

Teaching Plan and Grading Rubric

Student Name: Kathryn Davis

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 □ Relate interventions to meeting the teaching goal 	<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 · Relate interventions to meeting the teaching goal 	
Criteria	0 points	1 point	2 points	Comments

<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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

<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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?) 	
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Criteria	0 points	2.5 points	5 points	Comments
<p>APA Format</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate APA in-text citations and listed all appropriate references in APA format <input type="checkbox"/> At least 2 scholarly source(s) are utilized and should be 5 or less years old <input type="checkbox"/> Source(s) greater than 5 years old will not be accepted <input type="checkbox"/> 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>	
TOTAL				/25

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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<p>Level of motivation for learning: The client accepted the learning opportunity. She was tired with an aching leg so did not express a surge of excitement but allowed me to speak on the topic.</p> <p>Barriers to effective learning: The client was alert and only oriented to name most of my clinical shift. She was aware of my presence, but I am unsure if she truly grasped the topics or reasoning for teaching.</p> <p>Health beliefs/values: The patient was not oriented enough to express health beliefs but ideally, I would have liked her to voice</p>	<p>Nursing Diagnosis: Ineffective tissue perfusion related to decreased cardiac output as evidenced by the report of rapid heart rate upon arrival.</p> <p>Goal of Teaching: The patient has many modifiable risk factors contributing to atrial fibrillation. The goal of teaching is to make the client aware of signs and symptoms of A-fib episodes and ways she can modify her daily living to prevent them.</p>	<p>Intervention 1: Collaborate with the interdisciplinary team</p> <p>Intervention 2: Administer medications that can help correct dysrhythmias and avoid impairments to the heart, brain, and other organs.</p> <p>Intervention 3: Closely monitor lab values and tests such as hemoglobin, ABGs, electrolytes, cardiac enzymes, and kidney function labs.</p>	<p>Method 1: Discussion</p> <p>Method 2: Q&A</p>	<p>Discuss how the client/family received the teaching: The client did not have a family at bedside. The client was willing to listen to the education but did not seem entirely receptive.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client did not have family present at the time of the teaching. The client agreed at having me speak on the topic but unfortunately did not seem receptive of the information being presented. The client lacked eye contact and never nodded her head to demonstrate an</p>
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<p>ways she could be self-efficient to improve her state of health. The client's record indicates that she does not attend church regularly but does believe in God.</p> <p>Psychosocial development: According to the Erik Erikson's theory of psychosocial development, this client would fall under Integrity vs. despair which occurs from older adulthood from 65 years until death (Orenstein & Lewis, 2021).</p> <p>Cognitive development: According to Piaget's stages of cognitive development, this</p>				<p>understanding. The engagement lacked, but she did allow me to be involved in her day and allowed me the opportunity to educate.</p> <p>Suggest modifications to improve the teaching plan (what would have improved the plan?): In the future, I will have more informative materials to present. Many appreciate flyers and posters with vivid colors and imagery; this could have made the client more engaged on the topic.</p>
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client would fall under the formal operational stage which occurs in ages 11 and up (Thompson, 2021).				
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References (2) (APA):

Orenstein, G. A., & Lewis, L. (2021). Eriksons stages of psychosocial development. In *StatPearls*

[Internet]. StatPearls Publishing.

Thompson, M. J. (2021). Piaget's Stages of Cognitive Development and Erikson's Stages of Psychosocial

Development. In *Child and adolescent mental health* (pp. 55-59). CRC Press.

