

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

<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><u>Evaluation of Teaching Presentation</u></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	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation
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(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
<p>The patient was ready to learn about the DASH eating plan and the ways it can help improve a person's lifestyle who has hypertension and what foods she can eat and not eat.</p> <p>Barriers to effective learning: The nursing student will verify the patient's condition and willingness to learn. The patient was attentive and concentrated on comprehending the text. The patient showed no signs of having any difficulties understanding the information.</p> <p>Health beliefs/values: The patient believes that she wants to follow the DASH diet to help manage her hypertension and prevent a stroke, as that is one of her fears.</p> <p>Psychosocial development: Integrity vs. Despair, the patient appeared receptive to the nursing student's</p>	<p>Nursing Diagnosis: Risk for unstable blood pressure related to the patient's hypertension history as evidenced by the fluctuation of her blood pressure measurements throughout the day.</p> <p>Goal of Teaching: The patient understands the DASH diet and can verbalize her understanding of the nursing student's teaching plan and the printout that was provided by the nursing student to the patient.</p>	<p>Intervention 1: Get a diet history from the patient and help her make changes to her diet that will fit into the DASH diet and help transition the patient to the new lifestyle to improve her blood pressure.</p> <p>Intervention 2: Give the patient information on risk factors that can be changed; doing so will help them make more educated decisions about changing their lifestyle (Phelps, 2020).</p> <p>Intervention 3: To lessen anxiety, encourage the patient and family to express concerns about test results and the proposed diet (Phelps, 2020).</p>	<p>Method 1: The nursing student would provide all the information during an open discussion with the patient. The patient could hear and comprehend what she was taught with this teaching style. If the patient asks it, the nursing student could repeat any instruction or obtain feedback.</p> <p>Method 2: Once the patient and the nursing student had discussed the lessons, the student would use a question-and-answer format. By doing this, the patient will be able to comprehend everything being taught and guarantee that she can show the nursing student that she understands.</p>	<p>Discuss how the client/family received the teaching: A printout of the DASH eating plan related to the teaching plan was supplied to the patient. The patient was delighted to receive the printout in large font. This would be left up to the patient to ensure she reviews the information.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient assured the nursing student that she understood all the information. She was aware of the benefits of the DASH eating plan, including how it lowers blood pressure and the risk of heart disease, stroke, and type 2 diabetes (Elsevier, 2023).</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Including potential images</p>

<p>explanations when she printed out information about the DASH diet.</p> <p>Cognitive development: Formal operational stage, the patient does not have any severe cognitive problems. Her health improved steadily, and she could fully comprehend everything being spoken to her. She could "read the packet clearly since the nursing student printed it out with large font," according to the patient.</p>				<p>with the printouts would help the patient better understand the material and improve the teaching plan. The nursing student's education had been more thorough.</p>
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References (2) (APA):

Elsevier Patient Education (2023). *DASH eating plan*. Retrieved from Carle database.

Phelps, L.L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.). Wolters Kluwer.

