Teaching Plan and Grading Rubric   **Student Name:**

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	

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Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
• 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
Evaluation • 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	
			TOTAL	**/25**

Approved 8/18/2021

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: -Peg was very eager to learn different ways to better her health as well as maintain her ability to keep living on her own at the age of eighty-one. While she did have early onset of dementia, she was very witty and very intelligent. **Barriers to effective learning:** -As stated earlier, Peg did have dementia. It was hard telling how much of the teaching was actually sticking with her. **Health beliefs/values:** -Based on the health belief model theory, Peg would fall under the perceived severity. She chose to quit smoking because she realized that continuing to smoke would have bad consequences. Because she also liked living	**Nursing Diagnosis:** -Deficient fluid volume related to insufficient fluid intake as evidenced by altered skin turgor (Phelps, 2023, pg. 259-260). **Goal of Teaching:** -The goal of teaching is to bring awareness of the dehydration she was experiencing. This can cause major issues for the body. Unfortunately, the dehydration had already significantly harmed her as almost all her labs came back abnormal.	**Intervention 1:** -Administer IV fluids to the patient. Because she is not the biggest fan of drinking fluids, an IV will help. **Intervention 2:** -Help her find ways to flavor the water- fruits, flavors, herbs. **Intervention 3:** -Set a timer for every thirty minutes to help her remember to drink some fluids. This way, it can help keep her on track.	**Method 1:** -For one thing, I made sure to go in there and teach her verbally. Because she had a cognitive delay, it was important to use short words to help, as well as exposing her to little pieces of information at once. **Method 2:** -Second, I utilized the teach back method. I would pop my head in often and I would ask her what important thing she should be doing was. She would always say that she needed to drink water. I was hoping the repetition would help.	**Discuss how the client/family received the teaching:** -She was grateful that I told her about the water flavorings. She had no idea things like Chrystal Lite existed. She did tell me that she likes to eat a lot of sweets, so I knew this was a great segway to help with this as the water flavors could help with her sweet tooth. **Identify strengths/weaknesses of the client or family in receiving teaching:** -As previously mentioned, her dementia may cause her to not remember this information that I gave her. **Suggest modifications to improve teaching plan (what would have improved the plan?):** -I should have given her

independently with some assistance, she realized that if she did not get the help, she could possibly get much worse to the point of needing to live in a nursing home (Nortje, 2024). **Psychosocial development:** -Integritvy versus despair: This is the final stage in psychosocial development. She was very proud of the life she lived, and she gave me lots of advice. She told me lots of stories over the course of her life. She was a famous artist and had lots of fascinating stories (McLeod, 2024). **Cognitive development:** -She was pretty aware and alert to her environment, except she was not quite sure why she was there. It also took her about thirty seconds to answer where she was.				written documentation that showed my nursing interventions. This way, she would be able to see and be reminded to sweeten her water ad set consistent timers.

References (2) (APA):

McLeod, Saul. (2024, January 25). *Erik Erikson's Stage Of Psychosocial Development.* Simply Psychology. https://www.simplypsychology.org/erik-erikson.html.

Nortje, Alicia. (2024, April 12). *What Is the Health Belief Model? An Updated Look.* https://positivepsychology.com/health-belief-model/.

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