

N321 Teaching Plan and Grading Rubric

Student Name:

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
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>Level of motivation for learning: The patient has low motivation for learning as evidenced by sleepiness and once aroused, falls back to sleep.</p> <p>Barriers to effective learning: The patient has no barriers to effective teaching.</p> <p>Health beliefs/values: The patient believes in empathy, professionalism, autonomy, altruism, accountability, and curiosity. Empathy builds trust between the nurse and the patient. Professionalism requires the nurse to remain calm no matter how stressful the situation is. Autonomy is the patient's right to accept or refuse care. Altruism advocates for fair treatment of the patient. Accountability is the ability to acknowledge responsibility. Curiosity asks questions that can improve patient care.</p>	<p>Nursing Diagnosis: Deficient knowledge related to Flagyl as evidenced by the patient requiring additional medication information.</p> <p>Goal of Teaching: Provide the patient with appropriate information about Flagyl administration, medication indication, and adverse effects.</p>	<p>Intervention 1: Educate the patient to take the full course of Flagyl as directed.</p> <p>Intervention 2: Educate the patient about indications for use and educate the client to avoid alcohol and cough syrup.</p> <p>Intervention 3: Educate the patient about the adverse effects of the medications.</p>	<p>Method 1: Provide the patient with an interactive virtual video about the administration of Flagyl</p> <p>Method 2: Use the teach-back method. Provide information to the patient and have them teach back the information.</p>	<p>Discuss how the client/family received the teaching: The patient was alert during the interactive virtual video and teach-back method. The patient taught the information about Flagyl back to the nurse.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Strengths: The patient was easily arousable, alert, and oriented. She was willing to learn about the administration of the medication, adverse effects, and indication for use to avoid complications. Weakness: The client is not married, has no friends and lives alone.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p>

Psychosocial development:

The patient is in the stage of Generativity vs. stagnation. This stage requires that the patient is aged 40 to 65 Orenstein & Lewis (2021). In this stage, adults look for ways to contribute to society or the world. Generativity, adults are looking to make their mark in the world. Stagnation- adults feel like they are stuck. Failing to get involved with others. This patient is in the stagnation stage she is failing to get involved with others, as evidenced by her social history indicating she was never married, has no friends, and lives alone.

Cognitive development:

Formal operation. The patient can think abstractly by manipulating ideas in their head without any dependence on concrete manipulation Malik & Marwaha (2022).

Determining the patient's learning style would improve the teaching plan and establish a rapport with the patient.

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References (2) (APA):

Malik, F., & Marwaha, R. (2022). Cognitive Development. In *StatPearls*. StatPearls Publishing.

Orenstein, G. A., & Lewis, L. (2021). Eriksons Stages of Psychosocial Development. In *StatPearls*. StatPearls Publishing.