

N431 Teaching Plan and Grading Rubric

Student Name: Cindy Ho

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

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 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 • 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	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation
-----------------------------	-----------------------------	---------------	------------------------	------------

(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
Level of motivation for learning: The patient was non-compliant and dismissive but he was self-determined to discharge from the hospital. Barriers to effective learning: Non-compliance, refusing care, and strained family relationships are barriers to effective learning. Health beliefs/values: The patient values independence in making health decisions. Psychosocial development: Integrity versus despair is the last stage of human development in which older adults continue to look forward and backward to reflect on their lives. Older adults who accomplish tasks earlier in life look back without regrets and can look forward with optimism and enthusiasm. Whereas older adults who view life as a series of unresolved problems and missed opportunities will fall into despair, feeling worthless or hopeless. A despairing person may want to do things over but	Nursing Diagnosis: Impaired verbal communication related to tracheostomy as evidenced by frustration and difficulty maintaining the usual communication pattern. Goal of Teaching: The goal of teaching the client communication methods is to facilitate a better understanding of the patient's needs and concerns to the health care providers.	Intervention 1: Assess for frustration and anxiety related to not being able to communicate needs. The inability to communicate may cause the client to feel a sense of helplessness (Doenges et al., 2019). Intervention 2: Provide alternative methods for communication (hand gestures, word and phrase cards, picture boards, or writing board). Various communication aids allow clients more channels through which information can be communicated (Doenges et al., 2019). Intervention 3: Assess the effectiveness of nonverbal communication methods such as	Method 1: Practice asking questions and having the patient answer using the provided communication board, a note pad, and writing tools. Go over the picture board, so the client and nurse are familiar with the options. Method 2: Discuss with the patient the benefits of using communication tools to improve his plan of care to expedite his discharge goals. Discuss with the client the importance of communicating with the communication board to avoid misunderstandings. Speak clearly and allow the client time to respond using one of the methods discussed.	Discuss how the client/family received the teaching: The client received the teaching verbally. The client was provided with the materials, including the communication board, writing tools, and a notepad. The client expressed his desire to discharge from the hospital using the communication methods discussed. Identify strengths/weaknesses of the client or family in receiving teaching: The client's strength in receiving the teaching is his determination to be discharged from the hospital and gain independence. The client's weakness in receiving the teaching is feeling overwhelmed and frustrated by his cancer diagnosis and the delay in beginning his chemotherapy and radiation treatments.

fears the lack of time before death (Taylor et al., 2019). Cognitive development: It is normal for an older adult to take longer to respond and react. Mild short-term memory loss is common but can be remedied with using notes, schedules, and calendars (Taylor et al., 2019).		hand signals, expressions, and body postures. The patient may not have the same understanding of different hand signals (Doenges et al., 2019).		Suggest modifications to improve teaching plan (what would have improved the plan?): The plan may improve if the nurse approaches the client in an understanding and non-threatening way. It is better to approach the client when he appears calmer and less frustrated.
---	--	--	--	--

References (2) (APA):

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span*. F.A. Davis.

Taylor, C., Lynn, P., & Bartlett, J. L. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Wolters Kluwer.