

N321 Teaching Plan and Grading Rubric

Student Name: Taylor Brooks

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</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 did not show any signs of wanting to learn more about pressure ulcers. He was A&O x2. Patient did not have any family with him due to being widowed. He does live an assisted living facility. The patient was given documentation to explain what pressure ulcers are when the patient recovers from his. The patient has discharge plans for 4/21/2022.</p> <p>Barriers to effective learning:</p> <p>The patient was diagnosed with cognitive impairment and anxiety in 2017. The cognitive impairment was a barrier to providing effective learning</p> <p>Health beliefs/values:</p> <p>Unknown</p>	<p>Nursing Diagnosis:</p> <p>Deficient knowledge related to cognitive limitation as evidence by lack of mobility due to pressure ulcers.</p> <p>Goal of Teaching:</p> <p>The patient will move around more and not stay in bed all day and night. The patient will show proof of trying to be more mobile.</p>	<p>Intervention 1:</p> <p>The patient will allow for the area to be washed with mild soap and water.</p> <p>Intervention 2:</p> <p>Stage 2 ulcers should be cleaned with normal saline to remove loose and dead tissue</p> <p>Intervention 3:</p> <p>Provide information about potential worsening affects of pressure ulcers and the necessity of notifying the healthcare provider of worsening ulcers.</p>	<p>Method 1:</p> <p>The first method of teaching to this patient was the discussion method. I allowed the patient to engage in conversation about pressure ulcers</p> <p>Method 2:</p> <p>The second method of teaching I provided to this patient was being interactive with him. I had to keep reinforcing the topic about pressure ulcers. Going over the information multiple times seemed to be most effective with the patient. The patient seemed more engaged looking at the pictures in the handout.</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient made eye contact with me when I was going over the information about pressure ulcers. He did seem confused that there are different stages of ulcers and different signs and symptoms. The patient was alone in the hospital and did not have any family members on file for me to share this information with. The patient sat quietly and let me go over the provided information.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The strengths in this teaching plan were the patient showing signs of interest upon hearing the information provided</p>

<p>Psychosocial development:</p> <p>The patient interacted with me in forms of body language. He wasn't very corporative due to the fact of his cognitive impairment.</p> <p>Cognitive development:</p> <p>The patient showed many cognitive development problems upon teaching.</p>				<p>after I verbally restating the information sever times. The weaknesses were that the patient did not fully understand why he was in the hospital. I would have been more comfortable going over this information to a family member, or a care giver from the facility he resides at.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>I would have prepared something simpler so the patient could be more interactive with learning about pressure ulcers. Dealing with patients that have cognitive impairments makes it difficult to relay information. I feel there needs to be a better way of communicating with these particular patients.</p>
--	--	--	--	--

References (2) (APA):

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

Pressure ulcers and Bedsores. Alzheimer's Society. (2021, October 8). Retrieved April 14, 2022, from <https://www.alzheimers.org.uk/get-support/daily-living/pressure-ulcers>