

N441 Teaching Plan and Grading Rubric

Student Name: Ashley Matusiak

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
Methods/Teaching Tools <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
Evaluation <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><u>Evaluation of Teaching Presentation</u></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>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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: The client is highly motivated to learn and has enjoyed speaking to us. He is eager to get discharged and go home.</p> <p>Barriers to effective learning: The client is college educated, and the only barrier to learning is his hearing, but</p>	<p>Nursing Diagnosis: At risk for surgical site infection related to femoral-popliteal bypass graft procedure, as evidenced by the client's surgical incision proximity to his groin region.</p> <p>Goal of Teaching: The client will remain free of infection,</p>	<p>Intervention 1: Inform the patient not to soak in the bathtub, hot tub, or swimming pool (Holman et al., 2019b). This intervention will help prevent infection from occurring.</p> <p>Intervention 2: Do not lift more than five</p>	<p>Method 1: The first method used to teach this patient was a highlighted printout with all his incision instructions and an updated medication list with his last doses and when his subsequent doses should be administered.</p>	<p>Discuss how the client/family received the teaching: The client and his wife seemed to enjoy the company and speaking about his discharge instructions. The client asked great questions about a new medication he was prescribed in the hospital and will start taking at home.</p>

<p>the patient does have his hearing aids in and is answering questions correctly.</p> <p>Health beliefs/values: The client has no health beliefs or values that will impact his treatment or care today.</p> <p>Psychosocial development: The client is currently in Erikson's psychosocial development stage of integrity vs. despair due to his illness and age (Holman et al., 2019a).</p> <p>Cognitive development: The client is currently in Piaget's cognitive development stage of formal operations and uses abstract thought processes (Holman et al., 2019a).</p>	<p>as evidenced by normal vital signs and the absence of signs and symptoms of infection.</p>	<p>pounds and take all prescribed medications. His medications will help prevent DVT's and infection.</p> <p>Intervention 3: Keep the dressing dry, perform a dressing change daily, and monitor for signs of infection. Performing dressing changes and cleaning his incision will help prevent infection.</p>	<p>Method 2: Another teaching method used was a discussion with some questions afterward to make sure he understood the information.</p>	<p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength of the teaching was that all the patient's questions were answered before he left the hospital, and a weakness was having to look up his new medication to share more about why he is taking it.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Adding a page on the patient's new medications to the teaching plan printout would have saved time looking up the medication in the patient's room.</p>
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References (2) (APA):

Holman, H. C., Williams, D., Sommer, S., Johnson, J., Ball, B. S., Morris, C., Leehy, P., & Hertel, R. (2019a). *Fundamentals for nursing: Review module*. Assessment Technologies Institute.

Holman, H. C., Williams, D., Sommer, S., Johnson, J., Ball, B. S., Morris, C., Leehy, P., & Hertel, R. (2019b). *RN adult medical surgical nursing: Review module*. Assessment Technologies Institute.