N441 Teaching Plan and Grading Rubric   **Student Name: Mary Hyatt**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 2 or more of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 1 of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Includes complete information of all criteria: • 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**
Nursing Diagnosis and Goal of Teaching • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 2 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 1 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Includes complete information of all criteria: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Interventions • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 2 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 1 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Includes complete information of all criteria: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	

Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  • Discussion
			  • Q&A
			  • Teach-Back
			  • Interactive	

Criteria	0 points	1.5 points	3 points	Comments
Evaluation • 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: • 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: • 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: • 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

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APA Format • 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	
Criteria	**0 points**	**2.5 points**	**5 points**	
Evaluation of Teaching Presentation 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 (interpreter if applicable) Appropriate non-verbal body language	Missing 2 or more of the following criteria: • 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	Missing 1 of the following criteria: • 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	Includes all criteria: • 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)**

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Level of motivation for learning: While working with the patient, the nurse assessed the patient's motivation and readiness to learn. The patient exhibited apprehension toward the nursing staff. The patient seemed untrusting and very anxious at the beginning of the shift. This assessment led the nurse to evaluate her low motivation level. **Barriers to effective learning:** The patient shows no sign of cognitive impairment. The patient's only barrier to learning is her apprehension to trust the staff. Once the nursing staff established their dedication to giving her optimal care, the patient let down her guard and was more willing to learn, thus eliminating any previous barriers to her learning. **Health beliefs/values:** The patient emphasized how important her family is to her. She stated, "Family is my everything." The patient also expressed that her Christian religion plays a significant	**Nursing Diagnosis:** Alteration in oral mucosa related to mouth breathing as evidenced by and NPO status. **Goal of Teaching:** The goal is to teach the client about the importance of her post-operative medical regimen and encourage the patient to participate in her care actively.	**Intervention 1:** The nursing staff will offer the patient oral care four times per shift. **Intervention 2:** The nursing staff will assist the patient in administering oral analgesic spray every 2 hours as needed. **Intervention 3:** The nursing staff will use multiple modalities to teach the patient, such as written materials, demonstrations, and the teach-back method to convey care instructions.	**Method 1:** The first method of teaching is printing written materials related to the patient's oral spray analgesic to relieve throat pain from her previous bronchoscopy. The nurse provided a printout that included ingredients, adverse effects, dosages, and instructions on the use of the medication. Upon entering the room, the client had several other needs to be attended to before her teaching. After her aiding her in the completion of her ADLs, which included providing oral care, the nurse showed the pamphlet to the patient and showed her the highlighted areas with her instructions for use. **Method 2:** The second method of teaching is the teach-back method. The nurse verbally explained the process of use to the patient and then asked the patient to repeat back the instructions. The nurse then applied the oral spray to the throat of the patient while repeating the instructions once more. I originally	**Discuss how the client/family received the teaching**: My patient received her education well. She was receptive and excited to learn. She engaged in the conversation and asked several questions about her care. **Identify strengths/weaknesses of the client or family in receiving teaching:** My patient's strengths include her kindness and attentiveness while learning the new information despite her not feeling well. **Suggest modifications to improve teaching plan (what would have improved the plan?):** I would modify this plan by presenting the information earlier in the shift and asking the client what questions she had before I began the teaching to be sure I covered all of things she wants to understand.

role in her belief system. "It gives me something to believe in when I'm afraid." **Psychosocial development:** The patient is in the final stage of Erikson's theory of psychosocial development, isolation vs. despair (Cherry, 2021). This stage begins at sixty-five years of age and ends at death. This stage deals with the conflict between feelings of fulfillment, unhappiness, and depression (Cherry, 2021). If one reaches integrity, a sense of wholeness, peace, and success is achieved (Cherry, 2021). Despair means feeling hopelessness and unproductiveness (Cherry, 2021). This specific patient is in the very early stages of integrity. She expressed how much she has accomplished and her pride in her family. She states no regrets about how her life has developed. **Cognitive development:** The patient is in the final Piaget stage of cognitive development, known as the formal operational stage. This			planned on having the patient spray the medication herself, but she was unable to maneuver the bottle, so the I helped her. Once the spray was applied the patient expressed understanding of the instructions.	

stage begins at twelve years of age and extends until death (Nortje, 2022). In this stage, one can formulate hypotheses and systematically solve the problem (Nortje, 2022). One can think abstractly and structure advanced thoughts (Nortje, 2022).			

References (2) (APA):

Nortje, A. (2022). *Piaget's stages: 4 stages of cognitive development & theory*. PositivePsychology.com. https://positivepsychology.com/piaget-stages-

theory/#:~:text=Sensorimotor%20stage%20(0%E2%80%932%20years,11%20years%20old%20through%20adulthood)

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Cherry, K. (2021, April 21). *Integrity vs. despair in psychosocial development*. Verywell Mind. https://www.verywellmind.com/integrity-versus-despair-2795738