

N321 Teaching Plan and Grading Rubric

Student Name:

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
<p>Methods/Teaching Tools</p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p>Evaluation</p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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>Level of motivation for learning: Mid-level motivation – The patient expresses willingness to learn about the new medication. The patient understands the current diagnosis of chronic obstructive pulmonary disease (COPD). The patient stated she was unaware of the new medication and gave the nursing student her full attention so that she could learn about her new medication properly. The patient asked the nursing student questions pertaining to the use of the new medication. The patient asked the nursing student if you had to fully exhale before use. The patient asked the nursing student if she had to rinse her mouth after use. The nursing student answered the patient's questions appropriately.</p> <p>Barriers to effective learning: The patient experiences crackles within the lungs and may experience pain during education. The patient was admitted for mild COPD exacerbation and may</p>	<p>Nursing Diagnosis: Deficient knowledge related to inadequate information as evidenced by patient statement to nursing student of unawareness of new prescription (Phelps, 2023).</p> <p>Goal of Teaching: Patient will express understanding of use of new inhaler and will be able to repeat back instructions of use to the nursing student (Phelps, 2023).</p>	<p>Intervention 1: Written materials were provided explaining skills patient is trying to develop and facts patient must remember with use of paper packet (Phelps, 2023).</p> <p>Intervention 2: After teaching, have the client teach back and demonstrate information taught (Phelps, 2023).</p> <p>Intervention 3: Provide a quiet and minimally distracting environment for teaching (Phelps, 2023).</p>	<p>Method 1: The nursing student used discussion as a method of teaching. The nursing student provided the patient with a paper packet with information covering the patient's new inhaler prescription. The nursing student read through the packet and the student and patient discussed important factors within the packet. The student and patient discussed the patient's current cigarette use, symptoms of inhaler use, how to store it, and how to take it.</p> <p>Method 2: The nursing student and patient used Q&A as a method of teaching. The nursing student asked the patient about current use of cigarettes regarding keeping new inhaler away from smoke and flames. The patient asked questions about use of inhaler. The student informed the patient of avoiding grapefruit juice while using the inhaler and</p>	<p>Discuss how the client/family received the teaching: The patient is receptive to teaching. The patient gave the nursing student her full attention. The patient asked the nursing student questions pertaining to new medication. The patient asked if you're supposed to fully exhale before you inhale using the inhaler, and the student confirmed this to the patient. The patient asked questions pertaining to the use of grapefruit juice along with the new inhaler. The student educated the patient about these interactions. The patient understood teaching and repeated back to the nursing student instructions of new medication.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient strengths were giving undivided attention, eye contact, nodding, repeated back teaching,</p>

<p>be experiencing shortness of breath during education. During education, the patient stated unawareness of the new medication dosage and information about how often to take the new medication. Confusion of new medication can be a barrier of effective learning. If the patient learns information in a different way other than what was used, it may be a barrier for learning as well.</p> <p>Health beliefs/values: The patient verbalizes understanding of the present condition. The patient came to the emergency department for mild COPD exacerbation. The patient verbalizes to the nursing student of the continuing use of cigarettes.</p> <p>Psychosocial development: The patient is in the Generativity vs. Stagnation psychosocial developmental stage, as this stage includes ages 35-65 years (ATI Nursing, 2023). Adults in this stage use life to be productive, attempt to do well in their environment, and attempt to adjust to changes related to age (ATI Nursing, 2023).</p>			<p>the patient asked questions regarding the interactions between grapefruit juice and the new prescription.</p>	<p>asking questions, and accepting of the student and new medication. The patient used nonverbal techniques to show understand such as nodding, using eye contact, and facing the nursing student. The patient used verbal techniques to show understanding such as asking questions, repeating back steps of using an inhaler, and reading along with the nursing student within the medication information packet. The patient's weakness was the unawareness of medication type, use, and dose. This medication is new to the patient, so she was unaware of the prescription until the nursing student came to teach the patient about the new medication.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Ways in which I would improve the teaching plan would be to incorporate other learning options for the patient. I think it would have improved learning for the patient if there were</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Cognitive development: The patient is in the Formal operations of Piaget's cognitive stages (ATI Nursing, 2023). During this stage adults experience slightly slowed reaction time, intelligence slightly declines, and the memory stays well intact (ATI Nursing, 2023).</p>				<p>visual aids available during the teaching. I could have had the patient's nurse bring in the actual inhaler she was prescribed and show her the use of it with it. I could have incorporated visual pictures on the medication information packet to help with learning. I also could have come into her room already knowing her particular dosage and frequency for this inhaler to help education, instead I was unaware of her particular dosage and frequency.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

References (2) (APA):

ATI Nursing. (2023). *Fundamentals for Nursing* (11th ed.).

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12th ed.). Wolters Kluwer.