N441 Teaching Plan and Grading Rubric　　　　　　　　　　**Student Name:** *Davis Coffey*

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	

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

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	Missing 2 or more of the following criteria:	Missing 1 of the following criteria:	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 *In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference	• 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	• 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	• 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)
Level of motivation for learning: The patient is ready and willing to learn. States she "does not want to feel like this again." **Barriers to effective learning:** The primary barrier to learning is the patient's	**Nursing Diagnosis:** Acute pain related to decreased myocardial blood flow as evidenced by patient stating she is "experiencing tight chest pain and breathlessness" (Phelps, 2020). **Goal of Teaching:** The goal of teaching is for the patient to	**Intervention 1:** Administer 15mg of ditalizem by IV Push while assessing blood pressure, heart rate, and rhythm (Papadakis, 2023). **Intervention 2:** Teach patient about importance of monitoring signs and	**Method 1:** A discussion was had with the family about the goals and interventions regarding the patient's episode of atrial fibrillation. **Method 2:** Questions were asked by both the patient and family members and were answered appropriately.	**Discuss how the client/family received the teaching:** The family and patient were compliant and understanding of the teaching that was given. **Identify strengths/weaknesses of the client or family in receiving teaching:**

current pain. She also has family in the room who talk quite often as well. **Health beliefs/values:** The patient is a Christian who has no disagreements with care. She is willing to accept and agree to full treatment. **Psychosocial development:** Generativity vs. Stagnation (Papadakis, 2023) **Cognitive development:** Formal Operational (Papadakis, 2023)	be brought to a normal limits, have diminished pain, consult to cardiology, perform new medication adherence, and to recognize signs of oncoming episodes of atrial fibrillation with rapid ventricular response (Phelps, 2020).	symptoms of oncoming atrial fibrillation episodes (Papadakis, 2023). **Intervention 3:** Teach importance of medication adherence regarding anticoagulants and metoprolol (Papadakis, 2023).	Discharge paperwork included instructions on management, medications, follow-ups, signs and symptoms, and treatment of atrial fibrillation.	One strength is that the patient was eager to learn about her condition and treatment. A weakness was the patient was nervous that she would forget to take her medications some days. **Suggest modifications to improve teaching plan (what would have improved the plan?):** The only modification that should have been performed was to get her family on board with assisting in daily medication compliance.

References (2) (APA):

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

   Kluwer.

Papadakis, M. A., McPhee, S. J., Rabow, M. W., & McQuad, K. (2023). *Current medical diagnosis & treatment*. McGraw-Hill Education.