

N321 Teaching Plan and Grading Rubric

Student Name: Breasha Campbell

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	

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
<u>APA Format</u> • 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	
<u>Evaluation of Teaching Presentation</u> • 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)
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Level of motivation for learning: The patient's level of motivation is high due to her recent colonoscopy exam and risk for GI bleeding. Barriers to effective learning: Barriers to effective learning may include the patient's literacy, culture, and physiological barriers. Health beliefs/values: The patient believes that her health is a priority, and she wants to hear the recommended steps to help improve her quality of life. Psychosocial development: This patient is in the ego integrity versus despair stage of Erik Erikson's stage theory of psychosocial development (Cherry, 2022). Cognitive development: This patient is in the formal operational stage of Jean Piaget cognitive development and theory (Cherry, 2022).	Nursing Diagnosis: Ineffective tissue perfusion related to diverticulosis and diverticulitis as evidenced by Gastrointestinal bleeding (Phelps, 2020). Goal of Teaching: This teaching aims to inform and encourage the patient to properly care for any gastrointestinal bleeding from her disease while at home.	Intervention 1: Teach the patient to drink 2-3 L of fluids to keep hydrated as tolerated. Intervention 2: Monitor for bleeding and occult bleeding in the urine and feces through eliminated body fluids. Intervention 3: Anticipate conditions and episodes of care that cause bleeding.	Method 1: Question and answer method Method 2: Discussion using a Gastrointestinal bleeding print-out.	Discuss how the client/family received the teaching: The patient was receptive and engaged in the learning. Identify strengths/weaknesses of the client or family in receiving teaching: The patient's weakness with receiving the teaching was that she had had diverticulosis and diverticulitis for over 15 years. Because of this she was very adamant about continuing to do her home maintenance the way she had been when she gets a GI bleed at home. A strength that the patient demonstrated was listening and giving feedback about what she has done in the past about GI bleeding. Suggest modifications to improve teaching plan (what would have improved the plan?): To improve this patient's teaching plan, I would have done my teaching when she
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				had a family member or caregiver present. Doing so would help the family member be able to assist with at homecare. The patient's family could ask questions she may not have thought of due to them just getting done with a colonoscopy.
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References (2) (APA):

Cherry, K. (2022, May 02). *Piaget's 4 stages of cognitive development explained: Background and key concepts of Piaget's theory*. Verywellmind. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Cherry, K. (2022, August 03). Erikson's stages of development: A closer look at the eight psychosocial stages. Verywellmind.<https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

Phelps, L. (2020). *Sparks & Taylor's Nursing Diagnosis Reference Manual*. Eleventh edition. Philadelphia, Wolters Kluwer Health Lippincott Williams & Wilkins.