

N321 Teaching Plan and Grading Rubric

Student Name:

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> - 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
<u>Nursing Diagnosis and Goal of Teaching</u> 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
<u>Interventions</u> - 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
<u>Methods/Teaching Tools</u> • 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
<u>Evaluation</u> • 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
<u>APA Format</u> • 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	
<u>Evaluation of Teaching Presentation</u> • 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 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)
Level of motivation for learning: The patient is interested and motivated to learn. Barriers to effective learning: Patient may have slight barriers due to recent anesthesia from procedure that morning. Patient does not have any barriers on a normal everyday basis. His wife was in the room and was also paying attention to my teaching. Health beliefs/values: The patient wants to better his health and is considered relatively healthy. Psychosocial development: The patient's psychosocial development stage is integrity vs despair based on his age. Cognitive development: According to Jean Piaget's stages, my patient follows	Nursing Diagnosis: Risk for unstable blood pressure related to recent change in heart rate and blood pressure as evidenced by hypertension. Goal of Teaching: The goal of the teaching is for the patient to fully understand the risk factors of hypertension and recognize the lifestyle factors that will help lower blood pressure. Some lifestyle factors that can lower blood pressure are exercise daily, reduce stress, lose weight if overweight, limit alcohol, and eat a healthier diet (Mayo Clinic, 2023).	Intervention 1: The patient will reduce his stress (Phelps, 2020). Intervention 2: The patient will add 30 minutes of exercise daily (Phelps, 2020). Intervention 3: The patient will check his blood pressure twice a day (Phelps, 2020).	Method 1: The nurse will use the handout method when discussing hypertension to the patient. The nurse will print off a brochure regarding hypertension and go over it with the patient. Method 2: The nurse will use discussion method when speaking to the patient. The nurse will discuss the risk factors, signs/symptoms, and treatment options.	Discuss how the client/family received the teaching: The patient and his wife both understood the teaching given to them and were able to ask questions for clarification. Identify strengths/weaknesses of the client or family in receiving teaching: A strength for the patient receiving the teaching was he already had some knowledge of the situation and was eager to learn more. I do not feel that my patient had any disadvantages when receiving teaching. Suggest modifications to improve teaching plan (what would have improved the plan?): I could improve my teaching plan by asking if he has any questions throughout instead of just at the end.

under formal operational stage.				
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References (2) (APA):

Mayo Clinic. “10 Ways to Control High Blood Pressure without Medication.” *Mayo Clinic*, 9 Jan. 2019, www.mayoclinic.org/diseases-conditions/high-blood-pressure/in-depth/high-blood-pressure/art-20046974.

Phelps, L. L. (2020). In Spark’s & Taylor’s Nursing Diagnosis Reference Manual 11th ed. essay, Wolters Kluwer.