

N431 Teaching Plan and Grading Rubric

Student Name: Hannah Considine-Cothorn

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
Methods/Teaching Tools <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
Evaluation <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

<p>APA Format</p> <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 	<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>	
Criteria	0 points	2.5 points	5 points	
<p>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids (interpreter if applicable)</p> <p>Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> • 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>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> • 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>Includes all criteria:</p> <ul style="list-style-type: none"> • 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)

<p>Level of motivation for learning:</p> <p>The patient was very pleasant upon our first interaction. I explained to him that I was to perform a teaching plan and he agree to listen. His nonverbal cues during our first encounter implied he was interested in the teaching.</p> <p>Barriers to effective learning:</p> <p>The patient was scheduled for a HIDA scan later that morning so we were limited on time. Due to being limited on time we aren't able to go over everything that I wanted to.</p> <p>Health beliefs/values:</p> <p>The patient didn't appear to be very concerned about his current state of health as he was aware that he was overweight and lived an unhealthy lifestyle not contusive of healthy outcomes.</p>	<p>Nursing Diagnosis:</p> <p>Deficient knowledge related to rehospitization due to cholecystitis as evidence by development of preventable complications.</p> <p>Goal of Teaching:</p> <p>The patient will state or demonstrate understanding of what has been taught.</p>	<p>Intervention 1:</p> <p>Select teaching strategies appropriate for patients individual learning style to enhance teaching effectiveness. Enchaining the effectiveness of teaching could help prevent the patient from being hospitalized again.</p> <p>Intervention 2:</p> <p>Review disease process and prognosis. Discuss prospective treatment options as indicated and encourage questions. A cholecystectomy may be indicted for symptomatic gallstones (Hinkle et al., 2022).</p> <p>Intervention 3:</p> <p>Instruct patient to avoid foods that might cause gallbladder attacks. Fried foods, alcohol, eggs, cream, cheese, and gas</p>	<p>Method 1:</p> <p>Discussion</p> <p>I printed out several hand outs containing information about cholecystitis and HIDA scans since that was the test being preformed on my patient that day. During our first encounter we discussed what to expect going down for his diagnostic testing.</p> <p>Method 2:</p> <p>Q & A</p> <p>I made a short 5 question quiz that I pulled from my teaching to test the client on his newfound knowledge of cholecystitis and HILDA scans. This quiz consisted of 5 multiple choice questions appropriate for his level of knowledge on this disease process.</p>	<p>Discuss how the client/family received the teaching:</p> <p>As stated previously, my patient was very pleasant and received the teaching well. He had no family present during our teaching, so they were not involved. He was engaged while talking about the HIDA scan and even questioned further when he did not understand fully.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient was an avid reader so providing him with handouts he can read later will strengthen his knowledge about his disease process. A weakness that interfered with our learning was our time constraints.</p> <p>Suggest modifications to improve teaching plan (what would have</p>
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<p>Psychosocial development:</p> <p>Generativity vs. Stagnation</p> <p>Cognitive development:</p> <p>My patient's cognitive development was appropriate for their age. He was operating in the formal operational stage, which means that concepts learned in one context can be applied to another (Ansorge, n.d.).</p>		<p>forming foods should be avoided as these can induce an episode of cholecystitis (Hinkle et al., 2022).</p>		<p>improved the plan?):</p> <p>I would collaborate with the patients assigned nurse and interdisciplinary team to found out the exact times my patients procedures were taking place that way I could schedule adequate time to spend teaching.</p>
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References (2) (APA):

Ansorge, R. (n.d.). *Piaget cognitive stages of development*. WebMD. Retrieved February 19, 2022, from <https://www.webmd.com/children/piaget-stages-of-development>

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). *Brunner & Suddarth's textbook of Medical-Surgical Nursing*. Wolters Kluwer Health.

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