaching. She was engaging and communicative throughout the teaching.</p> <p>Method 2: The Q&A method was also utilized for this teaching. I explained to her what heart failure was, but also asked her about which modifiable factors she practices at home. She was honest and candid with her answers.</p>	<p>Discuss how the client/family received the teaching: The client was actively engaged during the teaching. She gave me her full attention and was receptive to the information. Her husband was present, and he also was listening and engaged into the conversation. They were committed to learning.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client's strength was that she could participate in the discussion without being distracted by any health ailments. She was able to focus and discuss in the conversation openly. I do not feel as though she had any weaknesses. She was the ideal client to give a teaching too. She was receptive and engaging to the information.</p> <p>Suggest modifications to improve teaching plan (what would have</p>
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of 4 adult children and has 13 grandchildren. This client is currently in the final stage of Erickson's Development; Integrity vs. Despair (Cherry, 2022). This stage involves the client having a retrospective look on their life and determining whether it was well-lived (Cherry, 2022).

Cognitive development:

The client was awake, alert, and orientated to person, time, place, and situation. She demonstrated remarkable intelligence and cognitive acuity for someone of her age. According to Piaget's stages of cognitive development, she is in the "Formal Operational" stage (Ansorge et al., 2024). This stage allows individuals to think abstractly and systematically (Ansorge et al., 2024). This essentially leads to the ability to solve complex problems and critical thinking.

she can control that can improve her heart's health.

improved the plan?):
If I could improve anything, it would be to have visuals. Unfortunately, the printer was not working for me so I could not print out the images I wanted to share with her. I also would have wanted to provide her with an informative pamphlet so she could take it home with her or read along.

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References (2) (APA):

Ansorge, R., Gatta, F., & Gopal, A. (2024, February 16). *Piaget stages of development*. WebMD. <https://www.webmd.com/children/piaget-stages-of-development>

Cherry, K. (2023, February 28). *Integrity vs. despair in psychosocial development*. Very Well Mind. <https://www.verywellmind.com/integrity-versus-despair-2795738>

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12th ed). Wolters Kluwer.