

N431 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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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 patient appeared ready to learn about the different foods to prevent flare ups of diverticulitis. She had prior information about what foods were high in fiber and seemed keen to learn more about it.</p> <p>Barriers to effective learning: During my care of the patient, she mentioned multiple times that she was in a lot of pain. Unfortunately, we were not able to give her fentanyl until after I had done the teaching plan. Her pain may have affected how much information she retained because she was unable to differentiate between low fiber and high fiber foods.</p> <p>Health beliefs/values: The client seems to value her health and wellbeing. She is very cooperative to sticking to the clear liquid diet she is on and instantly had the call light on when she had a bowel movement so we could collect it for the occult blood test.</p>	<p>Nursing Diagnosis: Deficient fluid volume related to diverticulitis flare up as evidenced by stating that she has had “seven watery stools” the day of her admission and then four watery stools the day I was with her (Phelps, 2023).</p> <p>Goal of Teaching: This patient has had a long history of diverticulitis and colitis. My goal was to teach her about diet and life changes than can prevent her diverticulitis flare ups. My goal was to also teach her what foods are recommended to have if she does have a flare up. My patient had multiple watery stools per day during this flare up, so it is important to teach about fluid replenishment as well.</p>	<p>Intervention 1: Administering fluids or drinking an additional 200 ml of water per watery stool would help prevent further fluid deficit (Phelps, 2023). Diarrhea is common in diverticulitis so proper hydration is important when experiencing a flare up.</p> <p>Intervention 2: Intake and output should be measured every one to four hours to see how much stool she is passing (Phelps, 2023). Monitoring what her output is will help determine how much more water she needs to consume per stool.</p> <p>Intervention 3: Skin turgor and oral mucous membranes should be checked at least every eight hours to monitor for dehydration (Phelps, 2023). Skin turgor is a</p>	<p>Method 1: I brought the patient a menu so she could see her options for the clear liquid diet. She didn’t have a menu in her room, so she was very happy to get one.</p> <p>Method 2: My second teaching method was asking the patient if she could repeat to me some foods that are high in fiber to prevent a flare up and then to repeat foods that are low in fiber to eat during a flare up.</p>	<p>Discuss how the client/family received the teaching: Overall, the patient received the information very well. The presentation was pretty short and to the point so there wasn’t much discussion.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: One of my teaching methods was having the patient repeat back to me what were foods high in fiber and low in fiber. The patient couldn’t distinguish between the two and I had to help her out.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Having a dietician or someone from nutrition explaining how a good diet is beneficial in managing a disease like diverticulitis could improve the presentation. Providing a handout of different foods that she</p>
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<p>Psychosocial development: Generativity vs Stagnation is the stage of psychosocial development for people between the ages of 40 to their mid 60s. This stage of development focuses on whether adults contribute to society or become stagnant and just coast along (Taylor et al., 2023).</p> <p>Cognitive development: This patient is in the formal operational stage of cognitive development. In this stage the person can process complex and abstract thoughts (Taylor et al., 2023).</p>		<p>good indication that someone is dehydrated so it is important to test it every eight hours.</p>		<p>should eat with her condition would have also been helpful.</p>
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References (2) (APA):

Approved ~~8/18/2021~~ 11/19/2021
Revised 11/19/2021

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.