

N321 Teaching Plan and Grading Rubric

Student Name: Molly Niemerg

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

teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	<ul style="list-style-type: none"> • 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
<u>Evaluation</u> <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 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>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 has a poor level of motivation due to the patient rolling his eyes toward the food he can't eat. The patient also stated, "I love ice cream," and was not willing to give that up.</p> <p>Barriers to effective learning:</p> <p>The patient was nervous about the stress test he was getting ready to have that day, that was affecting him to concentrate. The patient's barriers also include being on the road for his occupation. Being on the road prevents the patient from having</p>	<p>Nursing Diagnosis:</p> <p>Knowledge deficit related to insufficient interest in learning as evidenced by patient rolling eyes to the information given.</p> <p>Goal of Teaching:</p> <p>The goal of teaching is that the patient understands how important changing his diet is.</p> <p>The patient will also understand what other disease processes can turn into when not changing his diet. The patient will understand the handouts he received.</p>	<p>Intervention 1:</p> <p>"Find a quiet, private environment for teaching patient and support person" (Sparks & Taylor's, p. 349).</p> <p>Intervention 2:</p> <p>"Communicate openly and honestly with patient and encourage parents and others to visit regularly" (Sparks & Taylor's, p. 349).</p> <p>Intervention 3:</p> <p>"Provide written materials explaining</p>	<p>Method 1:</p> <p>During the teaching, I used the discussion method to explain to the patient the importance of changing his diet to decrease triglycerides. I explained how it could affect him worse in the long run and possible diseases processes that could occur.</p> <p>Method 2:</p> <p>The other teaching method I used was a visual handout. The patient found it easier to learn with the brochures to remind him and his wife of what foods not to eat. I</p>	<p>Discuss how the client/family received the teaching:</p> <p>The husband was not receptive to the teaching, but the wife was receptive to the learning. The wife stated she would ensure he eats the proper foods to decrease triglycerides. The patient stated, "she is going to make me follow these meal plans."</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The weakness of the patient</p>

<p>options to cook, forcing him to eat fast food.</p> <p>Health beliefs/values:</p> <p>The patient states there were no health beliefs and values that would affect the plan of treatment for the patient. The patient was a full code and understood the severity of his condition. The patient understood the possible effects if he did not modify his diet plan.</p> <p>Psychosocial development:</p> <p>The patient displays the generativity vs. stagnation stage of psychosocial development. During this stage, “adults need to create or nurture things that will outlast them, often by having</p>		<p>skills the patient is trying to develop and facts patients must remember” (Sparks & Taylor’s, p. 349).</p>	<p>explained the substituting dressing salads and foods that taste the same but are healthier options.</p>	<p>receiving the teaching is the patient is on the road a lot throughout the year for work.</p> <p>The patient's wife was determined to keep him out of the hospital by cooking the proper food to decrease the triglycerides. Therefore, this is a strength of the patient receiving the treatment plan.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>I would have liked to give more information regarding recipes for low-fat foods. Researching different fast-food options that are better</p>
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<p>children or creating positive change that benefits other people” (Cherry, 2022). The patient focuses on caring for his family and career while still building their life.</p> <p>Cognitive development:</p> <p>The patient displays the formal operational stage of cognitive development. “The final stage of Piaget’s theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas” (Cherry, 2022). The patient can have abstract reasoning and plan for the future.</p>				<p>than others. The patient would be able to differentiate between the restaurants that are bad in fat against the ones that are on the lower side.</p>
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References (2) (APA):

Cherry, K. (2022). *Erikson's stages of development*. Verywell Mind. Retrieved from <https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740>

Cherry, K. (2022). *Piaget's 4 stages of cognitive development*. Verywell Mind. Retrieved from <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Phelps, L.L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.), p. 349. Wolters Kluwer.