N321 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	

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 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: Slightly distracted and the patient wasn't susceptible to learning. **Barriers to effective learning:** Fatigue and weakness due to the patient's condition and being NPO. **Health beliefs/values:** The patient has no religious preference and states, "I just want to get better." **Psychosocial development:** No signs of delusions and hallucinations. The patient's development is within expected range for his age. **Cognitive development:** Greater than a 5th grade level. The patient is able to understand the teaching	**Nursing Diagnosis:** Deficient knowledge related to colonoscopy as evidenced by, "I haven't had a colonoscopy." **Goal of Teaching:** Goal is to ensure the patient is knowledgeable enough about the procedure and is able to teach back the information that is given.	**Intervention 1:** Bowel prep (before procedure) Adequate bowel preparation is essential for successful colonoscopy CRC screening (Kastenberg et al., 2018). **Intervention 2:** NPO status (before the procedure) **Intervention 3:** Education on what happens after the procedure is done. During the procedure, the nurse monitors vital signs, skin color and temperature, pain tolerance, and vagal response. After the procedure, the nurse monitors the patient for	**Method 1:** Verbally **Method 2:** Written handout info (teach back by Professor Bosch).	**Discuss how the client/family received the teaching:** The client was able to teach back but with minimal basic information. **Identify strengths/weaknesses of the client or family in receiving teaching:** Strength: Being able to describe what a colonoscopy was. Weakness: Not being as present for the teaching and seemed checked out of the conversation. **Suggest modifications to improve teaching plan (what would have improved the plan?):** I could've explained the procedure more in depth so that he understood why certain interventions were taken for the procedure.

during both methods. The patient was also A/O x3.		rectal bleeding and signs of intestinal perforation (Hinkle et al., 2022).		

References (2) (APA):

Kastenberg, D., Bertiger, G., & Brogadir, S. (2018). Bowel preparation quality scales for colonoscopy. *World Journal of Gastroenterology*, *24*(26), 2833–2843. https://doi.org/10.3748/wjg.v24.i26.2833

Hinkle, J.L., Cheever, K.H., & Overbaugh, K. (2022). Brunner & Suddarth's textbook of medical-surgical nursing (15th ed.). Wolters Kluwer.