N321 Teaching Plan and Grading Rubric **Student Name: Kaylee Andersen**

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
APA Format • 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	
Criteria	**0 points**	**2.5 points**	**5 points**	
Evaluation of Teaching Presentation 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	Missing 2 or more of the following criteria: • 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	Missing 1 of the following criteria: • 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	Includes all criteria: • 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)
Level of motivation for learning: When speaking with her each time, she was very eager to learn why this keeps happening to her and what she can do to prevent it from happening again. She was admitted to the hospital for hypothermia and episodes of syncope. She experienced excitement when I asked her if I could do my teaching plan with her. She was very engaged during the whole thing. She expected that she would keep good fluids intake every day. Her daughter was there for most of it and stated that once she gets her mind set, there is no changing it. It made me happy when she started to take some notes. She set goals, clear smart goals for her fluid intake. **Barriers to effective learning:** When speaking with my patient, there were no barriers that I saw. She received all the information that I provided.	**Nursing Diagnosis:** Risk for electrolyte imbalance related to insufficient fluid volume as evidenced by her having multiple syncope episodes and her lab results showed hyponatremia and hypokalemia (Phelps, 2023). **Goal of Teaching:** My goal in my teaching that I did on rehydration was to make sure that she has a better understanding of the importance of being hydrated and how that could play in her imbalance of her electrolytes because she kept making comments that she does not know how this happened because she is a very healthy person. Make sure that she is aware of signs of dehydration to help prevent her from getting so far dehydrated that she has an episode of syncope or ends up back in the hospital. Also, giving her ways to prevent this from happening again is key to her not being admitted again.	**Intervention 1:** While she is in the hospital, the nurse can monitor and assess her fluid status (Phelps, 2023). You would want to do this so that when she gets discharged, she understands how much fluid intake she should get within one day. **Intervention 2:** While she is in the hospital, the nurse will educate the patient and her daughter about the risk of having an electrolyte imbalance and ways to prevent it. (Phelps, 2023). By educating both, both can ask questions to understand the information. Also, having her daughter there helped to keep her on track of the topic because sometimes she did go on about one thing. Lastly, when she gets discharged and forgets	**Method 1:** The first teaching method I used was to discuss rehydration with the patient. We went over a couple of different parts and between each topic, I would ask her if she had any questions or comments on what I had gone over. We started out with the different ways that she could get dehydrated and how being dehydrated could lead to the imbalance of her electrolytes. She has been having low sodium and potassium levels. After discussing ways that she can get dehydrated, I stressed the importance of slowly increasing her fluid intake to not overwhelm her body. With the increasing fluid intake, I provided information on how good fluid intake is needed to better manage her electrolytes. I also provided some food that is recommended for increasing the electrolytes she needs. One of the foods was a banana, as it will help increase potassium levels.	**Discuss how the client/family received the teaching:** My patient was very receptive to my teaching. She was taking notes and asking questions. Her daughter was there but had to leave before I was done, but while she was there, she did help her mother to stay on track because there were times that she would go off topic or go on a long explanation. While I was talking with my patient, she had great eye contact and expressed some shock from the ways she could have become dehydrated and was to rehydrate herself. Throughout the whole time, she was happy to learn more about what was possible going on. **Identify strengths/weaknesses of the client or family in receiving teaching:** There were more strengths in how the patient and daughter received the

She did not get overwhelmed. Later that day, I noticed that she was re-reading the handout that I gave to her. Her daughter thought she was retaining the information well and setting good goals. The patient could not wait to get out of the hospital so that she could go outside. She loves walking and working in her garden when the weather is nice. **Health beliefs/values:** For someone who is above 65 years old, she is extremely healthy. She understands the importance of living a healthy life so she can do what she enjoys. Her daughter agreed that she was healthy, and she eats a good diet and gets exercise. The patient reported that she has fruit twice again, vegetables with her lunch and dinner, does not eat or drink that many sweets; if she does it is a small amount; and that she tried to walk about 30 or more minutes a day. Somedays, she uses weights to keep up her muscles. She was going crazy in the hospital not being able to go outside and work. So, she values her healthy habits.		something about what was discussed, she can ask her daughter for help to remember. **Intervention 3:** You will want to collect and evaluate serum electrolyte results to evaluate how her body is reacting to the treatment (Phelps, 2023). Since she is in the hospital, you can evaluate her electrolyte every day and if something is not working, you can change the treatment. Also, if there is a different reason what is causing her imbalance, they can figure it out and potentially start a new/different treatment. before she goes home and	The pt stated she has a half or a full one every morning. After understanding the importance of slowly increasing her fluid intake, I informed her of signs that she is becoming hydrated. Lastly, I informed her of signs that she might be getting dehydrated again and ways to prevent it from becoming too bad where she would experience episodes of syncope. To wrap it up, I had her tell me back in her own words about what we discussed and if she missed anything I would make sure she knew that it was important. **Method 2:** The second teaching method I did was to give her a handout of the information we were discussing. On the handout I highlighted all the information that we discussed. I made sure that she knew and understood each part of the article was about. I asked her to summarize each part of the	teaching. A major thing with the patient was that she was engaged and taking notes. She was very appreciative that I took the time to talk with her. Her daughter would help keep her mother on track or help simplify what she was trying to say. However, she did not interpret her mother when she was talking. A weakness that I noticed was when the daughter had to step out of the room, she got a little more quiet or sad that she was not there with her. One small weakness that I noticed was how she would go off on long explanation of a couple of my questions, but it did not happen all the time. **Suggest modifications to improve teaching plan (what would have improved the plan?):** I would have done a little more chart review because there was a question or two that I did not notice in the chart, but Jun was great and helped me to relay the information to the patient. I would have been confident with my education on hyponatremia because her

Psychosocial development: According to Erikson's Stage of psychosocial development, my patient, who was 77 years old, would be in the stage of integrity vs. despair (Taylor et. al, 2023). She was genuinely nice and funny when I was talking to her throughout the day. The funniest thing was that she was shocked on how it only takes 2 years to get my RN degree however, she stated that I would be a great nurse and that just made my day. **Cognitive development:** According to Piaget's Theory, my patient is in the formal operation stage (Taylor et. al, 2023). She had a normal cognitive stage by understanding what I was talking about and producing her own plans to help to prevent dehydration. She was A/O x4 the whole time she was there and wanted to go home.			article to ensure she understood what we were discussing. She did make some of her own notes on it as well.	sodium levels were constantly low, but it was unclear why. Since I was not confident, I did not go through the handout with her. I could have tried to find a different handout that I better understood.

References (2) (APA):

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

Taylor, C., Lynn, P., & Bartlett, J. L. (2023). *Fundamentals of nursing: The art and science of person-centered care* (10th ed.). Wolters Kluwer.