

N431 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 	<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 	

<ul style="list-style-type: none"> Relate interventions to meeting the teaching goal 			<ul style="list-style-type: none"> 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 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
<u>Evaluation</u> <ul style="list-style-type: none"> Discuss how the client/family received the teaching Identify strengths/weaknesses 	Missing 2 or more of the following: <ul style="list-style-type: none"> Discuss how the client/family received the teaching Identify strengths/weaknesses 	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 	Includes complete information of all criteria: <ul style="list-style-type: none"> Discuss how the client/family received the teaching Identify strengths/weaknesses 	

<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> Suggest modifications to improve teaching plan (What would have improved the plan?) 	<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> Suggest modifications to improve teaching plan (What would have improved the plan?) 	<ul style="list-style-type: none"> Suggest modifications to improve teaching plan (What would have improved the plan?) 	<p>of the client or family in receiving teaching</p> <ul style="list-style-type: none"> 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 	<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>	

• Reference page complete				
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)
Level of motivation for learning: The patient does not have much motivation for learning because they are	Nursing Diagnosis: Risk for impaired skin integrity related to reduced mobility as evidenced by history of pressure ulcer.	Intervention 1: Teach the patient about range of motion exercises to increase tissue perfusion.	Method 1: Therapeutic communication will be utilized by providing open ended questions that pertain to the teaching for	Discuss how the client/family received the teaching: The patient does not appear alert enough to receive the teaching so

<p>fatigued and falls asleep after a short amount of time.</p> <p>Barriers to effective learning: Pain is the fifth vital sign that has been a concern for the patient. The patient takes opioids and gabapentin to treat neuropathic pain. This could interfere with motivation to learn and concentration. Level of consciousness is also a concern because they are only alert to voice. At some point during the day was only responsive to pain, which resulted in a stroke alert that was later cancelled.</p> <p>Health beliefs/values: The patient wants to improve their health and reduce risk of injury. They care about their well-being, which is evidenced by their social history.</p> <p>Psychosocial development: The patient is pleasant to talk to and it was noticeable that they would use humor</p>	<p>Goal of Teaching: The goal of teaching is to educate the patient so that they could be protected from impaired skin integrity. Skin integrity is vital to health because it defends against infection and acts as a barrier to microbes, toxins, and other physical stressors (Payne, 2020). The patient already has a history of pressure ulcer with a partial thickness wounds, so it is important to prevent future injury and the risks that are associated with those wounds.</p>	<p>Intervention 2: Tell the patient about protecting bony prominences to reduce pressure on that contributes to ulceration. Pressure and friction should be avoided and repositioning should occur every two hours for ischemic areas (Al About & Manna, 2022).</p> <p>Intervention 3: The patient says that they have a supportive husband, family, and friends so incorporate them into the teaching about the importance of changing position.</p>	<p>preventing skin breakdown. The patient will be encouraged to verbalize what they are taught to show their understanding.</p> <p>Method 2: The patient will be educated on risks for skin breakdown and be given written instruction, which would be more helpful since they are fatigued and not in the best condition devoid of distraction.</p>	<p>written information was printed and made available to the patient.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength of the patient is that they are willing to learn and pleasant to talk to but a weakness are the barriers that interfere with the effectiveness of the teaching.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Modifications to improve the teaching plan would be to incorporate the family because the patient has cognitive barriers that are interfering with the teaching, but the best course of action pertaining to the patient would be to come at a different time when they are feeling good enough to concentrate on the learning.</p>
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<p>whenever they could in a conversation. The patient is in no acute distress and is willing to learn.</p> <p>Cognitive development: The patient is alert to voice but later in the day was only alert to pain, which was alarming. The patient is oriented to person and time, but they do not know exactly where they are during assessment. Otherwise, expectations are within range for their age.</p>				
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References (2) (APA):

Al Aboud, A.M. , Manna, B. (2022). Wound pressure injury management. *StatPearls*. Treasure Island StatPearls Publishing.

<https://www.ncbi.nlm.nih.gov/books/NBK532897/>

Payne, D. (2020). Skin integrity in older adults: Pressure-prone, inaccessible areas of the body. *British Journal of Community Nursing*, 25(1), 22–26.

<https://doi.org/10.12968/bjcn.2020.25.1.22>

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