

Teaching Plan and Grading Rubric

Student Name: Shana Stanley

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
<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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
APA Format <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 	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

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: Client was willing to participate in teaching of further complications of ischemic stroke and information on what he should do in the event of it happening in the future.</p> <p>Barriers to effective learning: Client's ability to pay attention for long periods was affected by recent stroke.</p> <p>Health beliefs/values: the client confirms that he has been neglecting his personal health over the years, but believes this illness has given him a second chance.</p> <p>Psychosocial development: The client falls into the psychosocial development stage of middle adult. Client takes his health seriously at this point and is concerned about getting better for his five children.</p>	<p>Nursing Diagnosis: Deficit Knowledge related to ischemic stroke, as evidenced by frequent questions about illness.</p> <p>Goal of Teaching: Provide client with the information on signs of stroke and promote understanding of what to do if it should happen.</p>	<p>Intervention 1: Discuss risk factors for ischemic stroke.</p> <p>Intervention 2: Discuss warning signs of stroke.</p> <p>Intervention 3: Discuss personal risk factors for stroke.</p>	<p>Method 1: Discussion Verbal explanation of signs and symptoms using FAST and pathophysiology (Capriotti, 2016).</p> <p>Method 2: Teach-back Paper hand out outlining education on signs and symptoms, risk factor, and emergence resources (education 2021).</p>	<p>Discuss how the client/family received the teaching: client was very receptive to teaching plan and was able to reiterate teaching and current risk factors.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: client has some cognitive attention delays and does require prompting for response.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): teaching plan may have been more affective if family were present to help remind him or ask questions to further understanding.</p>

<p>Cognitive development:</p> <p>Cognitive Objective: To remember, understand, and apply the information taught to him about future signs of stroke.</p> <p>Cognitive Outcome: He was able to verbalized understanding all the information presented to him, and was able to tell me what he should do if he starts to feel symptom again.</p>				
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References (2) (APA): education. (n.d.). Retrieved October 24, 2021, from https://carelink.carle.com/EpicCareLink/common/epic_login.asp.

Capriotti, T., & Frizzell, J. P. (2016). Pathophysiology: introductory concepts and clinical perspectives. Philadelphia: F.A. Davis Company.

