N321 Teaching Plan and Grading Rubric   **Student Name: Jessica Runde**

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 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 (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 that I was caring for had a positive attitude. She listened to the nurses who were caring for her and administering her medications. I think my patient has a high motivation for learning. **Barriers to effective learning:** My patient was alert and oriented times 4. One barrier that may affect learning would be pain. My patient is in a lot of pain so that may distract her. **Health beliefs/values:** There were no health beliefs or values that were stated in the patient's chart. My patient is just hoping for a decrease in pain. **Psychosocial development:** My patient's psychosocial development is good. She is dressed appropriately for her age and looks her age. **Cognitive development:** The patient was alert and oriented times 4. The patient was	**Nursing Diagnosis:** Acute pain related to the recent appendectomy as evidenced by the patient saying that her pain was a 7 out of 10. **Goal of Teaching:** My goal of teaching is to have the patient be aware of the interventions that can be done for her pain. It would also be for the patient to understand that it may take some time for the interventions to help relieve the pain.	**Intervention 1:** Administer pain medications as ordered before the patient's pain becomes extreme (Swaringen & Wright, 2019, p. 420). **Intervention 2:** Teach the patient what foods to avoid. After an appendectomy, the patient should not eat certain foods such as fried or spicy foods to help avoid additional abdominal pain (Capriotti & Frizzell, 2020, p. 744). **Intervention 3:** Teach the patient breathing techniques to help relieve the pain and possible anxiety from the pain.	**Method 1:** For my first method of teaching, I would have a discussion with my patient. I would create a power point that would explain all of my teaching interventions. After finishing the power point, I would ask the patient if they had any additional questions. **Method 2:** For my second method I would provide a quiz for the patient after presenting my information. This quiz would have questions about the power point to make sure that they understood the teaching.	**Discuss how the client/family received the teaching:** The patient and her husband received the teaching well. They demonstrated active listening and were eager to learn about the interventions that can help with acute pain. **Identify strengths/weaknesses of the client or family in receiving teaching:** One strength of the patient receiving the teaching was that her husband was also present when I was presenting my information. This is a strength because if the patient forgets, her husband could help remind her. Another strength was that neither my patient nor her husband had any cognitive deficiencies that would distract them or cause them to forget. **Suggest modifications to improve teaching plan (what would have improved the plan?):** One

				thing that I could have done to improve the plan is to write down the information. If the patient had the information wrote out, then there would be no possible way they could forget.
listening to the nurses and answering them appropriately.				

References (2) (APA):

Capriotti, T. & Frizzell, J.P. (2020). *Pathophysiology: Introductory concepts and clinical*

    perspectives. (2nd ed.). F.A. Davis Company.

Swaringen, P. L., & Wright, J. D. (2019). *All-in-one nursing care planning resource: medical*

    surgical, pediatric, maternity, and psychiatric-mental health. St. Louis, MO: Elsevier

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