N431 Teaching Plan and Grading Rubric **Student Name: Toni Andres**

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	

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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**

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)**

Level of motivation for learning: The motivation to learn for this patient was high. He had expressed interest in knowing what medications he could take to avoid future GI issues. He and his wife asked many questions and were attentive to the *discussion. *(The discussion that I overheard between the physical therapist and the patient and his wife) **Barriers to effective learning:** Barriers to effective learning would be minimal with this patient on this topic. He was educated and well-spoken. The patient was a full code and genuinely seemed to enjoy life. He understood his health conditions and realized the severity of taking the wrong medications. **Health beliefs/values:** The patient's health beliefs and values were strong. He understood why he was in the hospital and what he needed to do to prevent further complications. He seemed to have the understanding and	**Nursing Diagnosis:** Patient at risk for fall related weakness as evidenced by hemoglobin of 8.5 (Doenges et al., 2019). **Goal of Teaching:** The desired outcome of this teaching would be that the patient would not fall after discharge. The patient will relate the intent to use safety measures to prevent falls. The patient and their caregivers will implement strategies to increase safety and prevent falls in the	**Intervention 1:** Teach the patient how to minimize the risk of falling by discussing health conditions and past procedures, such as knee replacement, and how they could hinder mobility. **Intervention 2:** Teach the patient how to make their home safer and avoid falls by evaluating the surroundings and removing things that could be fall hazards for the patient. **Intervention 3:** Discuss strategies to help the patient stay active and maintain mobility and provide examples of exercises such as walking or swimming. Also, teaching the patient the importance of using assistive devices such as walkers and canes if necessary or ordered.	**Method 1:** A method of teaching that was used to teach this patient was adaptive teaching. This patient had a slight hearing impairment. The patient was given some educational material, including handouts that addressed some preventions for falling. **Method 2:** A method of teaching this patient that was used was active listening. I asked questions regarding his lifestyle and things that would make it easy for him to be able to remain compliant to avoid the risk of falling	**Discuss how the client/family received the teaching:** The patient and his wife received the information in an appropriate time frame. The patient was being discharged that afternoon, so I sat down with him and his wife before being released and discussed his lifestyle and ways to be compliant. I answered their questions and tried to be helpful with any information I could give them. **Identify strengths/weaknesses of the client or family in receiving teaching:** The patient and his wife demonstrated a few strengths during the teaching process. They were able to discuss ways to be compliant with making their three-story home safer and identified things that could be a potential fall risk in their home. **Suggest modifications to improve the teaching plan (what would have**

desire to get better and maintain good health. **Psychosocial development:** The patient displayed Erickson's psychosocial development stage of Integrity vs. Despair. He is 83 years old, displays wisdom, and seems satisfied with his successes (McLeod, 2018). He seems content with his life and lifestyle. **Cognitive development:** This patient is in the final stage of Piaget's theory, the formal operational stage of cognitive development. This stage involves increased logic, the ability to use deductive reasoning, and the understanding of abstract ideas. This patient uses logic in daily decisions and uses reasoning when trying to make the best healthcare decision (Cherry, 2022).				**improved the plan?):** I would have liked to have given the patient and his wife more information about exercises and ways to help maintain strength and mobility, such as chair/seated aerobics and resistance band exercises.

References (2) (APA):

Cherry, K. (2022, May 2). *What is Piaget's theory of cognitive development?* Verywell Mind. Retrieved October 11, 2022, from http://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2019). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales*. F.A. Davis.

Mcleod, S. (2018, January 3). *Simply psychology*. Simply Psychology. Retrieved April 12, 2023, from https://www.simplypsychology.org/