N431 Teaching Plan and Grading Rubric   **Student Name:**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 2 or more of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 1 of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Includes complete information of all criteria: • 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**
Nursing Diagnosis and Goal of Teaching • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 2 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 1 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Includes complete information of all criteria: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Interventions • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 2 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 1 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Includes complete information of all criteria: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	

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Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  • Discussion
			  • Q&A
			  • Teach-Back
			  • Interactive	

Criteria	0 points	1.5 points	3 points	Comments
Evaluation • 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: • 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: • 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: • 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

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APA Format • 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 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: • 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: • 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: • 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)
Level of motivation for learning: The patient and family were motivated to learn. The family asked questions and engaged in conversation to figure out the best outcome for the patient. The patient thought the teaching was good because the student nurse helped find different ways to help with the pain the patient was feeling in his chest from CPR. **Barriers to effective learning:** The patient has short-term memory loss, which is a barrier to learning because when discussing the teaching plan with the patient, he often forgets things he was asked to do. The patient is hard of hearing, which is another barrier to learning. When the student nurse communicated with the patient about the teaching plan, she had to elevate her voice enough for the patient to hear her and often repeat herself. **Health beliefs/values:**	**Nursing Diagnosis:** Acute pain related to CPR as evidence by patient stating, "he has chest pain when coughing." (Phelps, 2020). **Goal of Teaching:** The goal of this teaching was to help the patient understand why he is having chest pain but also teach the patient and family ways to help relieve the chest pain the patient is feeling.	**Intervention 1:** Splinting cough for pain (Phelps, 2020). **Intervention 2:** Medication to aid in pain relief (Phelps, 2020).\ **Intervention 3:** Proper positioning of the head of bed. Make sure the head of bed is elevated 30 to 45 degrees (Phelps, 2020).	**Method 1:** Teach back. **Method 2:** Q & A	**Discuss how the client/family received the teaching:** The patient and family asked questions and received the teaching well. They stated that the teaching would be beneficial to the patient's pain in the chest. **Identify strengths/weaknesses of the client or family in receiving teaching:** The weaknesses of the client and family teaching were that the patient understood the teaching but needed to remember some of the information provided to him. The strengths of this teaching were that the patient's family was present for the teaching, and they could understand and communicate their concerns and ask questions. **Suggest modifications to improve teaching plan (what would have improved the plan?):** This student nurse could have written down

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The patient had no particular beliefs; however, the patient and the family stated that God had the last say and that the nurses and doctors would provide the proper care. **Psychosocial development:** Integrity vs despair (Cherry, 2022). **Cognitive development:** Formal operational stage (Cherry, 2022).				interventions and goals for the patient so that it is easier for him to remember ways to aid him with relieving his chest pain. This student nurse could have had handouts to provide to the patient and the family about acute chest pain, what signs and symptoms may be associated with acute chest pain, and how acute chest pain can be relieved for the patient.

References (2) (APA):

Cherry Kendra, Mse. (2022, August 3). *Understanding Erikson's stages of psychosocial development*. Verywell Mind.

   https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740

Phelps, L. L. (2020). *Sparks & Taylor's Nursing Diagnosis Reference Manual*. Wolters Kluwer.

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