N321 Teaching Plan and Grading Rubric   **Student Name: Jakarrah Dandridge**

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
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	Missing 2 or more of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and	Missing 1 of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and	Includes all criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation	

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	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	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	• 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 daughter was open to receiving comfort care information. She was very eager to learn and had many questions after hearing a quick summary of facts about end-of-life care, hospice, and death and dying. **Barriers to effective learning:** The daughter could have been experiencing stress and	**Nursing Diagnosis:** Grieving related to the anticipated loss of a mother as evidenced by being powerless over the issues related to dying (Phelps, 2020). **Goal of Teaching:** The teaching's objective was to educate the family on the process of dying and available comfort measures. The consequence of that goal was to help the family comprehend the emotions of grief and loss	**Intervention 1:** Build trust with the family. This aids in establishing mutual trust, which is crucial for talking about delicate and emotional issues with the patient's family. **Intervention 2:** Provide information regarding the daughter's options	**Method 1:** Asking the family if they had any questions was one of the educational techniques employed. A description of the dying process, end-of-life care, and hospice care was presented to the daughter. The daughter was given the opportunity to ask any questions following the instruction. To be sure she remembered some of the information, I also asked her two review questions.	**Discuss how the client/family received the teaching:** The client was unable to receive information at the time of the teaching. The daughter was receptive and took everything in. At the conclusion of the conversation, she gave accurate answers to both questions. **Identify strengths/weaknesses of**

anxiety due to her mother nearing the end of life which could be a barrier for learning. **Health beliefs/values:** The daughter had moral principles and opinions about the significance of comfort during the dying process. As their loved one's health declined, she wanted to make sure he wasn't in any pain and was at ease if possible. **Psychosocial development:** According to Erikson's stages of development the patient is at the developmental stage of integrity versus despair. The patient is at a point where they can either feel regret or accept their life's achievements. The daughter would be in the Generativity vs Stagnation stage according to Erikson's stages of psychosocial development (Hinkle & Cheever, 2022). **Cognitive development:**	and help them find meaning in their loss.	while also considering her preferences regarding postmortem choices, spiritual requirements, and acceptance. **Intervention 3:** I referred the daughter to case management and the hospice team. This may make it easier for her to address her emotional requirements and to offer support and information about what the dying process includes.	**Method 2:** The second strategy involved giving them printed handouts so they could keep it and read more about comfort care and hospice care.	**the client or family in receiving teaching:** The daughter listened to my lesson plan with great patience. When I mentioned that case management would give the family more knowledge about what to do while their loved one is dying in a hospital setting, the family showed some interest. The emotional state will always play a significant role in this process and may affect the daughter's capacity to absorb knowledge if flaws are to be identified. **Suggest modifications to improve teaching plan (what would have improved the plan?):** I could have given the patient more recourses on how to deal with death after the event for her mental status.

According to Piaget's theory the patient would be in the Formal Operations stage. The daughter who was the one engaging in the teaching would also be in the same stage (Hinkle & Cheever, 2022).			

References (2) (APA):

Capriotti, T. & Frizzell, J.P. (2020). *Pathophysiology: Introductory concepts and clinical*

      perspectives. (2nd ed.). F.A. Davis Company.

Hinkle, J.L., & Cheever, K. H. (2022). *Brunner & suddarth's textbook of medical-surgical*

Nursing (15th ed*.)*. Wolters Kluwer Health Lippincott Williams & Wilkins

Linda Lee Phelps. (2020). *Sparks & taylor's nursing diagnosis reference manual.* Wolters

Kluwer Medical.