

N321 Teaching Plan and Grading Rubric

Student Name: Katie Fiinn

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
APA Format <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 	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 <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 	Missing 2 or more of the following criteria: <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 	Missing 1 of the following criteria: <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 	Includes all criteria: <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>Patient was moderately motivated. Patient felt that he already knew the information, or it was common sense. Patient did enjoy having a discussion with the student which made him receptive to the information.</p> <p>Barriers to effective learning:</p> <p>The patient was very talkative and would start on different tangents which made it difficult to relay information about catheter care.</p> <p>Health beliefs/values:</p> <p>The patient has had an indwelling catheter for a while and has been in and out of the hospital for kidney issues. The patient does not want to go into a nursing home and wants to stay independent. The patient does recognize the importance of catheter hygiene.</p> <p>Psychosocial development:</p> <p>The patient's psychosocial</p>	<p>Nursing Diagnosis:</p> <p>Risk of recurrent UTI related to the patient's indwelling catheter with evidence by the patient's history of inpatient admissions of UTIs (Phelps, 2020).</p> <p>Goal of Teaching:</p> <p>The patient will exhibit understanding of how to care for his indwelling catheter and keep up with the hygiene by verbalization. The patient will also agree to routinely do catheter care.</p>	<p>Intervention 1:</p> <p>The patient will be given information on good catheter hygiene from Elsevier (2019).</p> <p>Intervention 2:</p> <p>The patient will understand how to clean the area around the catheter and how to keep the tubing clean.</p> <p>Intervention 3:</p> <p>The patient will have an understanding for the importance of having an adequate fluid intake throughout the day to prevent UTIs.</p>	<p>Method 1:</p> <p>The patient will be given a handout from Elsevier (2019) with instructions on catheter hygiene.</p> <p>Method 2:</p> <p>The patient will ask any questions he may have about the teaching and relay one piece of information he learned from the teaching session.</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient was receptive to the education but was somewhat dismissive stating that "it's mostly common sense." The patient did listen to the teaching.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient felt that the teaching was "mostly common sense" and did not seem to care about the lesson. He also talked a lot which did not allow the student to discuss the information about catheter care. The patient is also hard of hearing which made it more difficult to communicate with the patient.</p> <p>Suggest modifications to</p>

<p>development is appropriate for his age.</p> <p>Cognitive development:</p> <p>The patient has his master's degree in divinity and is working towards a bachelor's degree in accounting. The patient displays cognitive development appropriate to his age. He also states that he wants to keep his cognitive ability and continues to try to learn new things.</p>				<p>improve teaching plan (what would have improved the plan?):</p> <p>Some modifications include possibly having a model to have an example of what the patient should do when doing catheter hygiene. Having an interactive piece to the teaching plan may help facilitate learning and participation from the client.</p>
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References:

Elsevier. (2019, February 5). *Indwelling catheter care*. Elsevier Inc. Retrieved April 25, 2022 from Elsevier Interactive Patient Education.

Phelps, L. L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.). Wolters Kluwer.