

N431 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 	
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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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

Approved ~~8/18/2021~~ 11/19/2021

Revised 11/19/2021

<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>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids (interpreter if applicable)</p> <p>Appropriate non-verbal body language</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 patient had an eager level of motivation to learn.</p> <p>Barriers to effective learning: There were no barriers to learning effectively. The patient was focused and ready to learn about further information on blood clots.</p> <p>Health beliefs/values: The patient states there were no health beliefs and values that would affect the plan of treatment for the patient. The patient was a full code and understood the risk factors, signs and symptoms, and preventative</p>	<p>Nursing Diagnosis: Knowledge deficit related to insufficient knowledge as evidenced by her children collecting all the information from her doctors leaving her with no understanding.</p> <p>Goal of Teaching: The goal of teaching is for the patient to understand the signs and symptoms, preventative methods, and risk factors of a blood clot and how harmful it can be if not discovered. After teaching the patient will understand the information provided and use the tools to further prevent blood clots.</p>	<p>Intervention 1: “Find a quiet, private environment for teaching patients and supporting people” (Phelps, 2020, p. 349).</p> <p>Intervention 2: “Communicate openly and honestly with patients and encourage her children and others to visit regularly” (Phelps, 2022, p. 349).</p> <p>Intervention 3: “Provide written materials explaining skills the patient is trying to develop and facts</p>	<p>Method 1: During the teaching, I used the discussion method to explain to the patient the importance of preventative interventions at home, signs and symptoms for early diagnosis, and risk factors of blood clots. I explained how a DVT can turn into a PE if not diagnosed early. I brought the patient a handout of the information for extra resources.</p> <p>Method 2: The other teaching method I used was a teach back. The patient stated in her own words back to me what she learned from this</p>	<p>Discuss how the client/family received the teaching: The client and family were receptive to the teaching. The patient stated, “I will continue to do these interventions at home to prevent blood clots.”</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The strengths of the patient/family receiving the teaching was the patient was grateful for the extra information on prevention and signs and symptoms of</p>
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<p>methods of blood clots after teaching.</p> <p>Psychosocial development: The patient displays the integrity vs. despair stage of psychosocial development. This stage, “involves a retrospective look back and life and either feeling satisfied that life is well-lived or regretting choices and missed opportunities” (Cherry, 2022, para 5).</p> <p>Cognitive development: The patient displays the formal operational stage of cognitive development. “The final stage of Piaget’s theory involves an increase in logic, the ability to</p>		<p>patients must remember” (Phelps, 2022, p. 349).</p>	<p>experience. At the end of the teaching, I clarified any questions that she had.</p>	<p>possible blood clots.</p> <p>There were no weaknesses in my teaching. The patient was very receptive and motivated to prevent blood clots.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The modifications to this teaching plan would be to teach the information to my patient. I would have the patient demonstrate putting on the SCD’s properly to</p>
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use deductive reasoning, and understanding of abstract ideas” (Cherry, 2022, para 23). The patient can have abstract reasoning and plans for the future.

get the best possible care.

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References (2) (APA):

Cherry, K. (2022). *Erikson's stages of development*. Verywell Mind. Retrieved from <https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740>.

Cherry, K. (2022). *Piaget's 4 stages of cognitive development*. Verywell Mind. Retrieved from <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>.

Phelps, L.L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.), p. 349. Wolters Kluwer.