

N431 Teaching Plan and Grading Rubric

Student Name:

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> - 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
<u>Nursing Diagnosis and Goal of Teaching</u> 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
<u>Interventions</u> - 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	

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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

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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 (interpreter if applicable) • 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	Nursing Diagnosis:	Intervention 1:	Method 1:	Discuss how the

learning: Patient is motivated to learn about how to manage orthostatic hypotension. The patient is aware of her condition and had no background knowledge on what to be aware of with orthostatic hypotension. The patient was receptive to the information given by the student, actively listened, and asked questions. Barriers to effective learning: The patient did not have any noted barriers that impaired learning. Health beliefs/values: The patient wants to maintain her health for the long-term. The patient wants to manage her orthostatic hypotension to improve her quality of life. Psychosocial development: This patient is in Erikson's self-identity vs. despair stage	Risk for injury due to medical diagnosis of orthostatic hypotension as evidenced by the patient fainting when standing up too fast and reports of feeling dizzy when standing too fast. Goal of Teaching: The patient will learn the signs and symptoms of orthostatic hypotension and how to prevent the signs and symptoms.	The patient will be given information about the signs and symptoms of orthostatic hypotension (Elsevier, 2022). Intervention 2: The patient will verbally list one to two signs and/or symptoms of orthostatic hypotension. Intervention 3: The patient will list one or two ways to prevent the symptoms of orthostatic hypotension.	This patient will be given a handout from Elsevier (2022). Method 2: This patient will teach back signs and symptoms to be aware of that indicate orthostatic hypotension.	client/family received the teaching: The patient was very receptive to the information since she did not know anything about the condition. The patient was eager to keep the handout on orthostatic hypotension. Identify strengths/weaknesses of the client or family in receiving teaching: The patient's strength included her eagerness to learn about the condition. This teacher did not note any weaknesses hindering the patient's learning. Suggest modifications to improve teaching plan (what would have improved the plan?): If the teacher gave more time for the patient to ask questions, it may have been more helpful for the patient. The teacher may not have given the patient enough gaps to be allowed to ask questions.
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of psychosocial development (Eliopoulos, 2022). Cognitive development: This patient is in the formal operational stage of Piaget's cognitive development (Eliopoulos, 2022).				
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References (2) (APA):

Eliopoulos, C. (2022). *Gerontological nursing* (10th ed.) Wolters Kluwer.

Elsevier. (2022). *Orthostatic hypotension*.

<https://advisor.lww.com/lna/document.do?bid=19&did=1168859&searchTerm=orthostatic%20hypotension&hits=hypotension,orthostatic>

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