

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 |
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| <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 |
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| 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>The patient was hesitant to listen to the education at first but after some reassurance, he was willing to listen to education on stroke symptoms.</p> <p>Barriers to effective learning: The patient should be focused, alert, and not distracted. This patient was getting ready for discharge and needed to be ready for transportation at 3:30. He was afraid the education would take too long and was distracted by the time. After reassurance that I would be quick with education, he was focused and displayed listening skills.</p> <p>Health beliefs/values: The client is currently homeless and living out of his vehicle. While living out of his vehicle he spent little time worrying about his health. But the hospital has set up transportation and a new living situation for him. He</p> | <p>Nursing Diagnosis: At risk for injury related to deficient knowledge as evidenced by episode of passing out unexpectedly (Phelps, 2022).</p> <p>Goal of Teaching: The goal of teaching for this client was to educate him on symptoms of a stroke. This was to help realize what he needed to assess and acknowledge if he thought he was having any of these symptoms. If a stroke is untreated brain damage and permanent disability could occur (Hinkle et al., 2022). The goal is to keep him safe if experiencing any symptoms he will know to call 911 as well. This education was needed because he passed out on his ex-wife's porch.</p> | <p>Intervention 1: Assess patient for any motor, mental, or sensory deficits to identify any specific safety needs (Phelps, 2022).</p> <p>Intervention 2: Teach client about automobile safety to prevent injury if symptoms occur because he is in his vehicle often (Phelps, 2022).</p> <p>Intervention 3: Refer the client to appropriate community resources to help with his living situation which the nurse did (Phelps, 2022).</p> | <p>Method 1: Using a discussion teaching tool such as a pamphlet to present the education information is beneficial to help with visual learning. Displaying a picture of the education information can help the client refer back to the information.</p> <p>Method 2: Using interactive teaching tool such as examples of assessment information is important to help the client relate the information. For example, I told the client that a symptom is having arm weakness. I told him he could lift both arms and see if one does not respond equally as the other.</p> | <p>Discuss how the client/family received the teaching: There was no family present in the room with the client. But the client paid attention while I was presenting the information and thanked me for presenting it.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A weakness was he was worried about the time and did not think education was a priority due to limited time before discharge. A strength was his active listening skills while I was presenting education.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): To improve the teaching plan, I would have gone into the room earlier to</p> |

seemed hopeful about this change.

Psychosocial development:

Based on the client's age (48 years old) he is in the Generativity vs. stagnation phase of Erikson's theory. The patient appears to be mostly in the stagnation part because of his living situation and lack of a support system. But after getting assistance from the hospital, he seems to have more hope.

Cognitive development:

Based on the client's age his cognitive development is in formal operation according to Piaget's theory. He does not seem to have any limitations and his cognitive development seems appropriate for his age.

prevent his hesitation to the education as well as his distraction about the time.

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References (2) (APA):

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). Brunner & Suddarth's textbook of medical-surgical nursing (15th ed.). Wolters Kluwer.

Phelps, L. (2022). *Nursing Diagnosis Reference Manual*. LWW.