N431 Teaching Plan and Grading Rubric   **Student Name:** Natalie Zizumbo

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

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	No in-text citations present	1-2 APA errors	No APA errors present	
• 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	2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1 reference is greater than 5 years old In-text citations appropriately cited Reference page 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 (interpreter if applicable) 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)**

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Level of motivation for learning:	Nursing Diagnosis:	Intervention 1:	Method 1:	Discuss how the client/family received the teaching:
The client is willing to learn about Lasix that is being used to treat his fluid volume overload from acute decompensated heart failure.	Excess fluid volume related to decreased cardiac output as evidenced by shortness of breath and edema in the extremities (Phelps, 2023).	Provide a quiet room for the client to prevent distractions from education (Phelps, 2023).	The first method I chose was to have a simple, short discussion. I tried to use layman terms with the client to ensure he understands the information.	The client was open to learning about Lasix even though he stated he knew about it. His wife was in the room as well and seemed to be attentive as well.
Barriers to effective learning: The client stated before the teaching that he was not familiar with the medication Lasix, however when teaching was started later, the client stated he was familiar with this medication. This could affect teaching due to the client believing he knows everything about the medication and might not pay full attention.	**Goal of Teaching:** The goal of this teaching is to educate the client on Lasix and its use. Lasix is a type of loop diuretic that is used to increase the excretion of fluid to treat and manage symptoms of fluid volume overload in heart failure (Frandsen & Pennington, 2021). Also, the client is educated on the importance of what is being monitored while on Lasix and why, such as input and output, daily weights, and potassium (Frandsen & Pennington, 2021). Input/output and daily weights are important in monitoring fluid status to ensure further overload or dehydration (Frandsen & Pennington, 2021). Because of monitoring fluids, the patient is also placed on a fluid restriction. Loop diuretics are potassium wasting, therefore, they rid the body of potassium, an electrolyte important for the	**Intervention 2:** Explain reasoning for fluid restriction and help client develop a schedule for intake of fluids (Phelps, 2023). **Intervention 3:** The client will repeat back symptoms of potential side effects (Phelps, 2023).	**Method 2:** The second method I chose was a teach-back method. The client was able to repeat back to me some of the information that was taught.	**Identify strengths/weaknesses of the client or family in receiving teaching:** The client was open to learning about Lasix again and when asked to repeat back some side effects he should report, the client was able to, and his wife also stated she could as well. **Suggest modifications to improve teaching plan (what would have improved the plan?):** One thing I would change about the teaching plan is to ensure what is being taught is something the client is unfamiliar with. This client was willing to be taught on Lasix again, however, another client may not. Another thing I would
Health beliefs/values: The client stated he understands how serious heart failure is and how important it is to comply with his home medications to treat it. He did state he complies with the medications; however, he does not regularly weigh himself at home. He was, initially, interested in learning about Lasix to treat fluid				

| overload.

Psychosocial development:
The client is 74 years old and is in the integrity vs despair stage of Erikson's stages of development (Taylor et al., 2023).

Cognitive development:
The client is in the formal operational stage of Piaget's cognitive stages of development (Taylor et al., 2023).	heart (Frandsen & Pennington, 2021). Lastly, the client is educated on the importance of monitoring for certain side effects that could be caused by fluid deficiency, hyperglycemia, or hypokalemia, and to promptly notify the nurse or provider (Frandsen & Pennington, 2021). For fluid deficiency and hyperglycemia, side effects include feeling thirsty, extremely dizzy or lightheaded, headache, lethargy, and dry mouth (Frandsen & Pennington, 2021). For hypokalemia, side effects include muscle weakness or cramping, heart palpitations, tingling or numbness, and fatigue (Frandsen & Pennington, 2021).			change is to maybe include the client's wife more in the teaching by asking her questions since she seemed to be attentive to what was being taught as well. Lastly, I would provide materials on what I was teaching so the patient may follow along and have something to reference later.

References (2) (APA):

Frandsen, G., & Pennington, S. S. (2021). *Abrams' clinical drug therapy: Rationales for nursing practice* (12th ed.). Wolters Kluwer.

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

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