

N321 Teaching Plan and Grading Rubric

Student Name: Christina Oakley

| Criteria | 0 points | 2.5 points | 5 points | Comments |
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| <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 |
| <p><u>Methods/Teaching Tools</u></p> <ul style="list-style-type: none"> Use 2 appropriate | <p>Missing 2 of the following:</p> <ul style="list-style-type: none"> Use 2 appropriate | <p>Missing 1 of the following:</p> <ul style="list-style-type: none"> Use 2 appropriate | <p>Includes complete</p> | |

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| <p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive | <p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive | <p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive | <p>information of all criteria:</p> <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 |
| <p><u>Evaluation</u></p> <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?) | <p>Missing 2 or more of the following:</p> <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?) | <p>Missing 1 of the following:</p> <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?) | <p>Includes complete information of all criteria:</p> <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 |

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| <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</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) |
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| Level of motivation for learning: | Nursing Diagnosis: Impaired skin integrity related | Intervention 1: Assess the client's | Method 1: The 1 st teaching method that | Discuss how the client/family received the |

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| <p>Patient doesn't high a high motivation level for learning. Patient continues to need reinforcement with learning.</p> <p>Barriers to effective learning: Patient has down syndrome which is a barrier for effective learning. Patient also suffers from ADHD and generalized anxiety. Patient overall has cognitive and physical barriers to learning.</p> <p>Health beliefs/values: Patient has a positive mindset and behavior regarding his treatment and improving his health. Patient values high quality care.</p> <p>Psychosocial development: Patient suffers from generalized anxiety. Patient has developed good social skills and has appropriate social behavior.</p> <p>Cognitive development: Patient has moderate problems with thinking and</p> | <p>to immobility as evidenced by the destruction of skin levels.</p> <p>Goal of Teaching: The purpose of teaching is to educate the patient on the basic skin care needed, the fluid and food intake that is necessary for his condition, skin injury prevention, and the importance of sleep and rest. The goal of teaching is that the patient will provide an understanding of the information being taught to him.</p> | <p>ability to move and be able to shift weight while in bed. This intervention will provide information to the health care provider with how serious the skin care needs will be. Knowing the skin care needs is important to know so the patient can be taught as well.</p> <p>Intervention 2: Assess the client's level of pain, especially related to dressing change and procedures (Baernholdt et al., 2020). Knowing the level of pain will give us an idea of how easily the dressing could be changed and how un/comfortable it will be. The importance of dressing changes is included with the patient's teaching of basic skin care needs.</p> <p>Intervention 3: Assess and stage the pressure ulcer</p> | <p>was utilized was interaction. Since the patient has down syndrome, interactive teaching was a more appropriate teaching style to engage the patient.</p> <p>Method 2: The 2nd teaching method that was utilized was question and answer. The patient was also provided pictures so the patient could visualize the information. While asking the patient questions, the student made sure to use clear, receptive language, and short questions.</p> | <p>teaching: The patient needed continuous reinforcement of the teaching for each topic. Family demonstrated understanding of education. Family was engaged and asked many questions during the teaching.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Patient couldn't receive information well due to being alert, confused, and disoriented to situation. Patient was also very eager to watch tv instead of learning. Mother is blind so she was unable to experience the visual learning with the patient. Mother was very engaged and motivated to learn.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Modifications to improve the teaching plan would have been to incorporate a different teaching style to see if there would be a</p> |
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| learning. | | (Fletcher, 2019). By assessing and staging the pressure ulcer, the health care provider can assess skin care needs for the patient. The skin care needs according to the staging is provided in the patient teaching. | | difference in the client receiving the teaching. Another modification would have been to provide the patient with hands on activities that could help the patient be more engaged with learning as well. |
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References (2) (APA):

Baernholdt, M., Yan, G., Hinton, I. D., Cramer, E., & Dunton, N. (2020). Effect of preventive care interventions on pressure ulcer rates in a national sample of rural and urban nursing units: Longitudinal associations over 4 years. *International journal of nursing studies*, 105, 103455. https://www.sciencedirect.com/science/article/pii/S0020748919302627?casa_token=DqEHqimrLq4AAAAA:8hRzm43ez35uv3mIGh-9gVBYQxfCoQK0ObWOJzB_fSFArLuPT975aYzectXVaFKuwfflSFLJLP8

Fletcher J. (2019). Pressure ulcer education 3: assessment and care. *Nursing Times*, 115(12), 26-29. <https://www.nursingtimes.net/clinical-archive/tissue-viability/pressure-ulcer-education-3-skin-assessment-and-care-18-11-2019/>