

N321 Teaching Plan and Grading Rubric

Student Name: Jess Warren

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

<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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 	
<p>Criteria</p>	<p>0 points</p>	<p>1.5 points</p>	<p>3 points</p>	<p>Comments</p>
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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?) 	
<p>Criteria</p>	<p>0 points</p>	<p>2.5 points</p>	<p>5 points</p>	<p>Comments</p>

<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 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>	<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)
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<p>Level of motivation for learning:</p> <p>Patient was motivated to learn about signs and symptoms of wound infections. Patient put on her reading glasses, turned down the TV, and followed along with the educational material provided.</p> <p>Barriers to effective learning:</p> <p>Patient is not familiar with medical terms present on the hand out and had to ask clarifying questions of what the educational hand out was talking about. Patient had to have glasses in order to clearly see the hand out.</p> <p>Health beliefs/values:</p> <p>Patient is a 69 year old female and this is her second time in a short amount of time she has ended up in the hospital. Patient had stated she just wanted to get better and get back to her normal routine. Patient does go to her appointments as appropriate and values her health.</p>	<p>Nursing Diagnosis:</p> <p>Deficient knowledge related to lack of education of signs and symptoms of surgical wound infection as evidenced by lack of exposure to surgical wounds.</p> <p>Goal of Teaching:</p> <p>Patient will state or demonstrate understanding of the teaching by identifying signs and symptoms of a healthy wound vs. one that is starting to become infected in order to reduce the risk of her surgical wounds becoming infected (Phelps, 2023).</p>	<p>Intervention 1:</p> <p>Educated the patient she should wash her hands prior to and after touching her surgical wounds. Patient understood that touching the wound with dirty hands could cause infection. She also understood touching surfaces after touching her wound could spread bacteria to surfaces that could be picked up by someone else.</p> <p>Intervention 2:</p> <p>Educated the patient to monitor for redness, heat, and swelling to the wound bed and around the wound edges. If this is noted for her wound to contact her PCP. Patient understood that monitoring the wound closely and detecting the slight changes could help to keep the wound from becoming seriously infected.</p>	<p>Method 1:</p> <p>Patient was given a hand out to follow along with this nurse student. Patient was engaged in conversation about her wounds and what she would need to let her son know to look for when checking the wound on her back she won't be able to see.</p> <p>Method 2:</p> <p>Patient was shown a picture of what two different wounds looked like to see the comparison of healthy vs. infected. Patient was able to see the difference and comment on the redness and the drainage of the infected wound.</p>	<p>Discuss how the client/family received the teaching:</p> <p>Patient was very engaged and eager to learn about wound infection prevention as well as what to tell her son to look for when changing the dressing to her back. No family was in the room during the time of the education to the patient.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>Patient was engaged and asking questions. Patient was able to verbalize signs and symptoms of infection. Patient is going to have to rely on her son to make sure her wound on her back looks like it is healing without signs of infection.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>In terms of patient identifying what the signs and symptoms of wound infection look like, I</p>
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<p>Psychosocial development:</p> <p>Patient currently works at Colonial Manner in the laundry department. Patient did state she likes her job and hasn't decided on when she will retire because she loves being around people. Patient stated she lives alone and wants to be able to help others or be there for others if she can. According to Erikson, the patient is at the Integrity vs Despair stage in (Cherry, 2022). Pt didn't come right out and state if she had any regrets or if she felt she lived a well lived life.</p> <p>Cognitive development:</p> <p>Patient is A&Ox4. Patient was able to follow the hand out reviewing signs and symptoms of wound infection. Patient was able to ask appropriate questions about the hand out and what to look for on her surgical wounds for possible infections. Patient was shown pictures of an infected wound and a wound without infections and was able to identify the difference in the two. Patient is at Piaget's 4th stage of cognitive development, Formal</p>		<p>Intervention 3:</p> <p>Educated the patient to monitor for drainage. The color and amount of drainage, as well as if the drainage has an odor or not. If she is noting any of these to contact her PCP. Patient understood that monitoring the wound closely and detecting the slight changes could help to keep the wound from becoming seriously infected.</p>		<p>wouldn't change a thing. The patient was able to identify and discuss the education that was taught to her. If she were going to do bandage changes I would have also added education to look at the bandage to see what, if any, drainage is noted on the bandage and how much. This would also be a key indicator if her wounds are healing appropriately.</p>
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Operational stage. Patient is able to see potential problems and their solutions and think more about the world around her (Cherry, 2022).				
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References (2) (APA):

Cherry, K. (2022, August 3). *Erikson's stages of development*. Verywellmind. Retrieved October 12, 2023, from <https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740>

Cherry, K. (2022, December 16). *Piaget's 4 stages of cognitive development explained*. Verywellmind. Retrieved October 12, 2023, from <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12th ed.). Wolters Kluwer.