N321 Teaching Plan and Grading Rubric   Student Name: Chelsea Grubb

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	

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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
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 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 patient did not show any signs of wanting to learn more about seizures. He was A&O x1. Patient did not have any family with him and lives alone. The patient was given documentation to explain what seizures are when the patient is fully recovered. The patient has no plans of discharge currently due to his level of orientation. **Barriers to effective learning:** The patient was diagnosed in 2011 with cognitive and social impairment. The cognitive impairment was a barrier to providing effective learning. **Health beliefs/values:** Unknown **Psychosocial development:** The patient interacted with me in forms of body language. He	**Nursing Diagnosis:** Deficient knowledge related to cognitive limitation as evidence by lack of follow-through drug regimen. **Goal of Teaching:** The patient will continue to take the prescribed medication for seizures daily. The patient will show proof of getting medications refilled at their local pharmacy.	**Intervention 1:** Review the patient's medication regimen, the necessity of taking drugs as ordered, and not discontinuing therapy without physician supervision. **Intervention 2:** Encourage the patient to wear an identification tag or bracelet stating the presence of a seizure disorder, incase medications are not with the patient. **Intervention 3:** Provide information about potential drug interactions and the necessity of notifying other healthcare providers of the drug regimen.	**Method 1:** The first method of teaching to this patient was the discussion method. I allowed the patient to engage in the conversation about seizures. **Method 2:** The second method of teaching I provided to this patient was being interactive with the patient. I had to keep reinforcing the topic about seizures. Going over the information multiple times seemed to be the most effective approach. The patient seemed most engaged when looking at the pictures that were in the handout.	**Discuss how the client/family received the teaching:** The patient made eye contact with me when I was going over the information about seizures in adults. He did seem confused when I was explaining the different signs and symptoms to watch for. The patient was alone in the hospital and did not have any family members on file for me to share the information with. The patient sat quietly and let me go over the information provided. **Identify strengths/weaknesses of the client or family in receiving teaching:** The strengths in this teaching plan were the patient showing signs of interest upon hearing the information provided after I verbally restated the information several times. The weaknesses were that the patient did not fully

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wasn't very talkative due to the fact he was incoherent with the situation he was in. **Cognitive development:** The patient showed many cognitive development problems upon teaching.			understand why he was in the hospital. I would have been more comfortable explaining the information to a family member, or caregiver. **Suggest modifications to improve teaching plan (what would have improved the plan?):** I would have prepared something simpler so the patient could be more interactive with learning about seizures. Dealing with patients that have cognitive impairment makes it difficult to relay information (Karaaslan & Hamamci, 2020). I feel there needs to be a better way of communication with these particular patients.

References (2) (APA):

Karaaslan, O., Hamamci, M. (2020). Cognitive impairment profile differences in patients with psychogenic non-epileptic seizures and epilepsy

   patients with generalized seizures. *Neurological Research, 42*(4), 179-188. https://dx.doi.org/10.1080/01616412.2020.1716468

Phelps, L.L. (2020). *Sparks and Taylor's Nursing Diagnosis Reference Manual* (11th ed.). Wolters Kluwer