

N321 Teaching Plan and Grading Rubric

Student Name: Haley Shaw

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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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)
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<p>Level of motivation for learning: The patient was eager to learn more about how to keep her hemoglobin levels under control. The patient is A&Ox3. The patient is divorced and lives alone. Documentation was supplied to the patient to clarify what anemia is and how to manage it. When the patient's anemia is under control, she will be discharged.</p> <p>Barriers to effective learning: The patient did not have her glasses and had a hard time reading her handouts I had given to her.</p> <p>Health beliefs/values: Unknown</p> <p>Psychosocial development: The patient communicated with me through body language. By asking questions, she demonstrated a want to learn.</p>	<p>Nursing Diagnosis: Fatigue related to decreased hemoglobin and diminished oxygen-carrying of blood as evidenced by hemoglobin level of 7.4.</p> <p>Goal of Teaching: The goal of teaching is to get the patients hemoglobin level back to normal levels. Also, to educate the patient on how to manage these levels in a healthy way.</p>	<p>Intervention 1: Assist the client in creating a daily activity and rest regimen. Emphasize the significance of taking frequent breaks to limit fatigue.</p> <p>Intervention 2: Instruct the client about drugs that can help the bone marrow produce more RBCs.</p> <p>Intervention 3: Provide the patient with supplemental oxygen for her low oxygen level. Educate the patient about the normal oxygen levels.</p>	<p>Method 1: Throughout the lesson, the patient verbalized back to me what I had taught her. The patient engaged in interaction while going over hemoglobin levels and how to manage them.</p> <p>Method 2: The patient asked many questions throughout and after the teaching. This helped the patient understand more about hemoglobin levels.</p>	<p>Discuss how the client/family received the teaching: While I was going over the material on anemia, the patient established eye contact with me. The patient appeared to comprehend what I was saying. The patient was alone in the hospital and there were no relatives on file with whom I could share the information. The patient sat calmly and allowed me to go over the material that had been given to me. Throughout her education, she was inquisitive.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient had a hard time reading her handouts, but she was able to verbalize and ask questions about the education to clarify that she understood the teaching.</p> <p>Suggest modifications to improve teaching plan (what would have</p>
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<p>Cognitive development: The patient's cognitive development was normal. There were no limitations with the patient's cognitive developmental levels.</p>				<p>improved the plan?): I would make sure the client has appropriate eyeglasses so she can follow along the handouts given to her. Structured discharge patient education is a simple alternative to usual instructions that increases patient satisfaction, pain management, follow-up compliance, and functional status (Turner & Badireddy, 2019).</p>
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References (2) (APA):

Phelps, L.L. (2020). *Sparks and Taylor's Nursing Diagnosis Reference Manual* (11th ed.). Wolters Kluwer
 Turner, J., Parsi, M., & Badireddy, M. (2021). Anemia. In *StatPearls [Internet]*. StatPearls Publishing.