

N431 Teaching Plan and Grading Rubric

Student Name:

Criteria	0 points	2.5 points	5 points	Comments
<p><u>Assessment of Client/Family</u></p> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development 	<p>Includes complete information of all criteria:</p> <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
<p><u>Nursing Diagnosis and Goal of Teaching</u></p> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified 	<p>Includes complete information of all criteria:</p> <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><u>Interventions</u></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
Methods/Teaching Tools <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
Evaluation <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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

Approved ~~8/18/2021~~ 11/19/2021

Revised 11/19/2021

<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>	
Criteria	0 points	2.5 points	5 points	
<p>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids (interpreter if applicable)</p> <p>Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> • 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 	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> • 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 	<p>Includes all criteria:</p> <ul style="list-style-type: none"> • 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)

<p>Level of motivation for learning:</p> <p>The client was very eager to learn and expressed that she was excited to see how I taught her this information. During the education she participated and listened attentively.</p> <p>Barriers to effective learning:</p> <p>The only barrier to learning that was identified was the patient having pain that was rated a 4 out of 10 on the numeric pain scale.</p> <p>Health beliefs/values:</p> <p>The client does not align herself with any specific health beliefs and values. She stated that she just wants to live her life in the safest and most enjoyable way possible.</p> <p>Psychosocial development:</p> <p>The client exhibits the integrity psychosocial stage of Erikson's theory because she</p>	<p>Nursing Diagnosis:</p> <p>Knowledge deficit related to fall prevention as evidenced by patient having three falls within the past five years.</p> <p>Goal of Teaching:</p> <p>The goal of the teaching is to educate the client on preventing falls at home with a specific focus on decluttering the home environment, wearing proper footwear during ambulation, and proper body mechanics to prevent falls.</p>	<p>Intervention 1:</p> <p>Educate the client on environmental hazards that can increase the risk of falls at home and what to remove.</p> <p>Intervention 2:</p> <p>Educate the client on wearing shoes or non-slip socks when ambulating to promote better traction and prevent slippage while ambulating around the home.</p> <p>Intervention 3:</p> <p>Educate the client to move slowly when turning or changing positions to prevent orthostatic hypotension and cause dizziness and loss of balance.</p>	<p>Method 1:</p> <p>The first method of teaching was using a combination of discussion along with providing written materials on the education goals for this teaching session.</p> <p>Method 2:</p> <p>The second method of teaching was providing questions to the client and letting her answer them to promote learning and understanding of the topic.</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client received the teaching very well, and was able to answer questions posed by the student nurse about environmental hazards, proper footwear, and proper body mechanics to prevent falls in the home.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The strengths of the client were her eagerness to learn and her attentiveness during the education which provided a good environment for learning. The biggest weakness of the client was not understanding what medically preceded the fall and caused her to get dizzy in the first place and also her pain level being a 4 out of 10 on a numeric scale.</p> <p>Suggest modifications to improve teaching plan</p>
--	---	---	---	--

<p>can and does reflect on her life and her accomplishments with pride and contentment (Orenstein & Lewis, 2021).</p> <p>Cognitive development:</p> <p>The cognitive development stage for the client is the formal operational stage due to the client's age and ability to function in the world (Babakr et al., 2019).</p>				<p>(what would have improved the plan?):</p> <p>Overall the teaching plan was very successful, the only modification I would make to the plan is educating the patient on orthostatic hypotension since that seems to be the cause of her fall and maybe waiting until her pain level was less than a 4 for education teachings.</p>
--	--	--	--	---

References (2) (APA):

Babakr, Z., Mohamedamin, P., & Kakamad, K. (2019). Piaget's cognitive developmental theory: Critical review. *Education Quarterly Reviews*, 2(3).

Orenstein, G. A., & Lewis, L. (2021). Eriksons stages of psychosocial development. In *StatPearls [Internet]*. StatPearls Publishing.