

N321 Teaching Plan and Grading Rubric

Student Name: Erica Stevenson

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)
<p>Level of motivation for learning: She is motivated to learn. She is willing to listen and is engaged when this nursing student is discussing educational topics. She is motivated to get better to go home and return to her normal activities.</p> <p>Barriers to effective learning: The patient needs to be attentive and not distracted. The patient's mother was present for the teaching which could contribute to distraction, but she was very engaged in the teaching. She is also young, so using medical terms rather than simple terms could present a barrier.</p> <p>Health beliefs/values: The patient is very young and does not have a broad understanding of health concerns or beliefs. Earlier in the day, she stated she values being able to perform daily tasks without breathing difficulties but didn't think much about her health prior to</p>	<p>Nursing Diagnosis: Risk for infection related to inadequate knowledge of antibiotic usage and knowledge to avoid pathogen exposure as evidenced by the patient stating she does not know what her prescribed antibiotic is, how to take antibiotics, signs and symptoms related to reactions of her current medicine regimen, the reason for her hospitalization, and current infection status (Phelps, 2023).</p> <p>Goal of Teaching: The goal of this teaching is to ensure proper usage of antibiotics and understanding of adverse reactions she should monitor for to maintain a safety. Taking the full prescribed regimen of antibiotics is important to prevent worsening of the infection or antibiotic resistant bacteria. If antibiotic therapy is stopped before the full course is finished, the infection may begin to grow again and cause a worse infection, and as the</p>	<p>Intervention 1: Determine the patient's level of understanding about infection and antibiotic usage (Phelps, 2023). This allows for this nursing student to determine the topics of education that need to be covered.</p> <p>Intervention 2: Educate on proper antibiotic usage and reason for antibiotic therapy (Phelps, 2023). By teaching her about how antibiotics should be used, her infection can be prevented from regrowing and infecting her again.</p> <p>Intervention 3: Provide a quiet and distraction free environment for teaching (Phelps, 2023). This allows for better active listening and helps with communication.</p>	<p>Method 1: Direct instruction and discussion were used due to the patient being more receptive of talking face to face with others. This ensured that she was engaged in the teaching and was able to ask questions as needed.</p> <p>Method 2: Written instructions were used to guide the patient during the teaching. These written instructions were useful because they can be highlighted or annotated when questions were asked or answered. They were helpful for the patient as she was being discharged on the medications she received education about, which will help her with remembering instructions and remaining compliant with her medication regimen.</p>	<p>Discuss how the client/family received the teaching: The patient and her mother were very attentive and focused during the teaching. They were very willing to actively listen and share information that was necessary to provide proper education, such as current medications or symptoms. Her mother asked questions and was receptive to the answers.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient has a strong support system of family, friends, and her boyfriend. She is very focused on returning to a healthy state and is therefore very receptive of teaching. She was occasionally confused by questions, and seemed to be agreeing even when she was confused, though her mother could tell when she seemed confused and prompted her to ask</p>

<p>her current illness.</p> <p>Psychosocial development: The patient is in Erikson’s intimacy vs. isolation stage based on her age of 19. She is at the beginning of the stage, where she is learning to form relationships with romantic partners and close friendships. As she is concerned with forming relationships, she is not concerned with her health and is determined to heal so she may return to her normal relationship forming activities, such social events. She is within the normal psychosocial developmental level for her age.</p> <p>Cognitive development: The patient is in Piaget’s formal operational stage of cognitive development. She does not have any limitations or impairments of her cognition and is within the normal limits of this stage.</p>	<p>regrow they may become resistant to bacteria which contributes to illnesses that cannot be treated with that antibiotic, such as with bacteria like methicillin-resistant Staphylococcus aureus (MRSA) (Frandsen & Smith Pennington, 2021). Teaching about adverse reactions can prevent severe complications, such as anaphylaxis.</p>			<p>questions.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The teaching plan could have been improved by assessing the patient for additional methods of learning. She may have benefitted from video or hands on material rather than written instructions. It may also have been helpful to speak to the patient without her mother present, as she may not have been honest with personal questions due to embarrassment or concern over her mother’s reaction to information shared by the patient.</p>
---	--	--	--	---

References (2) (APA):

Frandsen, G., & Smith Pennington, S. (2021). *Abrams' Clinical Drug Therapy: Rationales for Nursing Practice* (12th ed., pp. 292-295). Wolters Kluwer.

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