

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
<p><b><u>Methods/Teaching Tools</u></b></p> <ul style="list-style-type: none"> <li>Use 2 appropriate</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate</li> </ul>	<p>Includes complete</p>	

<p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> <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>	<p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> <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>	<p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> <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>	<p>information of all criteria:</p> <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>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<p><b>Evaluation</b></p> <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>	<p>Missing 2 or more of the following:</p> <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>	<p>Missing 1 of the following:</p> <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>	<p>Includes complete information of all criteria:</p> <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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>Appropriate APA in-text citations and listed all</li> </ul>	<p>No in-text citations present</p> <p>2 or more references are</p>	<p>1-2 APA errors</p> <p>1 reference is greater than</p>	<p>No APA errors present</p> <p>In-text citations</p>	

<p>appropriate references in APA format</p> <ul style="list-style-type: none"> <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>greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>appropriately cited</p> <p>Reference page present and formatted properly</p>	
<b>Criteria</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 had a low level of motivation to learn. The client was not eager and had extrinsic motivation to learn. The client listened only to prevent further complications that may arise.</p> <p><b>Barriers to effective learning:</b> The patient appeared to be drowsy and slightly lethargic. The patient did not seem focused on learning as</p>	<p><b>Nursing Diagnosis:</b> Deficient knowledge regarding thromboembolism formation related to increased risk of deep vein thrombosis and pulmonary embolism, as evidenced by the patient not understanding why they are on Lovenox.</p> <p><b>Goal of Teaching:</b> The patient will recognize and verbalize risk factors and understand management and strategies to prevent the occurrence of thromboembolism.</p>	<p><b>Intervention 1:</b> Educate the client on risk factors for thromboembolism, such as immobility, old age, and recent trauma/surgery (Capriotti &amp; Frizzell, 2020). Presenting factors that increase the client's risks for developing a DVT/PE can encourage the client to modify their lifestyle by addressing modifiable risk factors such as prolonged</p>	<p><b>Method 1:</b> Questions &amp; Answer The patient will be asked questions to gauge their understanding of the teaching: "What factors put someone at risk for developing thromboembolism?" "How is Lovenox administered?"</p> <p><b>Method 2:</b> Teach-back The patient will be asked to perform teach-back. "We discussed many ways to prevent DVT/PEs. Could you tell me what you could</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient received the teaching openly and demonstrated their understanding by participating in teaching activities.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The patient was open and engaged during the teaching</p>

<p>they just woke up from a nap. Their current state is a barrier to effective learning.</p> <p><b>Health beliefs/values:</b> The patient did not express any concerns regarding improving overall health. The patient was compliant. However, they showed no signs of intrinsic motivation to improve their health.</p> <p><b>Psychosocial development:</b> Based on Erikson's stages of psychosocial development, the patient is in intimacy vs. isolation. During this development stage, the patient will seek out the virtue of love.</p> <p><b>Cognitive development:</b> Based on Piaget's cognitive development, the patient is in formal operations. The patient was able to speak logically and follow commands and answer appropriately.</p>		<p>immobility to prevent the occurrence of thromboembolism.</p> <p><b>Intervention 2:</b> Inform and administer prescribed anticoagulant medications such as Lovenox. Teach the client the mechanism of action of Lovenox and its subcutaneous route of administration, and its use as preventative medicine (Jones &amp; Bartlett Learning 2020). Informing the client about their medication helps them understand its purpose in preventing DVT/PE. The client will be familiar with the drug and will be more likely to take it once they know its purpose.</p> <p><b>Intervention 3:</b> Educate the client on strategies to prevent DVT/PE, such as using anti embolic stockings, frequent mobilization,</p>	<p>do at home to prevent this?" The patient will teach the nurse preventative strategies to solidify patient learning.</p>	<p>and answered questions correctly. The patient, however, was already aware of the preventative strategies that were previously mentioned.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The teaching plan would be improved with additional resources such as handouts. Utilizing handouts will help the client remember the teaching and reinforce learned behavior. Providing other preventative techniques will facilitate better learning, as the patient was already aware of previous strategies. Suggesting other methods can give the patients health promotions activities.</p>
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		and increasing fluid intake (Capriotti & Frizzell, 2020). Presenting techniques that the patient can do will help decrease the occurrence of thromboembolism formation. Providing strategies will allow for autonomy and offer the patient to take action for their health.		
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**References (2) (APA):**

Capriotti, T., & Frizzell, J.P. (2020). *Pathophysiology: Introductory concepts and clinical perspectives* (2nd ed.). F.A. Davis Company.

Jones & Bartlett Learning. (2020). *2020 Nurse's drug handbook* (19th ed.). Jones & Bartlett Learning.