

N441 Teaching Plan and Grading Rubric

Student Name: Shanique Williams

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>*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</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>Level of motivation for learning: The patient is nonresponsive, and the family is emotionally drained from the news the doctor provided to them about the patient. The family was willing to listen to the teaching but had difficulty processing the information from the healthcare team.</p> <p>Barriers to effective</p>	<p>Nursing Diagnosis: Impaired skin integrity related to immobility as evidenced by stage two pressure injury on the patients bottom (Phelps, 2020).</p> <p>Goal of Teaching: The goal of teaching is for the patient’s family to learn how to assist the patient in repositioning techniques to prevent further</p>	<p>Intervention 1: The patient must be repositioned every two hours to take pressure off the affected area (Phelps, 2020).</p> <p>Intervention 2: Applying barrier cream to the affected area will help to keep the wound</p>	<p>Method 1: Q&A</p> <p>Method 2: Teach back</p>	<p>Discuss how the client/family received the teaching: The patient’s family asked questions and received the teaching well. They stated that the teaching would benefit the patient since getting around as much is hard for him.</p> <p>Identify</p>

<p>learning: The patient is nonresponsive due to his condition, and the family is too emotional to participate in the teaching. However, the family was receptive to the teaching.</p> <p>Health beliefs/values: The patient's daughter stated that they usually turn to God when they do not know what to do but believe the doctors and nurses will do everything to help their loved one based on the help their loved one has received from the healthcare team.</p> <p>Psychosocial development: Integrity vs despair (Cherry, 2022).</p> <p>Cognitive development: Formal operational stage (Cherry, 2022).</p>	<p>skin breakdown (Phelps, 2020).</p>	<p>clean and help with dryness. Affective wound care and dressing change will also help prevent further skin breakdown (Phelps, 2020).</p> <p>Intervention 3: The patient should stay well-hydrated and eat nutritious meals. A well-rounded diet can help keep the skin healthy while strengthening the skin (Phelps, 2020).</p>	<p>strengths/weaknesses of the client or family in receiving teaching: The weaknesses of this teaching were that the patient was not able to receive this teaching because he was nonresponsive. The family was very emotional due to the patient's condition; even though they asked questions, there were moments when they were too emotional to respond. The strengths of this teaching were that the family was receptive to the teaching and asked some questions.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): This student nurse could have written down interventions and goals for the family to remember the steps of preventing skin breakdown for the patient. This student nurse could have also found a more appropriate time to do this teaching, seeing as though the family was still emotional from the news</p>
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References (2) (APA):

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

Cherry, K. (2022, August 3). *Understanding Erikson's stages of psychosocial development*. Verywell Mind. <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>