

N321 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
<u>Methods/Teaching Tools</u> <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

<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?) 	
Criteria	0 points	2.5 points	5 points	Comments
<p><u>APA Format</u></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 	<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>	

accepted				
<ul style="list-style-type: none"> Reference page complete 				
Criteria	0 points	2.5 points	5 points	
<u>Evaluation of Teaching Presentation</u> 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 2 or more of the following criteria: <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 	Missing 1 of the following criteria: <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 	Includes all criteria: <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)
Level of motivation for learning: The patient was motivated to listen and learn about wound care and the signs and symptoms of infection. She had no TV on and was not distracted during the teaching. She sat up and faced me before starting.	Nursing Diagnosis: Risk of infection related to invasive procedure as evidenced by the wound on her left lower leg. Goal of Teaching: The goal of teaching is that the patient can understand and	Intervention 1: Educated the patient about post-op instructions. I explained to the patients about non-weight-bearing activities. She is not allowed to soak the wound until the doctor	Method 1: The patient was offered a handout of the teaching overlooking the signs and symptoms of infection in the wound on her leg. The patient denied the handout to take home stating that she understood the teaching and did not need a hard	Discuss how the client/family received the teaching: The client was willing to learn about her limitations with her leg and what to watch for the risk of infection. She was engaging by nodding her head and answering questions that I

<p>Barriers to effective learning: The patient could not see her wound due to it being wrapped. She also said after the teaching that she does not wear glasses but cannot see very well.</p> <p>Health beliefs/values: The patient was a 41-year-old who had acute department syndrome. The patient believed in getting healed and following her discharge instructions. She is going to be sent home with a walker.</p> <p>Psychosocial development: The patient is a CNA at a nursing home in Danville. Patient lives at home with her husband. The patient is in Erikson's stage that is Integrity vs. Despair (Orenstein & Lewis 2022). She had reflection and acknowledgment of personal life accomplishments and was aware of her achievements in</p>	<p>look for the signs of infection in the wound (Phelps, 2023). The goal of the patient is that she understands her boundaries with the fasciotomy such as non-weight bearing on that leg until the provider states otherwise.</p>	<p>says otherwise, like in a bath or in a pool. A walker or crutches will be offered by physical therapy.</p> <p>Intervention 2: Educated the patient about a diet that can help promote healing such as food high in vitamin C like fruits and vegetables. She was told that this food can help her heal faster and feel better.</p> <p>Intervention 3: Educated the patient about the signs and symptoms about an infection that could happen due to the wound on her leg. She was educated about the redness, swelling, a fever, or drainage that will point to an infection in the body.</p>	<p>copy of the instructions.</p> <p>Method 2: The patient was asked, at the end, if she understood and comprehended the teaching that was given to her. She stated that she understood the teaching and had no further questions as she was not confused by the teaching. She restated the signs and symptoms of the sign of wound infection to indicate that she listened to the teaching and remembered.</p>	<p>asked her. There was no family in the room.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient had no distractions during the teaching. She was solely committed to listening to the teaching. The patient was a CNA, and I feel like this could have been a weakness because she said she already knew the signs and symptoms of infection, so I feel like she was not listening about her limitations with physical mobility because she assumed she already knew it.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I decided against picture prior to the teaching, but I wished I would have had pictures with me because I think a visual would have helped her in her case. I would also add what she</p>
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<p>life.</p> <p>Cognitive development: Patient was alert and orientated X4. Patient was able to comprehend and understand what was being said to her. She was able to state what she understood after the teaching of the wound care for when she is discharged. Patient was educated of signs of infection and was able to repeat the signs and symptoms. The patient is at Piaget's stage of formal operational (Mcleod, 2023). This means the patient can have conceptual thinking and can apply learning to real life scenarios.</p>				<p>can do and not just her limitations.</p>
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References (2) (APA):

Mcleod, S. (2023). *Piaget's formal operational stage: Definition & examples*. Simply Psychology. <https://www.simplypsychology.org/formal-operational.html>

Orenstein, G., & Lewis, L. (2022). *Erikson's stages of psychosocial development*. National Library of Medicine. <https://www.ncbi.nlm.nih.gov/books/NBK556096/>

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