

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
<p>Methods/Teaching Tools</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 	
Criteria	0 points	1.5 points	3 points	Comments
<p>Evaluation</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
APA Format <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 	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 <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 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)
<p>Level of motivation for learning: The client is a 73-year-old African-American female with hypertension admitted to the hospital for a TIA. The client was educated on hypertension and various subcategories related to hypertension, such as risk factors, signs and symptoms, possible treatments for hypertension, how to properly take their blood pressure at home, possible complications, and when to contact their provider for help. The client was initially apprehensive about the education due to having a visitor, her mother-in-law, and being on the phone with a loved one. However, once the education began, she was very receptive and eager to learn new content about hypertension. The client asked several questions and learned new information such as, crossing your legs while taking your blood pressure affects the results. The client had no specific health beliefs or values that would prevent effective learning. The client</p>	<p>Nursing Diagnosis: Risk for stroke or heart disease related to an increase in cardiac output as evidenced by an elevation in the client’s blood pressure results.</p> <p>Goal of Teaching: The goal of teaching was to inform the patient of how to properly take a blood pressure reading when at home, to recognize the signs and symptoms of hypertension, the different types of treatment available for hypertension, what complications can arise from hypertension, and when to seek help.</p>	<p>Intervention 1: “Teach the client to monitor blood pressure and to report changes in blood pressure to provider with each health care visit” (Ackley et al., 2021).</p> <p>Intervention 2: “Provide drug and client-specific education if medications are prescribed to manage the client’s hypertension. Blood pressure medications may cause hypotension or secondary complications such as electrolyte imbalances, dehydration, and other orthostasis” (Ackley et al., 2021).</p> <p>Intervention 3: “On hospital discharge, educate clients about a low-sodium, low-saturated fat diet, with consideration to client education, literacy, and health literacy level”</p>	<p>Method 1: Discussion/Q&A was one of the teaching methods utilized in this teaching plan. The client was very receptive to my discussion. We were able to discuss a variety of categories having to do with hypertension. The client asked several questions having to do with diet education and factors associated with taking her blood pressure. All of her questions about the education of hypertension were answered.</p> <p>Method 2: A handout was the other teaching method utilized in this teaching plan. The client received a copy of the handout so she could revert back to the handout later on if she needed a reminder. The following information on hypertension was on the handout: risk factors, signs and symptoms, possible treatments for hypertension, how to properly take their blood pressure at home,</p>	<p>Discuss how the client/family received the teaching: The client and the client’s mother-in-law were very receptive to the information provided. The client thanked me for taking the time to inform her of hypertension and said she learned several new things about hypertension that she wasn’t aware of before.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength that my client demonstrated was that she has a motivation to learn to improve her health conditions. One weakness of my client’s learning experience was that her hearing might have been hindered by the loud noise from the television and the sporadic noise coming from the hallway.</p> <p>Suggest modifications to</p>

<p>demonstrated a positive attitude about her mental and physical well-being. The client is choosing to make healthier decisions and trying to be proactive about her condition rather than playing defense. Those healthier decisions include eating healthier and choosing foods with low or no sodium, such as using Mrs. Dash seasonings. Another healthier decision she thought she could do is exercise regularly by walking 30 minutes a day and of course adhering to her provider's orders. Based on the clients age and Erikson's Psychosocial Development theory the client is currently in stage 8 of the theory, which represents Integrity v. Despair (Mcleod, 2023). According to Piaget's theory of cognitive development the client is in the formal operations stage, which is the final development stage. This stage develops around the age of eleven, during this stage the individual learns to problem solve, analyze the environment, and apply logical rules to abstract ideas (Scott & Cogburn, 2023). The client demonstrated this cognitive development by</p>		<p>(Ackley et al., 2021).</p>	<p>possible complications, when to contact their provider for help, and more.</p>	<p>improve teaching plan (what would have improved the plan?): A modification to improve the teaching plan would have been to educate the client at an earlier time. I felt like I was a little rushed because she had a loved-one visiting her and she was on the phone when I entered the room initially. I feel like my education plan didn't last too long or too short, but I did feel a little rushed to get through all of it. Maybe going to her earlier in the day I wouldn't have felt as rushed. She also might have asked more questions if she didn't have a visitor.</p>
---	--	-------------------------------	---	--

connecting the fact that her house she moved into had Mrs. Dash seasonings in it and assumed the previous owner watched their sodium also.				
--	--	--	--	--

References (2) (APA):

Ackley, B. J., Ladwig, G. B., Makic, M. B., Martinez-Kratz, M., & Zanotti, M. (2021). *Nursing diagnosis handbook: An evidence-based guide to planning care* (12th ed.). Mosby.

McLeod, S. (2023, October 16). *Erik Erikson's stages of psychosocial development*. Simply Psychology. <https://www.simplypsychology.org/erik-erikson.html>

Scott, H. K., & Cogburn, M. (2023, January 9). *Piaget*. National Library of Medicine. <https://www.ncbi.nlm.nih.gov/books/NBK448206/>