

Teaching Plan and Grading Rubric

Student Name: Brianna Lilly

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	Missing 2 or more of the following: <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	Missing 1 of the following: <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	Includes complete information of all criteria: <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
Nursing Diagnosis and Goal of Teaching <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	Missing 2 of the following: <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	Missing 1 of the following: <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	Includes complete information of all criteria: <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>Interventions</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>Methods/Teaching Tools</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>Evaluation</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?) 	
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>	
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 family is currently emotionally troubled. Visually upset and at times crying. They are motivated to learn how to move through the grief they are experiencing. The patient is in a comatose state, actively dying present for the teaching but unable to evaluate motivation, learning ability or learning reception.</p> <p>Barriers to effective learning: The family may be too emotional to absorb the learning. The wife of the patient verbalized feeling shocked which may be a barrier to learning.</p> <p>Health beliefs/values: The family and the patient are not very religious. They believe in staying positive and spending time with each other to work through difficulties. The children of the patient are in the Erickson stage Intimacy v.</p> <p>Cognitive development: The patient and his family are in the Piaget formal operational phase of cognitive development; expected level of development without evidence of developmental delay (Thompson, 2023)</p>	<p>Nursing Diagnosis: grief related to, imminent death of family member as evidenced by crying and verbal statements of shock as the patient's condition progressed rapidly.</p> <p>Goal of Teaching: The family will express feelings of grief to the student nurse during her clinical time.</p>	<p>Intervention 1: The nursing student will discuss the five stages of grief with the family and evaluate where each member falls within the stages of grief.</p> <p>Intervention 2: The student nurse will encourage the family to verbalize their feelings of grief and use therapeutic communication to facilitate rapport and open communication.</p> <p>Intervention 3: The nursing student will evaluate the family's coping strategies and provide effective coping strategy education.</p>	<p>Method 1: Discussion</p> <p>Method 2: Q & A</p>	<p>Discuss how the client/family received the teaching: The family received the teaching well and were cooperative.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The family listened well and provided feedback. The family was willing to receive the teaching. The patient's son was not as verbal in expressing feelings of grief but the wife and daughter were.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The teaching plan could have possibly been improved if the teaching was provided over a longer period of time. Perhaps different family members would leave or join which could effect the teaching positively</p>
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References (2) (APA):

Orenstein GA, Lewis L. (2022). Erikson’s stages of psychosocial development. *StatPearls Publishing*.
<https://www.ncbi.nlm.nih.gov/books/NBK556096/>

Thompson, P. (2023). *2.1 Cognitive development: The theory of Jean Piaget*. Foundations of Educational Technology.
<https://open.library.okstate.edu/foundationsofeducationaltechnology/chapter/2-cognitive-development-the-theory-of-jean-piaget/#:~:text=Piaget%20proposed%20four%20major%20stages,of%20childhood%2C%20but%20only%20approximately>