

N441 Teaching Plan and Grading Rubric

Student Name:

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

Criteria	0 points	1 point	2 points	Comments
<b>Methods/Teaching Tools</b> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	
Criteria	0 points	1.5 points	3 points	Comments
<b>Evaluation</b> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments

<p><b><u>APA Format</u></b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<b><u>Criteria</u></b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	

<p><b><u>Evaluation of Teaching Presentation</u></b></p> <p>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> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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><b>Level of motivation for learning:</b> The patient was not motivated to learn. Despite adverse consequences, he was very apprehensive about learning and did not want to apply the learning to his daily care. This may have been due to his intellectual disability. Also, his mother was not present who was his healthcare proxy. Not having</p>	<p><b>Nursing Diagnosis:</b> Risk for ineffective cardiovascular function related decreased oxygen circulation and perfusion as evidenced by the patient's oxygen saturation of 87%.</p> <p><b>Goal of Teaching:</b> The goal of the teaching was</p>	<p><b>Intervention 1:</b> Maintain patient's FiO2 at 100% to increase oxygen availability and perfusion to the lungs.</p> <p><b>Intervention 2:</b> Maintain patient's HOB at least 30</p>	<p><b>Method 1:</b> The first teaching method was through demonstration. Demonstration is used because patients with intellectual disabilities require multiple forms of communication (Appelgren et al., 2018).</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient did not receive the information given. He was apprehensive about receiving the teaching and did not want to proceed with daily nursing care suggested to him. As stated before, having an intellectual disability increases the chances of</p>

<p>his mother present affected his receptiveness to learning.</p> <p><b>Barriers to effective learning:</b> Since this patient has an intellectual disability, it was best to use concrete terms, simple vocabulary, and simple instructions (Appelgren et al., 2018). Despite using evidence-based suggestions to teach this patient, he refused patient education. This could be due to his intellectual disability, which increases the probability of misunderstanding spoken words (Appelgren et al., 2018). Not having his mother was also a barrier to learning.</p> <p><b>Health beliefs/values:</b> The patient was not able to share his health beliefs and values. This may have been due to his lack of trust to share how he felt. Mannerisms and behaviors are often misunderstood by nurses who view them as non-compliant (Appelgren et al., 2018). However, this is because the nurse fails to understand the patient's usual</p>	<p>to educate the patient on what signs to look for if he has trouble breathing through demonstration and teach-back. If he feels he is working hard to breathe or feels tightness in his chest, these are signs he is experiencing shortness of breath. Also, if he finds himself in the tripod position demonstrated, this is also a sign that he is not getting enough oxygen. Using simple instructions will help him better understand and teach the information back. He could teach back what was said but refused further information.</p>	<p>degrees to promote oxygen perfusion and patient comfortability.</p> <p><b>Intervention 3:</b> Assess the patient's heart rate, blood pressure, and telemetry monitor to identify cardiac arrhythmias.</p>	<p><b>Method 2:</b> The second teaching method was teach-back. Patients with intellectual disabilities often interpret spoken words literally (Appelgren et al., 2018), so it was important to assess his knowledge through teach-back to ensure he acquired the knowledge presented.</p>	<p>misunderstanding and miscommunication between healthcare staff and the patient. The mother was not present, who could have mediated the educational session.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The client's strengths included verbalizing his feelings to an extent and allowing the presentation of the teaching. However, weaknesses included not wanting to apply the education presented to his daily care and the mother not being present during the patient education.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> Suggestions to improve the teaching plan include involving the mother to increase the nurse's understanding to give adequate patient education (Appelgren et al., 2018). Also, having the mother present would have</p>
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<p>communication methods (Appelgren et al., 2018).</p> <p><b>Psychosocial development:</b> The patient was in the generativity vs. stagnation stage of psychosocial development (Orenstein &amp; Lewis, 2021). This stage is characterized by engagement with the younger generation through teaching, parenting, and coaching (Orenstein &amp; Lewis, 2021). Due to the patient's intellectual disability, it is difficult to place the patient in a specific stage.</p> <p><b>Cognitive development:</b> The patient's cognitive development should be the formal operational stage (McLeod, 2018). In this stage, the patient should think abstractly and logically test hypotheses (McLeod, 2018). Again, due to the patient's intellectual disability, his cognitive development cannot be truly determined.</p>				increased the patient's receptiveness to the teaching.
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**References (2) (APA):**

- Appelgren, M., Bahtsevani, C., Persson, K., & Borglin, G. (2018). Nurses' experiences of caring for patients with intellectual developmental disorders: A systematic review using a meta-ethnographic approach. *BMC Nursing*, 17(51). <https://doi.org/10.1186/s12912-018-0316-9>
- McLeod, S. A. (2018, June 06). Jean Piaget's theory of cognitive development. Retrieved from <https://www.simplypsychology.org/piaget.html>
- Orenstein, G., & Lewis, L. (2021). Eriksons stages of psychosocial development. *StatPearls Publishing*.