

N441 Teaching Plan and Grading Rubric

Student Name: Hannah Considine

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	

Criteria	0 points	1 point	2 points	Comments
<b>Methods/Teaching Tools</b> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	
Criteria	0 points	1.5 points	3 points	Comments
<b>Evaluation</b> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments

<p><b><u>APA Format</u></b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<p><b><u>Criteria</u></b></p>	<p><b>0 points</b></p>	<p><b>2.5 points</b></p>	<p><b>5 points</b></p>	

<p><b><u>Evaluation of Teaching Presentation</u></b></p> <p>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> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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><b>Level of motivation for learning:</b> The patient and family member did not have a strong desire to learn.</p> <p><b>Barriers to effective learning:</b> The barriers to effective learning are disinterest in</p>	<p><b>Nursing Diagnosis:</b> <b>Deficient knowledge related to</b> cognitive limitation <b>as evidenced by</b> inaccurate follow-through of instructions with development of preventable complications.</p> <p><b>Goal of Teaching:</b> The patient and their caregiver</p>	<p><b>Intervention 1:</b> Review disease process, prognosis, and future expectation.</p> <p><b>Intervention 2:</b> Review dietary restrictions.</p>	<p><b>Method 1:</b> One of the methods used was a discussion with the patient and family members.</p> <p><b>Method 2:</b> The second method used involved patient interaction. The patient and family members were given</p>	<p><b>Discuss how the client/family received the teaching:</b> The family and patient received the information well, considering the circumstances of the hospitalization.</p> <p><b>Identify strengths/weaknesses of</b></p>

<p>learning about the disease process and low literacy. Low health literacy is associated with older patients, limited education, lower income, chronic conditions, and non-native English speakers (Hickey et al., 2018). My patient has a limited education, low income, and several chronic health conditions.</p> <p><b>Health beliefs/values:</b> Unable to assess at during the time of my teaching plan.</p> <p><b>Psychosocial development:</b> My patient is in the generativity vs. stagnation stage of psychosocial development. This stage involves feeling productive and having a sense of leaving a mark on the world”. Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world (Cherry, 2022).</p>	<p>will participate in the treatment regimen.</p>	<p><b>Intervention 3:</b> Discuss the importance of medication adherence.</p>	<p>handouts regarding hemodialysis and diet modifications.</p>	<p><b>the client or family in receiving teaching:</b> The strengths of the patient and family members were willing to listen, and the weakness was a lack of health literacy, addressed in the barriers to effective learning section.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> I believe the teaching is more effective if the patient and family members are interested in the presented content.</p>
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**Cognitive development:**

My patient is in the formal operational stage of cognitive development. The major characteristics of the stage include thinking abstractly and reasoning about hypothetical problems, thinking about moral, philosophical, ethical, social and political issues that require theoretical and abstract reasoning, and the use of deductive logic, or reasoning from a general principle to specific information (Cherry, 2022).

## References

- Cherry, K. (2022, August 3). *Understanding Erikson's stages of psychosocial development*. Verywell Mind. Retrieved October 14, 2022, from <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740#toc-stage-7-generativity-vs-stagnation>
- Cherry, K. (2022, May 2). *What is Piaget's theory of cognitive development?* Verywell Mind. Retrieved October 14, 2022, from <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457#toc-the-formal-operational-stage>
- Hickey, K. T., Masterson Creber, R. M., Reading, M., Sciacca, R. R., Riga, T. C., Frulla, A. P., & Casida, J. M. (2018). Low health literacy. *The Nurse Practitioner*, 43(8), 49–55. <https://doi.org/10.1097/01.npr.0000541468.54290.49>