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	

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

Criteria	0 points	1 point	2 points	Comments

<u>Methods/Teaching Tools</u>
• 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**
<u>Evaluation</u> • 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**

APA Format • 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	
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)**

Level of motivation for learning: The client's motivation for learning was eager to learn when first introducing the topic. He wanted to gain new information about the topic since he was getting discharged home soon with the IV antibiotics. **Barriers to effective learning:** The client stated he did not have any learning barriers. However, there were many distractions in the room that could have caused a barrier to his learning. **Health beliefs/values:** The client stated he does not have any health beliefs or values that he believes will affect his health care choices. **Psychosocial development:** The client is a 68-year-old male and would be in Erickson's stages of Integrity vs. Despair. During this stage the client can have a lot of wisdom from past	**Nursing Diagnosis:** Deficient knowledge related to new placement of PICC line and unfamiliarity with vancomycin as evidenced by the client requesting information. **Goal of Teaching:** This teaching will help the client to be able to understand the proper care of his PICC line and any adverse effects to look for throughout his treatment with vancomycin.	**Intervention 1:** Educate the client on aseptic technique of the PICC line when the dressing needs changed and how to properly cover it when taking a shower. **Intervention 2:** Give the client resources to read and educate his spouse about his PICC line and the antibiotic treatment. **Intervention 3:** Educating the client on the signs and symptoms of vancomycin toxicity and when would be appropriate to notify the provider.	**Method 1:** The client learns best through conversation and communication. Providing teaching during a discussion will be effective for this client. At the end of the conversation the client will be asked to answer a couple of questions demonstrating his understanding through teach back. **Method 2:** When giving the client handouts that visually depict the conversation that we had. Throughout the conversation I stopped and asked if he had any questions.	**Discuss how the client/family received the teaching:** The client's wife was present for the teaching, but was on the phone for the latter part of the teaching plan. The client was interested in the information I provided him with and whenever asking him questions at the end of my teaching plan he was able to answer the questions correctly and seemed like he retained the information. **Identify strengths/weaknesses of the client or family in receiving teaching:** The client seemed eager to understand the teaching since he stated he didn't know a lot about vancomycin besides it was a broad-spectrum antibiotic. The client was distracted when I was providing the teaching. His wife was there and listening for the first half of the teaching, but then was on the phone for the latter half.

experiences. Individuals may start questioning their life choices and reflecting on how satisfying their life was (Hinkle & Cheever, 2018). When talking with the client he seemed to acknowledge his life and not regret decisions he had made. **Cognitive development:** The client was in the formal operational stage of cognitive development (Taylor et al., 2019). When teaching the client, he was involved with the teaching and was able to manipulate ideas in his head.				**Suggest modifications to improve teaching plan (what would have improved the plan?):** One modification of the teaching plan I would have changed would have been to pick a different time when he was not in the middle of his blood transfusion or not as distracted with his phone ringing. I could have suggested I come back later when he had more time to pay attention.

References (2) (APA):

Hinkle, J.L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical*

nursing (14th ed.). Wolters Kluwer.

Taylor, C., Lynn, P, & Bartlet, J. L. (2019). *Fundamentals of nursing* (9th ed.). Wolters Kluwer.