

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
APA Format <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 	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 <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 	Missing 2 or more of the following criteria: <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 	Missing 1 of the following criteria: <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 	Includes all criteria: <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)
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<p>Level of motivation for learning: The client was an older woman who presented to the emergency department for allegations of abuse. She also has comorbidities of chronic obstructive pulmonary disease, hypertension, hyperlipidemia, and dementia. I educated the client on hypertension. She was very open and willing to learn and even knew some of the facts about what hypertension was and how to monitor it. She was especially interested in learning about the DASH diet, which I gave information about both verbally and on paper.</p> <p>Barriers to effective learning: The client was very willing to learn about what hypertension is and how she should monitor it. She also was willing to learn about how she can make changes in her daily life in order to help with hypertension. She had a diagnosis of dementia which was a barrier to her learning. She was given</p>	<p>Nursing Diagnosis: Risk for decreased cardiac output related to diagnosis of hypertension as evidenced by the client's high blood pressure readings.</p> <p>Goal of Teaching: The goal of teaching was to educate the client on what hypertension is, how it can affect the client, what hypertension causes, and how the client can make changes to improve her hypertension. Also teaching the client how to monitor her blood pressure and how to keep her blood pressure from becoming too high.</p>	<p>Intervention 1: Monitor blood pressure at least 3 times per day with a blood pressure cuff and document blood pressure readings.</p> <p>Intervention 2: Measure and record intake and output daily.</p> <p>Intervention 3: Record client's weight daily.</p>	<p>Method 1: The first method of teaching that I used was talking to the client about hypertension and asking her what she knew about hypertension before I discussed the information with her.</p> <p>Method 2: The second method of teaching that I used was visual information. I gave the client a packet that discussed what hypertension is, how you can monitor it, and ways that it can be improved such as diet and exercise.</p>	<p>Discuss how the client/family received the teaching: The client was very pleasant and eager to learn about her condition. She asked for information specifically about the DASH diet, which was given to the client on paper. She was willing and eager to learn and accepted the information and teaching easily. The client was alone with no family in the room.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client had many strengths when it came to receiving the teaching. She was knowledgeable about the condition before teaching as well. She has a diagnosis of dementia which interfered with her learning ability, but the client was still very able to accept and learn.</p> <p>Suggest modifications to improve teaching plan</p>
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paperwork explaining hypertension and everything that was taught, so that she could go back and read again. Her dementia was in the early stages so she was aware of having the disease and that she has barriers to remembering and learning.

**Health beliefs/values:
The client stated that she is of the Christian faith but that she has not been to church in a long time. She did not disclose any of her beliefs affecting her health care specifically.**

**Psychosocial development:
The psychosocial development stage that the client is in is integrity vs. despair based on Erik Erikson's psychosocial development theory.**

**Cognitive development:
The cognitive development stage that the client is based on her age and diagnosis of dementia. The client is in the formal operational stage. This is based on Jean**

**(what would have improved the plan?):
I could have asked the client to teach back the information that I presented to her. I also could have made the teaching more conversational, instead of just giving facts.**

Piaget's cognitive development stages theory.				
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References (2) (APA):