

N441 Teaching Plan and Grading Rubric

Student Name: Kaitlyn Goodrum

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><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 status Use of teaching aids Appropriate non-verbal body language</p> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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 is a 73-year-old Caucasian female who was admitted due to experiencing new signs and symptoms that are associated with congestive heart failure (CHF). The client was experiencing bilateral edema in her lower extremities, shortness of breath, fatigue, feeling light-</p>	<p>Nursing Diagnosis: Deficient knowledge related to new CHF diagnosis as evidenced by the patient asking what the typical manifestations are related to CHF and what kind of diet should she adhere to.</p> <p>Goal of Teaching: The goal of this teaching was to inform the patient on the various subjects of CHF and</p>	<p>Intervention 1: “Educate patient regarding fluid restriction, diet, and signs and symptoms requiring immediate medical treatment” (Phelps, 2022).</p> <p>The patient was unaware of the signs and symptoms related</p>	<p>Method 1: The first teaching method used in this educational experience was discussion. The patient and her daughter-in-law were very receptive to the education I discussed with them. The specific manifestations of CHF and the kind of diet she should adhere to were discussed thoroughly. The</p>	<p>Discuss how the client/family received the teaching: The patient and the patient’s daughter-in-law were very receptive of the education provided during the teaching plan. The patient and the daughter-in-law thanked me for taking the time to educate them on CHF and proper dieting.</p>

<p>headed, and vomiting. During the patient’s admission the patient was given a new diagnosis of CHF. The patient received metoprolol and IV diuretics to help control her blood pressure and to help her body excrete the excess fluid. The patient is a resident at Clark Lindsey, which is an assisted living facility for senior citizens. The patient has a son and daughter-in-law who are very involved with her and her health. The patient and her daughter-in-law were educated on the various subjects: what CHF is, what it is caused by, the signs and symptoms of CHF, the various treatment options of CHF, what a proper diet looks like for a patient with CHF, and where to find more information on CHF if they need it.</p> <p>Barriers to effective learning: This patient has one barrier associated with learning. The client herself doesn’t have the best short-term memory so recalling the information might be a challenge for her. She was writing things down and taking notes as I was talking to her to help reinforce</p>	<p>those include what CHF is, what it is caused by, the signs and symptoms of CHF, when to contact the provider or when to go in immediately for help, the various treatment options of CHF, what a proper diet looks like for a patient with CHF, and where to find more information on CHF if they need it.</p>	<p>to her CHF diagnosis and she needed to know what to look for and when to seek medical treatment. The patient was also unaware of the type of diet and amount of fluids she should be taking in.</p> <p>Intervention 2: “Provide written materials explaining skills patient is trying to develop and facts patient must remember” (Phelps, 2022).</p> <p>The patient received a paper handout that includes all of the education that she was being provided so she can recall it later if need be.</p> <p>Intervention 3: “Encourage family members to participate in patient’s learning process to help create an encouraging, therapeutic climate after discharge” (Phelps, 2022).</p>	<p>client asked one question; however, it wasn’t technically a specific question on the education I provided. She asked, “could this be the reason why I have lost interest in doing things I used to like doing?” I told her that feeling could be associated with a side effect of some of her psych medications but that I cannot be certain. I told her I would let her nurse know and she might be able to give her more information on that.</p> <p>Method 2: The second teaching method I chose was an interactive method, a handout. The handout included all the educational information I provided her and her daughter-in-law with just in case they needed to recall anything we went over during the teaching after they left the hospital. The education included what CHF is, what it is caused by, the signs and symptoms of CHF, when to contact the provider or when to go in immediately for help, the</p>	<p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength of my client’s learning is that she seemed to be very willing to learn and ready to soak in new information, writing down notes of her own and actively listening to what I told her. A weakness of my client would probably be her short-term memory. She mentioned that her short-term memory hasn’t been the best lately. However, her daughter-in-law was present during the teaching so I am hoping the daughter-in-law can remind her of certain aspects of the teaching she may forget. The only downside is that she lives alone in a single apartment at Clark Lindsey and may forget while her daughter-in-law is not around.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The only modification that I can think of is when I was</p>
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<p>the information I was giving her. The patient's daughter-in-law was also present during the education so she will be able to remind the patient if she forgets.</p> <p>Health beliefs/values: The patient is a Christian and accepts modern medicinal methods. Her electronic health record states that she is also accepting of blood transfusions if necessary.</p> <p>Psychosocial development: According to Erikson's stage of psychosocial development this patient is in the stage of Integrity vs. Despair since the patient is over the age of 65 (McLeod, 2024a).</p> <p>Cognitive development: According to Piaget's stages of cognitive development the patient is in the formal operational stage, since the patient is in adulthood (McLeod, 2024b).</p>		<p>The daughter-in-law helps the patient frequently by taking her to all of her medical appointments. The daughter-in-law was present for the education and will help reinforce the knowledge provided in this teaching to the client if she forgets.</p>	<p>various treatment options of CHF, what a proper diet looks like for a patient with CHF, and where to find more information on CHF if they need it.</p>	<p>going over possible treatments for CHF, I had discussed the medications that are particularly important for clients who have CHF and those include her blood pressure medication and diuretic medication. I explained to her what those medications help with and how she needs to comply with the provider's orders concerning those medications. However, when the nurse went to discharge her, the nurse said she wouldn't be going home on diuretic medication. I should have asked the nurse about that and why the patient wouldn't need to continue to take diuretic medication while at Clark Lindsey.</p>
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References (2) (APA):

McLeod, S. M. (2024a, January 25). *Erik Erikson's stages of psychosocial development*. Simply Psychology.

<https://www.simplypsychology.org/erik-erikson.html>

McLeod, S. M. (2024b, August 5). *Piaget's theory and stages of cognitive development*. Simply Psychology.

<https://www.simplypsychology.org/piaget.html>

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