

N431 Teaching Plan and Grading Rubric

Student Name: Ben Geisler

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 (interpreter if applicable)</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 appeared motivated to learn. She understood venous thromboembolism's (VTE) risks to her, which motivated her to learn how to prevent them. Additionally, the patient stated she was looking forward to being healthier after her recovery from her total hip arthroplasty and understood that preventing complications is a big part of recovery. Because of these factors, the patient was motivated to learn about VTE prevention.</p> <p>Barriers to effective learning:</p> <p>Throughout the teaching, the patient was very receptive and paid attention the entire time. The patient was alert and oriented times four and was not in pain. The patient's daughter was also receptive and paid attention. Because of those factors, there were no barriers to effective learning.</p> <p>Health beliefs/values:</p>	<p>Nursing Diagnosis:</p> <p>Risk for venous thromboembolism related to limited mobility as evidenced by recent total hip arthroplasty (Phelps, 2020).</p> <p>Goal of Teaching:</p> <p>The goal of the teaching is to educate the patient on the risks and prevention methods for VTE. VTE poses a significant health risk for post-operative patients and those with limited mobility, and this patient was both.</p>	<p>Intervention 1:</p> <p>Educate the patient on signs and symptoms and prevention of VTE.</p> <p>Intervention 2:</p> <p>Ensure the patient has access to adequate means of pharmacological VTE prevention (Xarelto in this case).</p> <p>Intervention 3:</p> <p>Encourage the patient to increase fluid intake, which will help with VTE prevention (Taylor et al., 2019).</p>	<p>Method 1:</p> <p>The initial method used was discussion. The student chose this method because the patient was alert and oriented, and the student thought she would be receptive to this method. The student discussed VTE risks and prevention with the patient. The patient appeared very receptive to all the information discussed.</p> <p>Method 2:</p> <p>The second teaching method used was teach-back. After the student presented the information to the patient, the student asked the patient to reexplain all the information. The patient was able to teach the information back to the student correctly.</p>	<p>Discuss how the client/family received the teaching:</p> <p>Both the patient and her daughter were receptive to the teaching. The patient could correctly teach back the information to the student, and the daughter stated an understanding of the teaching.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient and their family's main strength was that they could adequately receive, understand, and represent the information. Another is that the patient and family were open to the teaching and attentive throughout the discussion. The patient and family did not display any weaknesses throughout the discussion. The patient and family stated they had no questions at the end of the discussion.</p> <p>Suggest modifications to improve teaching plan (what would have</p>
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<p>The patient was a healthy 91-year-old woman. She attributed her good health to advances in modern medicine, happiness, and God. The patient stated she believed in modern medicine and was happy to receive treatment.</p> <p>Psychosocial development:</p> <p>The patient's stage of psychosocial development was integrity versus despair. The patient's psychosocial development was appropriate for her age (Taylor et al., 2019).</p> <p>Cognitive development:</p> <p>The patient's cognitive development was appropriate for her age.</p>				<p>improved the plan?):</p> <p>The main improvement to the plan is on the student's side. The student felt very nervous and believed they did not display adequate confidence during the teaching. The student believes the lack of confidence is primarily due to a lack of experience teaching patients.</p>
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References (2) (APA):

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

Taylor, C., Lynn, P., & Bartlett, J.L. (2019). *Taylor's fundamentals of nursing: The art and science of patient-centered care* (9th ed.). Wolters Kluwer.