

N431 Teaching Plan and Grading Rubric

Student Name: Christina Oakley

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>● Determines motivation for learning</li> <li>● Identifies barriers to learning</li> <li>● Discuss health beliefs/values</li> <li>● Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>● Determines motivation for learning</li> <li>● Identifies barriers to learning</li> <li>● Discuss health beliefs/values</li> <li>● Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>● Determines motivation for learning</li> <li>● Identifies barriers to learning</li> <li>● Discuss health beliefs/values</li> <li>● Discuss psychosocial and cognitive development</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>● 1 nursing diagnosis identified in proper formatting</li> <li>● 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>● 1 nursing diagnosis identified in proper formatting</li> <li>● 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>● 1 nursing diagnosis identified in proper formatting</li> <li>● 1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments

<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>● Interventions to be included in teaching</li> <li>● Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>● Interventions to be included in teaching</li> <li>● Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>● Interventions to be included in teaching</li> <li>● Relate interventions to meeting the teaching goal</li> </ul>	
Criteria	0 points	1 point	2 points	Comments
<p><b><u>Methods/Teaching Tools</u></b></p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> </ul> </li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>● Use 2 appropriate teaching methods to deliver teaching</li> <li>● Consider the following teaching methods: <ul style="list-style-type: none"> <li>● Discussion</li> </ul> </li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>● Use 2 appropriate teaching methods to deliver teaching</li> <li>● Consider the following teaching methods: <ul style="list-style-type: none"> <li>● Discussion</li> </ul> </li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>● Use 2 appropriate teaching methods to deliver teaching</li> <li>● Consider the following teaching methods: <ul style="list-style-type: none"> <li>● Discussion</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul>	<ul style="list-style-type: none"> <li>● Q&amp;A</li> <li>● Teach-Back</li> <li>● Interactive</li> </ul>	<ul style="list-style-type: none"> <li>● Q&amp;A</li> <li>● Teach-Back</li> <li>● Interactive</li> </ul>	<ul style="list-style-type: none"> <li>● Q&amp;A</li> <li>● Teach-Back</li> <li>● Interactive</li> </ul>	
Criteria	0 points	1.5 points	3 points	Comments
<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>● Discuss how the client/family received the teaching</li> <li>● Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>● Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>● Discuss how the client/family received the teaching</li> <li>● Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>● Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>● Discuss how the client/family received the teaching</li> <li>● Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>● Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	

<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b><u>APA Format</u></b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<b><u>Criteria</u></b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	
<p><b><u>Evaluation of Teaching Presentation</u></b></p> <p>Introduction of content</p>	<p>Missing 2 or more of the following criteria:</p>	<p>Missing 1 of the following criteria:</p>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>● Introduction of content</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Introduction of content</li> <li>● Patient put at ease</li> <li>● Eye contact</li> <li>● Clear speech and organized presentation</li> <li>● Environment conducive to learning</li> <li>● Family included (if applicable)</li> <li>● Accuracy of information</li> <li>● Validation of learning status</li> <li>● Use of teaching aids</li> <li>● Appropriate non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction of content</li> <li>● Patient put at ease</li> <li>● Eye contact</li> <li>● Clear speech and organized presentation</li> <li>● Environment conducive to learning</li> <li>● Family included (if applicable)</li> <li>● Accuracy of information</li> <li>● Validation of learning status</li> <li>● Use of teaching aids</li> <li>● Appropriate non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>● Patient put at ease</li> <li>● Eye contact</li> <li>● Clear speech and organized presentation</li> <li>● Environment conducive to learning</li> <li>● Family included (if applicable)</li> <li>● Accuracy of information</li> <li>● Validation of learning status</li> <li>● Use of teaching aids</li> <li>● Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>
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<p><b>Level of motivation for learning:</b></p> <p>Patient has a high motivation level for learning. Patient continues needing reinforcement with learning due to the onset of dementia.</p> <p><b>Barriers to effective learning:</b></p> <p>Patient is experiencing high levels of pain due to progressive cancer. Patient also is experiencing progressive dementia. Patient has recently received a consultation for palliative care which can be very overwhelming for the patient and can prevent effective learning.</p> <p><b>Health beliefs/values:</b></p> <p>Patient has a positive mindset and behavior regarding her treatment and receiving comfort care.</p>	<p><b>Nursing Diagnosis:</b></p> <p>Risk for falls related to increased confusion as evidenced by a history of falls.</p> <p><b>Goal of Teaching:</b></p> <p>The purpose of the teaching is to educate the patient on interventions to reduce the risk of falls. These interventions are crucial to help promote the safety of the patient. The goal of teaching is that the patient will provide an understanding of the information being taught to her.</p>	<p><b>Intervention 1:</b></p> <p>Complete a fall risk assessment. This assessment should include factors contributing to fall risks, functional ability, and the use of mobility devices. This standard tool will help identify the status of the patient's risk for falling and will also help determine various factors that contribute to high risks for falls (Phelps, 2020).</p> <p><b>Intervention 2:</b></p> <p>Provide secure wristband identification to alert every one of the high risks for falls. This will help the healthcare staff recognize the need for assistance, awareness, and to implement fall precaution behaviors</p>	<p><b>Method 1:</b></p> <p>The first teaching method that was utilized was interaction. Since the patient has confusion and progressive dementia, interactive teaching was a more appropriate teaching style to engage the patient.</p> <p><b>Method 2:</b></p> <p>The second teaching method that was utilized was question and answer. The patient was asked questions towards the end of the teaching and was expected to provide answers regarding the information being taught. This intervention was used to ensure engagement with the patient. When asking the patient questions, the student made sure to use nonverbal cues such as eye contact, facial expressions, and appropriate body language.</p>	<p><b>Discuss how the client/family received the teaching:</b></p> <p>The patient needed continuous reinforcement of the teaching for each topic. The patient's daughter was present and demonstrated an understanding of education. The patient and family were both very engaged and motivated during the teaching.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <p>Patient couldn't receive information well due confusion and progressive dementia. The patient and family were still very overwhelmed with emotions after the palliative care consultation which could have contributed to the patient and family not fully invested with the teaching. The family</p>

<p><b>Psychosocial development:</b></p> <p>Patient is currently in the integrity vs. despair stage which consists of making sense out of one's life (Ricci et al., 2021). The patient has adequate social skills and social behavior. Patient can take the perspective of others and understand other's behaviors.</p> <p><b>Cognitive development:</b></p> <p>Patient has moderate problems due to increased confusion and progressive dementia. Patient does have good social skills and has appropriate social behavior.</p>		<p>(Phelps, 2020).</p> <p><b>Intervention 3:</b></p> <p>Teach the patient and family members about safety and how to prevent falls such as using the call light, using assistive devices, and using no-slip socks when ambulating (Phelps, 2020).</p>		<p>member was very invested and demonstrated this by making eye contact and asking questions throughout the teaching.</p> <p><b>Suggest modifications to improve the teaching plan (what would have improved the plan?):</b></p> <p>Modifications to improve the teaching plan would have been to incorporate a different teaching style to see if there would be a difference in the client receiving the teaching. Another modification would have been to provide the patient with physical and occupational therapy sessions to help assist with gait techniques.</p>
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**References (2) (APA):**

Phelps, L.L. (2020). *Sparks and Taylor's Nursing Diagnosis Reference Manual* (11<sup>th</sup> ed.). Wolters Kluwer.

Ricci, S. S., Kyle, T., & Carman, S. (2021). *Maternity and pediatric nursing* (4th ed.). Wolters Kluwer.