

N321 Teaching Plan and Grading Rubric

Student Name: Vanessa Jackson

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
<u>Evaluation</u> <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>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids</p> <p>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 (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
<p>The client displayed motivation to learn about hypertension despite receiving prior education about it. The client demonstrated active listening, eye contact, and was attentive throughout the discussion.</p> <p>Barriers to effective learning: The client had a colon resection just days prior. The patient was not in pain at that moment, but I could see how, in future instances, pain or discomfort could warrant her attention away from effective learning. Besides that, the patient did not exhibit any barriers to learning.</p> <p>Health beliefs/values: The client is aware that smoking is a crucial lifestyle factor that affects hypertension. She said that is something she wants to continue to work on, especially since she has not smoked upon admission. The</p>	<p>Nursing Diagnosis: Risk for unstable blood pressure related to increased cardiac output as evidenced by consistent increased blood pressure readings.</p> <p>Goal of Teaching: The goal of the teaching is to enhance the client's knowledge on managing hypertension. Also, to highlight modifiable risk factors to promote healthier lifestyle changes and goals.</p>	<p>Intervention 1: The client was educated on how smoking is a significant modifiable risk that contributes to her hypertension. She was told that smoking damages the blood vessels over time and forces the heart to work harder.</p> <p>Intervention 2: The client was educated on the importance of daily exercise/ ambulation not only due to her hypertension but also to her postoperative recovery. I told her even consistent small walks are a good start and can make a difference.</p> <p>Intervention 3: The client was educated on the importance of healthier</p>	<p>Method 1: The client was given a copy of the handout and followed along as I read some of the key points. The teaching was conducted in a discussion format and the client was also asked questions throughout.</p> <p>Method 2: The client was asked if she had any questions or concerns about the teaching, and the client did not have any. Professor Henry asked the client if I touched on the important points and things she was previously educated on, and the client stated that I did. The client presented actively listening and positive feedback with the teaching.</p>	<p>Discuss how the client/family received the teaching: The client was receptive to the teaching and was engaging by participating in the discussion/ teaching. (The client's husband had not yet arrived to the facility).</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client's strength was her ability to provide her full attention to the teaching, even though she was previously educated on it. She was actively listening and eager to learn. Despite her current health status, I do not feel like the client presented any weaknesses. She sat in her chair to give herself posture and relief from the surgical site. She was highly committed to the teaching.</p> <p>Suggest modifications to</p>

<p>client also states that the surgery was an eye-opener to make better lifestyle changes (diet and exercise) to achieve optimal health.</p> <p>Psychosocial development: The client resides at home with her husband, and is retired. The client has 3 children and a granddaughter that live in different states. The client is in the Erickson’s stage of Integrity vs. Despair (Orenstein & Lewis, 2022).</p> <p>Cognitive development: The client is alert and oriented to person, place, time, and situation. Despite healing from surgery, the client was engaging, relaxed, and communicated effectively. The client did not have any questions for me, but stated that I touched on all the key points she was educated on about hypertension. The client is in the “Formal Operational” regarding Piaget’s stages of cognitive development (Mcleod, 2023). This stage represents a significant shift in cognitive abilities and complex problem-solving</p>		<p>dietary choices in regard to hypertension. I briefly mentioned the DASH diet and its dietary pattern (low sodium, fresh fruits and veggies, etc.).</p>		<p>improve teaching plan (what would have improved the plan?): I was nervous about the teaching plan, but I had chosen another client to do it with. The other client and I spent a great deal talking and getting to know each other throughout the day, so I was comfortable with her. Half an hour before I was going to do my teaching plan with her, she lost consciousness and was almost coded. I was very emotional about it, and it just threw my mind off for the rest of the time. The new client was just as kind and receptive, but I was still not myself, so it was overwhelming for me to teach her. The new client was great. If there was a modification to be made, it was with me. Next time, I will give myself extra time or learn how to switch back into my mode faster.</p>
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skills (Mcleod, 2023).

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References (2) (APA):

Mcleod, S. (2023). *Piaget's theory and stages of cognitive development*. Simply Psychology. <https://www.simplypsychology.org/piaget.html>

Orenstein, G., & Lewis, L. (2022). *Ericksons 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.