

Teaching Plan and Grading Rubric

Student Name: Benjamin Ruettiger

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	Missing 2 or more of the following: <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	Missing 1 of the following: <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	Includes complete information of all criteria: <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
<u>Nursing Diagnosis and Goal of Teaching</u> <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	Missing 2 of the following: <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	Missing 1 of the following: <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	Includes complete information of all criteria: <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
<u>Interventions</u> <ul style="list-style-type: none"> Discuss 3 interventions to be included in teaching Relate interventions to meeting the teaching goal 	Missing 2 of the following: <ul style="list-style-type: none"> Interventions to be included in teaching Relate interventions to meeting the teaching goal 	Missing 1 of the following: <ul style="list-style-type: none"> Interventions to be included in teaching Relate interventions to meeting the teaching goal 	Includes complete information of all criteria: <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: 	Missing 2 of the following: <ul style="list-style-type: none"> Use 2 appropriate teaching methods to deliver teaching Consider the following teaching methods: 	Missing 1 of the following: <ul style="list-style-type: none"> Use 2 appropriate teaching methods to deliver teaching Consider the following teaching methods: 	Includes complete information of all criteria: <ul style="list-style-type: none"> Use 2 appropriate teaching methods to deliver teaching 	

<ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	<ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	<ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	<ul style="list-style-type: none"> • 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
<u>APA Format</u> <ul style="list-style-type: none"> • Appropriate APA in-text citations and listed all appropriate references in APA format 	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	No APA errors present In-text citations appropriately cited Reference page present and formatted properly	

<ul style="list-style-type: none"> • 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 		Reference page present		
TOTAL				/25

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 has a history of abdominal pain and is motivated to learn how to lessen the frequency of diverticulitis episodes, since she does not like the pain. Family is not at the bedside but vocalized how important her health is so that she and her significant other can enjoy traveling. Given that her abdominal pain started while she was on vacation, one of her primary motivators is to increase her understanding of dietary triggers so that she can continue traveling without abdominal pain.</p> <p>Barriers to effective learning: The client has never been diagnosed with</p>	<p>Nursing Diagnosis: Deficient knowledge related to dietary management of diverticulitis as evidenced by reason for admission of abdominal pain verbalized as a pain score of 4/10 (Phelps, 2023).</p> <p>Goal of Teaching: The goal of teaching for this patient is to manage her abdominal pain with dietary education and lessen her abdominal pain in the month following discharge from the hospital. The patient will state an understanding of appropriate dietary choices and will report a 0/10 for pain on her follow-up visit with her PCP (Carabotti et. al, 2021).</p>	<p>Intervention 1: Assess the patient's current knowledge of diverticulitis and dietary requirements with that diagnosis to determine the level of teaching needed (Phelps, 2023).</p> <p>Intervention 2: Encourage the patient to ask questions while dining out so that she may understand the ingredients used and how they may affect her (Phelps, 2023).</p> <p>Intervention 3: Refer the patient to a registered dietician to create an</p>	<p>Method 1: Discussion with the patient of the importance of dietary restrictions and pain management since this current episode created an abscess that required surgery to drain. Use Teach-Back technique and a Q&A so the patient can retain the information given to her and ask questions on subjects that may require more teaching.</p> <p>Method 2: Provide written materials such as visual aids, handouts, and recommend approved smartphone applications so that she may have a reference on hand</p>	<p>Discuss how the client/family received the teaching: The patient was appreciative and understanding of the teaching and expressed gratitude and an understanding of the plan. She acknowledges the importance of correct dietary choices in relation to her abominable pain management so that her pain level will stay decreased.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient showed appreciation and verbalized</p>

<p>diverticulitis before and was unaware of the dietary restrictions needed to lessen her pain, as well as the ramifications of ignoring that pain. Her lack of understanding and a misdiagnosis when she went to a clinic ultimately created an abdominal abscess that required surgical intervention. Pain from the abscess surgery she received required opioid medication administration, so her cognition may be slightly impaired while teaching is being done.</p> <p>Health beliefs/values: The patient is a social worker at a skilled nursing facility, so she is relatively well versed in treatment plans and open to educational teaching. She is diligent in maintaining a healthy lifestyle and gets routine checkups with her PCP. She is not practicing a particular religion, but appreciates western medicine and the advancements science has made in healthcare.</p> <p>Psychosocial development: The patient is content in her current lifestyle. She lives in a single-family home with her significant other and feels safe</p>		<p>individualized dietary plan and to provide additional resources so that she may manage her symptoms better (Phelps, 2023).</p>	<p>when she is making dietary choices.</p>	<p>the need for dietary restrictions. She appreciates the knowledge of professionals and says she will implement the teaching in her life. One weakness is that she and her partner eat out a lot, and she will have to get used to asking questions to the wait staff and chefs regarding her meal choices and their ingredients. She is nervous how quickly symptoms may come back if she eats something that upsets her abdomen, but will try to make correct choices.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Having a registered dietician to collaborate with during the teaching may help provide a deeper and more meaningful understanding of the plan. The dietitian's expertise would further the patient's understanding and may answer more questions the patient had regarding the management of her diagnosis (Polese et. al, 2023).</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

at home and at work. She visits family regularly and enjoys her work helping older adults in her work.

Cognitive development: The patient is completely alert and oriented to person, time, place, and event. She holds an advanced degree which she uses to aid older individuals receiving care at an extended care facility. Her health literacy is higher than average.

References (2) (APA):

References

Carabotti, M., Falangone, F., Cuomo, R., & Annibale, B. (2021). Role of Dietary Habits in the Prevention of Diverticular Disease Complications: A Systematic Review. *Nutrients*, 13(4), 1288. <https://doi.org/10.3390/nu13041288>

Phelps, L. L. (12th) (2023). *Nursing Diagnosis Reference Manual*. Wolters Kluwer.

Polese, B., Carabotti, M., Rurgo, S., Ritieni, C., Sarnelli, G., Barbara, G., Pace, F., Cuomo, R., Annibale, B., & Remad Group (2023). Patients with Diverticular Disease Have Different Dietary Habits Compared to Control Subjects: Results from an Observational Italian Study. *Nutrients*, 15(9), 2119. <https://doi.org/10.3390/nu15092119>