

**N431 Teaching Plan and Grading Rubric**

**Student Name:**

<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>Discuss 3 interventions to be included in teaching</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> </ul>	

<ul style="list-style-type: none"> <li>Relate interventions to meeting the teaching goal</li> </ul>	<ul style="list-style-type: none"> <li>Relate interventions to meeting the teaching goal</li> </ul>	<ul style="list-style-type: none"> <li>Relate interventions to meeting the teaching goal</li> </ul>	<ul style="list-style-type: none"> <li>Relate interventions to meeting the teaching goal</li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Comments</b>
<p><b><u>Methods/Teaching Tools</u></b></p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching</li> </ul>	

<ul style="list-style-type: none"> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	plan (What would have improved the plan?)	plan (What would have improved the plan?)	plan (What would have improved the plan?)	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<u><b>APA Format</b></u> <ul style="list-style-type: none"> <li>Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>Source(s) greater than 5 years old will not be accepted</li> <li>Reference page complete</li> </ul>	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	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	
<u><b>Evaluation of Teaching Presentation</b></u> ___ Introduction of content ___ Patient put at ease ___ Eye contact	Missing 2 or more of the following criteria: ● ___ Introduction of content ● ___ Patient put at ease ● ___ Eye contact	Missing 1 of the following criteria: ● ___ Introduction of content ● ___ Patient put at ease ● ___ Eye contact	Includes all criteria: ● ___ Introduction of content ● ___ Patient put at ease ● ___ Eye contact ● ___ Clear speech and organized presentation	

<ul style="list-style-type: none"> <li>___ Clear speech and organized presentation</li> <li>___ Environment conducive to learning</li> <li>___ Family included (if applicable)</li> <li>___ Accuracy of information</li> <li>___ Validation of learning status</li> <li>___ Use of teaching aids</li> <li>___ Appropriate non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>●___ Clear speech and organized presentation</li> <li>●___ Environment conducive to learning</li> <li>●___ Family included (if applicable)</li> <li>●___ Accuracy of information</li> <li>●___ Validation of learning status</li> <li>●___ Use of teaching aids</li> <li>●___ Appropriate non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>●___ Clear speech and organized presentation</li> <li>●___ Environment conducive to learning</li> <li>●___ Family included (if applicable)</li> <li>●___ Accuracy of information</li> <li>●___ Validation of learning status</li> <li>●___ Use of teaching aids</li> <li>●___ Appropriate non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>●___ Environment conducive to learning</li> <li>●___ Family included (if applicable)</li> <li>●___ Accuracy of information</li> <li>●___ Validation of learning status</li> <li>●___ Use of teaching aids</li> <li>●___ Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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><b>Level of motivation for learning:</b> The nursing student was able to identify that the client would not be able to benefit in patient education due to critical health complications. Instead the nursing student was able to ask the family if they'd be interested in education but was hesitant due to the family member being in critical condition.</p> <p><b>Barriers to effective learning:</b> The nursing student identified that emotional distress of the family member being hospitalized in critical care was the main reason as a barrier for effective education.</p> <p><b>Health beliefs/values:</b> The patient's family stated that the health beliefs are based on the healing family prayers in asking through the higher power of Jesus for healing body and mind. They also stated that through prayers it provides hope and encouragement for both</p>	<p><b>Nursing Diagnosis:</b> Risk of knowledge deficit related to complicated unexpected grieving as evidenced by family in emotional distress due to the patient being in critical condition and the mother asking anxiously for any improvement on the family member status (patient).</p> <p><b>Goal of Teaching:</b> The Goal of teaching is for the family to express inner feelings to provide some comfort, attempt to develop coping skills for managing emotions towards anticipatory loss, and accept the feelings, beliefs, and possible new values related to the loss.</p>	<p><b>Intervention 1:</b> Assess the family's anxiety levels (high anxiety can impact on an individual's daily life) (Phelps, 2020).</p> <p><b>Intervention 2:</b> Provide emotional support and active listening (great support and non judgemental listening can help individual's process anxiety/grief) (Phelps, 2020).</p> <p><b>Intervention 3:</b> Encourage the family to accept their feelings towards grief (accepting grief means to accept the pain and emotions that make it possible for the individual to learn more of the situation) (Phelps, 2020).</p>	<p><b>Method 1:</b> One of the methods for teaching is to include printed materials for grieving processes and teaching strategies for coping. Other topics to cover would be identifying bad coping mechanisms and signs of neglect of daily care/activities of living to request for help from support groups (Wayne, 2023).</p> <p><b>Method 2:</b> Other material to use for teaching the family is to use the teach back method on how well the client receives the information and allow them to repeat information to show understanding. It also allows for questions to be answered for clarification. Another topic would be a good repeatable information would be referrals to support services such as counseling, family therapy, therapy hotline, suicidal hotline, and ect (Wayne, 2023).</p>	<p><b>Discuss how the client/family received the teaching:</b> The student nurse could not conduct education on the family due to the family being too anxious and in emotional distress to be able to receive education. Their sole focus was on the family member in critical condition and important status updates about the care of the patient.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The biggest strength that would have benefited education if allowed was that the family had a great support group of relatives that they were able to connect to if anything were to occur. The weakness in receiving teaching was that the family was too emotionally distraught to participate in educational learning.</p>

<p>emotional and physical support.</p> <p><b>Psychosocial development:</b> The psychosocial development of the family seems to be distress in separation of the beloved family member during the grief process.</p> <p><b>Cognitive development:</b> The cognitive development of the family seems to be sound with no disruption of decision making during care, attention span when communicating with the provider/nurse, and information processing seems to be sound appropriate responses/questions being stated or asked.</p>				<p><b>Suggest modifications to improve the teaching plan (what would have improved the plan?):</b> One modification I would do to improve my teaching plan is to be more direct in asking patients or family to allow me to educate them on certain topics pertaining to the situation or health complications and insist them to allow me to educate for the safety and support of them and their overall care.</p>
--	--	--	--	--

**References (2) (APA):**

Phelps, L. (2020). *Sparks & Taylor's Nursing Diagnosis Reference Manual* (11th ed.). LWW.

Wayne, G. W. (2023, September). *Grieving & Loss Nursing Care Plan and Management*. Nurseslabs.

<https://nurseslabs.com/grieving/#nursing-goals>