

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 	5/5
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 	5/5
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 	5/5

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 	2/2
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?) 	3/3

Criteria	0 points	2.5 points	5 points	Comments
APA Format <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 	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	2.5/5
TOTAL				22.5 /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)
<p>Level of motivation for learning: The patient was willing to learn currently. The introduction of coping methods was discussed for this patient. to help decrease anxiety for the patient. The patient was engaged in the pre-questions for the teaching session.</p> <p>Barriers to effective learning: This nursing student noticed a practice and personal barrier; to be specific, one of the barriers seen in this patient was disability (Unionlearn, 2021). The patient was willing to listen and be educated. Although the patient was listening, he was distracted and only chose to focus for a limited time.</p> <p>Health beliefs/values:</p>	<p>Nursing Diagnosis: The patient is experiencing anxiety related to essential values and goals of life, and situational crises as evidenced by poor impulse control, a feeling of discomfort, apprehension, helplessness, inability to discriminate harmful stimuli, restlessness, and decreased attention span.</p> <p>The Goal: The goal of teaching is for the patient to be free from injury, respond to relaxation techniques that decrease their anxiety, and reduce the patient's anxiety level.</p>	<p>Intervention 1: The nurse will maintain a calm, non-threatening manner while working with the client.</p> <p>Rationale: Anxiety is contagious; if the nurse is calm, then the patient will be calm, which allows trust to build between the client and nurse.</p> <p>Intervention 2: The nurse will encourage the client's participation in relaxation exercises such as deep breathing, guided imagery, and meditation.</p> <p>Rationale: Encouraging the client's participation in relaxation will benefit the client's need to take control of their recovery process.</p>	<p>Method 1: When teaching the client about new ways to incorporate coping strategies techniques into their daily life. This student used the discussion method as well as the question and answer method. This nursing student would ask the patient about his learning development, and prior knowledge about the subject, compliance with health care protocols, physical limitations, level of education, and language barriers if any before the start of education began. For the discussion, after asking one of the questions, the patient would answer in short phases. The patient was activity listening and would ask questions appropriate to the topic being educated on. The patient was fully engaged</p>	<p>Discuss how the client/family received the teaching: The patient was willing to learn but did not understand the whole education presented. The patient kept leading off subject and was unable to stay focused for the entire teaching session. The patient could take away some information through the teach-back, but not as much as this nursing student would have hoped. It could make one a bit frustrated at the time. As a nurse, one would like the information given to be absorbed. When a patient does not do as one expects, it can be discouraging.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p>

<p>The patient did not mention any beliefs or values in which they were not ready to be educated.</p> <p>Psychosocial development:</p> <p>Looking at Erikson’s psychosocial development stages, the patient was in the stage of generativity vs. stagnation (Maree, 2021). The patient was declining in his health. In the past year, the patient disclosed many health concerns that arose in his life.</p> <p>Cognitive development:</p> <p>The patient does not have a cognitive development problem. The patient stated that he lacked sleep for the past 12+ hours and refused to fall asleep due to his many health concerns and history of PTSD. This nursing student noticed a correlation between the lack of sleep and understanding the education given. Holman et al. (2019) suggest sleep and PTSD are associated with inflammation and cause a decrease in memory.</p>		<p>Intervention 3: The nurse will teach signs and symptoms of escalating anxiety, and ways to interrupt its progression for example deep- breathing exercises or box breathing.</p> <p>Rationale: Teaching signs and symptoms of anxiety and ways to decrease the progression of anxiety is a way to build the client's confidence and give them control over their anxiety.</p>	<p>in the conversation, but not quite comprehending the meaning of the education.</p> <p>Method 2:</p> <p>Another method this nursing student used for complete understanding by the patient was a teach-back method. This nursing student had the patient explain in their own words what is anxiety. Then had them list one to five things they were willing to use as coping techniques—these strategies listed in the education discussion. A teach-back method is beneficial for patients to use when education sessions are over. It allows the patient to take away more, and the nurse engages the patient in their care. Patients are more willing to be a part of the conversation if they feel a part of it.</p>	<p>The strength of the session was the teach-back method. This nursing student correctly demonstrated how to properly box breathe in order to calm one’s anxiety down. Hold 10 seconds, breathe in 10 seconds, hold 10 seconds, breathe out 10 seconds, and hold another 10 seconds. After showing the patient the right way to do it, this student had the patient teach-back the box breathing technique to decrease anxiety. The patient complied and was grateful for the new technique.</p> <p>The weakness of the session was the discussion of the method. The patient had much information to give this nursing student, but all the information was a lot at times. The patient wanted to talk about their life, and how they came into the hospital, but not a lot about how their anxiety began or listed their ideas of coping methods. They mentioned a little about coping ways that did not work but never mentioned the things that have</p>
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				<p>worked.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>One moderation to the teaching plan would be to hold the patient's attention better with resources such as drawing a concept map or using a mnemonic to remember coping methods for patients' usage. Another would be to be more successful in redirecting the conversation back into the subject of coping anxiety strategies that the patient has done in the past that has worked. They mentioned things that did not work but never mentioned the things that have worked. This nursing student if given the chance would ask open-ended questions to dig deeper and discover those items.</p>
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References (2) (APA):

Cherry, K., & Susman, D. (2021). *How people develop a sense of generativity vs stagnation*. Verywell Mind. Retrieved from <https://www.verywellmind.com/generativity-versus-stagnation-2795734>.

Holman, H. C., Williams, D., Sommer, S., Johnson, J., Ball, B. S., & McMichael, M. (2019). *RN Mental Health Nursing: Review module*. Assessment Technologies Institute.

Maree, J. G. (2021). The Psychosocial Development Theory of Erik Erikson: Critical overview. *Early Child Development and Care*, 191(7-8), 1107–1121. <https://doi.org/10.1080/03004430.2020.1845163>

Unionlearn. *Common barriers to learning*. (2021). Retrieved from <https://www.unionlearn.org.uk/common-barriers-learning>.