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

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**

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

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)**

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

Level of motivation for learning: The patient was determined to learn more about how to quit smoking. The patient stated he has attempted to stop in the past and has not yet been successful. **Barriers to effective learning:** The patient did not have any learning disabilities or devices that would affect his learning ability. In the educational setting of the teaching, the television should be off for maximum consumption of information. **Health beliefs/values:** The patient is aware that smoking has many consequences. The patient values the education professionals express to understand better ways to quit his addiction. **Psychosocial development:** The patient displayed self-discipline when he said he would put all of his astray outside in the cold to reduce the urge to smoke because it was so cold outside. The	**Nursing Diagnosis:** Ineffective individual coping related to inadequate coping skills with smoking as evidenced by verbalization of inability to quit smoking due to driving a truck and many years of use. **Goal of Teaching:** The goal is to teach the patient to quit smoking, the benefits, and new coping strategies. The patient states he has attempted to quit before but has not been successful.	**Intervention 1:** Explore different actions to incorporate while driving the truck instead of smoking (chewing gum, sucking on hard candy) (Hinkle & Cheever, 2018) **Intervention 2:** Encourage the patient to regularly exercise, this can reduce the urge to smoke (Hinkle & Cheever, 2018) **Intervention 3:** Encourage the patient to talk to the provider about receiving nicotine replacements such as patches or gum (Hinkle & Cheever, 2018)	**Method 1:** The first method used was discussion. I used visualization with handouts so the patient could see what I was talking about during the teaching. Some of the handouts I provided had sections the patient could interact with on their own time. **Method 2:** The second method I used was question and answer. After the teaching, I asked the patient some questions about smoking cessation to make sure he fully grasped the concept. For example, I asked the patient what he can do when he has the urge to smoke. The patient reported back that he could exercise. Reporting back was one of the interventions taught in the lesson, which told me he understood the lesson.	**Discuss how the client/family received the teaching:** The patient was in a chair, and I brought a chair next to him when delivering the teaching. The patient and I discussed smoking and ways he can implement it in his life to quit. **Identify strengths/weaknesses of the client or family in receiving teaching:** The strengths in the teaching included the patient being involved in the conversation and would report to me ways he tried to attempt to quit smoking. A weakness included the v being on during the teaching; I feel the patient would have paid even more attention if it were not on. **Suggest modifications to improve teaching plan (what would have improved the plan?):** If I got more background on how the patient has tried to stop smoking, I could have tried to find even more ways for him to be more

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

| patient is in the generativity vs. stagnation period of life. During the education, the patient displayed generativity by expressing different ways he believed to eliminate his smoking habit. The patient expressing his ways was his contribution to society.

Cognitive development: The patient has been smoking for a long time. He has a positive attitude about learning new ways to quit smoking. The patient is vigilant with no sign of cognitive development issues. The patient thought abstractly by putting the ashtrays outside in the cold to prevent him from smoking. | | | | successful in quitting this time. Also, the patient seemed to enjoy television, so maybe finding videos online could help teach the patient instead of just reading the handouts. |

References (2) (APA):

Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing* (14th ed). Wolters Kluwer.

Rigotti, N. A. (2021, January 21). *Patient Education: Quitting smoking (Beyond the Basics)*. UpToDate. Retrieved February 9, 2022, from

https://www.uptodate.com/contents/quitting-smoking-beyond-the-basics/print?search=patient-information-quitting-

smoking&source=search_result&selectedTitle=2~150&usage_type=default&display_rank=2