N321 Teaching Plan and Grading Rubric   **Student Name: Justin Munoz**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • 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**
Nursing Diagnosis and Goal of Teaching • 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**
Interventions • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching	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	

Approved 8/18/2021; 11/19/2021

Criteria	0 points	1 point	2 points	Comments
goal			goal	

Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
 	
• 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
Evaluation • Discuss how the client/family received the teaching • Identify strengths/weaknesses of the client or family in receiving teaching • Suggest modifications to improve teaching	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	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	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	

plan (What would have improved the plan?)	to improve teaching plan (What would have improved the plan?)	plan (What would have improved the plan?)	to improve teaching plan (What would have improved the plan?)	

Criteria	0 points	2.5 points	5 points	Comments
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	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	
accepted • Reference page complete				
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 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 learning:	**Nursing Diagnosis:**	**Intervention 1:**	**Method 1:**	**Discuss how the client/family received the**

The patient was very open and expressed statements to learn medication treatment adherence for GERD.

Barriers to effective learning:

The student nurse is ensuring attentiveness in the learning process by providing a private and quiet environment to enhance overall learning. The student nurse also demonstrates an appropriate use of nonverbal communication skills such as tone of voice, body language, rate of speech, appropriate eye contact, proper posture, and appropriate use of space. The patient has no cognitive or physical impairments that halts the educational oppurtunity.

Health beliefs/values:

The patient believed (prior to admission) that the symptoms were something that they can sort of ignore and it will

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Readiness for enhanced knowledge related to exacerbation of GERD as evidence by patient was admitted for chest pain, patient stated that they plan on taking omeprazole daily and not as needed basis, and patient stated that they are ready to make changes to their daily habits to prevent exacerbations of GERD symptoms.

The Goal of Teaching:

The goal of the teaching plan is to have the patient understand the importance of medication adherence to relieve exacerbated symptoms. The patient will also understand factors that can exacerbate GERD symptoms, such as being overweight, taking NSAIDs, tobacco use, and alcohol use. The patient will remember GERD signs and symptoms such as heartburn, dysphagia, belching, upset stomach, and chest pain. The patient will understand the unique considerations to daily habits such as cessation of smoking, avoidance of foods (coffee,

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Assist the patient in obtaining information necessary to assist in an enhanced informed decision-making (Phelps, 2020). The information will assist the nurse in planning with the patient (Phelps, 2020).

Intervention 2:

Direct the patient to other sources of the information (Phelps, 2020). Independent search results in patients developing confidence in their own ability to go much deeper into the area of interest (Phelps, 2020).

Intervention 3:

Be available to answer questions and concerns for any misconceptions for the patients (Phelps, 2020). This allows an increasing

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The nurse will provide printed information/guidelines to guide the discussion while evaluating the patient's behavior to the information presented. The printed information allows the patient to read along with what the nurse will teach. It is also beneficial for the patient because they can have the information on hand later to recall as they need it.

Method 2:

The nurse will use pauses during the discussion to allow time for questions/concerns to be addressed. Using pauses during discussion allows for misconceptions or misheard information to be clarified. Pausing also helps check the patient's comprehension, allowing the patient time to organize the information before engaging in the discussion by following with a question.

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teaching:

The patient and wife received the teaching relatively well. Both were open to learning of the information received. The patient verbally expressed relievement of the printed information that was given to them to look back on. The wife discussed to the patient that some of the information presented was pertinent to the problem.

Identify strengths/weaknesses of the client or family in receiving teaching:

The patient and wife stated that the patient takes home medication daily for GERD symptoms and has a certain diet of no pork or caffeinated drinks consumed. The patient seems fairly confident of the new changes that they need to implement for an enhanced care outcome. The wife asked questions for clarification of dietary changes to avoid

References (2) (APA):

Nikolic M., Schwameis K., Paireder M., Kristo I., Semmler G., Semmler L., Steindl A., Mosleh B. O., & Schoppmann S. (2019, December).

Scientific Reports. *Tailored Modern GERD Therapy – Steps Towards the Development of an Aid to Guide Personalized Anti-Reflux Surgery*, *9*(1). https://doi.org/10.1038/s41598-019-55510-2

Phelps, L. (2020, February 4). *Sparks & Taylor's Nursing Diagnosis Reference Manual* (11th ed.). LWW.