

N321 Teaching Plan and Grading Rubric

Student Name:

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	

<b>Criteria</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Comments</b>
<b><u>Methods/Teaching Tools</u></b> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<b><u>Evaluation</u></b> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	

Criteria	0 points	2.5 points	5 points	Comments
<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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><b>Evaluation of Teaching Presentation</b></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</p> <p>Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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><b>Level of motivation for learning:</b> The patient is a 94-year-old male who was admitted to the hospital for GI bleed but also has a history of hypertension. The patient is ready to learn how to manage his hypertension. The patient is very attentive and engaging in the teaching that is being provided to him.</p> <p><b>Barriers to effective learning:</b> The patient has a hearing deficit, the patient did have his hearing aid in, but had a hard time hearing at times and would ask for clarification on what the student nurse had said. The patient was in a good state of mind to learn and did not show any other barriers to learning effectively besides hearing.</p> <p><b>Health beliefs/values:</b> The patient had mentioned that he resides at a nursing home called Hawthorne Inn, so he is</p>	<p><b>Nursing Diagnosis:</b> At risk for ineffective tissue perfusion related to multiple elevated blood pressures as evidence by the patient having a blood pressure of 147/92 and 117/104 during current admission.</p> <p><b>Goal of Teaching:</b> The patient will be able to understand the benefits of managing his hypertension. The patient will recognize signs and symptoms of hypertension and check blood pressure properly and make a record of it. The patient will manage stress and be more aware of the lifestyle factors that he contributes to limit hypertension from arising. “Only about 1 in 4 adults (24%) with hypertension have their condition under control.” (Centers for Disease Control and Prevention, 2023)</p>	<p><b>Intervention 1:</b> The patient will monitor his blood pressure and take his blood pressure at least every 4 hours.</p> <p><b>Intervention 2:</b> The patient will be more aware of his daily sodium intake and get at least an hour total of exercise a day, even if it is walking to help decrease hypertension from arising.</p> <p><b>Intervention 3:</b> The patient will identify signs and symptoms of hypertension, so that action can be taken to decrease them. Although at times they may be hard to tell. “High blood pressure is sometimes called the “silent killer.” Most people with high blood pressure don’t have any symptoms.”</p>	<p><b>Method 1:</b> The student nurse discussed with the patient and gave the patient a chance to interact and ask any questions they needed to. The nurse used examples of foods with high sodium to avoid, and ways to decrease stress so that the patient does not increase the chance of hypertension. The patient engaged in conversation with the student nurse and was able to recognize his health choices and lifestyle in comparison with hypertension.</p> <p><b>Method 2:</b> The student nurse provided a handout for the patient and explained the handout thoroughly. The handout consisted of the signs and symptoms of hypertension, the lifestyle factors that contribute to the development of hypertension, and the conditions that come from hypertension being</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient was pleasant and cooperative during the teaching and asked for clarification of the things that he didn’t know.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The patient took the information and made connections with how he lives daily and what is available to him at the nursing home in which he resides at. The patient could not hear very well and had a couple of moments when he had to ask what the student nurse said and so the student nurse spoke at a higher volume when teaching.</p> <p><b>Suggest modifications to improve the teaching plan (what would have improved the plan?):</b> The</p>

<p>not responsible for cooking his meals. The patient believes that the nursing home serves a lot of canned foods such as mixed vegetables, and other sides that he has with his meals. He stated that he is limited to what is made there and may not be helping with managing his hypertension as far as a low sodium diet.</p> <p><b>Psychosocial development:</b> The patient's psychosocial development is integrity vs. despair.</p> <p><b>Cognitive development:</b> The patient's cognitive development is formal operational.</p>		<p>(Centers for Disease Control and Prevention, 2022)</p>	<p>damaging to the arteries and blood flow within the body. The patient also had another handout that mentioned what to do before taking his blood pressure and how to properly take blood pressure such as positioning of the body.</p>	<p><b>student nurse also could have used props and shown the patient how to take a proper blood pressure and attempt to do a teach back so that it was ensured the patient understood how to take their own blood pressure.</b></p>
--	--	---	--	---

**References (2) (APA):**

*Facts About Hypertension* | *cdc.gov*. (2023, January 5). Centers for Disease Control and Prevention. Retrieved April 28, 2023, from <https://www.cdc.gov/bloodpressure/facts.htm>

*5 Surprising Facts About High Blood Pressure* | *cdc.gov*. (2022, December 13). Centers for Disease Control and Prevention. Retrieved April 28, 2023, from [https://www.cdc.gov/bloodpressure/5\\_surprising\\_facts.htm](https://www.cdc.gov/bloodpressure/5_surprising_facts.htm)