

N441 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
Methods/Teaching Tools <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
Evaluation <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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><u>Evaluation of Teaching Presentation</u></p> <p>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> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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: The nursing student was able to identify that the client was not able to currently learn due to some personal feelings that the patient may not be able to accept about current condition.</p> <p>Barriers to effective learning: The patient has not</p>	<p>Nursing Diagnosis: Knowledge Deficit related to lack of engagement as evidence by patient not asking questions about overall care and not mentioning concerns of the course of treatment, when nurse gave a full detail on how the problem started, the patient shows an neutral statement saying “okay”.</p>	<p>Intervention 1: Assess/Identify their type of learning (Phelps, 2020).</p> <p>Intervention 2: Assess for patient self-efficacy to learn and apply new knowledge (Phelps, 2020).</p>	<p>Method 1: One of the methods for teaching is to find printed pamphlets with basic information of hemorrhagic shock or shock in general. Other topic to include would be what do during the any of the types of shock (Howard et al., 2022).</p>	<p>Discuss how the client/family received the teaching: The student nurse could not conduct education on the patient due to clinical time limit. Nursing student will present teaching plan to clinical instructor.</p> <p>Identify</p>

<p>barriers to learning except for their own personal feelings about the current condition. They are able to understand about their condition and what it can lead to.</p> <p>Health beliefs/values: The patients health beliefs and values are based on taking life one day at a time while enjoying life. The patient believes that family comfort is important during times in need.</p> <p>Psychosocial development: Psychosocial development of the patient is sound. The patient is doing well for their own social well-being with no signs of mental distress.</p> <p>Cognitive development: Cognitive development is within normal limits due to patient able to make decisions through sound judgement and a well thought process when given information. Patient did not seem to show interested when giving updates about their own conditions and the overall care.</p>	<p>Goal of Teaching: The goal of teaching is to address patient feelings towards current situation and try to increase their knowledge about the reason for staying in the hospital. By the end of the hospital stay, the patient will be able to verbalized an understanding of the process and treatment regimen.</p>	<p>Intervention 3: Promote a calm/peaceful environment that shows respect, openness, and overall trust. Trust is the main relationship builder between the patient and nurse (Phelps, 2020).</p>	<p>Method 2: Other materials to use in patient education is to use the teach back method. This method is used to see how well a client receives the information and is able to repeat it back but with more questioning from the patients for things to be clarified (Howard et al., 2022).</p>	<p>strengths/weaknesses of the client or family in receiving teaching: The biggest strength I see in the patient is that they have a strong support system from their significant other and family. During the clinical day, the family and friends are mostly calling the patient to see how they were doing. The weakness in teaching the patient would be the patient's overall attitude to the teaching and how their respond to the information.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): One modification I would do, if given the opportunity, would be to make extra time during clinical to interview the client about their literacy levels and how they feel about the overall condition and situation.</p>
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References (2) (APA):

Howard, B., Diug, B., & Ilić, D. (2022). Methods of teaching evidence-based practice: a systematic review. *BMC Medical Education (Online)*, 22(1).

<https://doi.org/10.1186/s12909-022-03812-x>

Phelps, L. (2020). Sparks & Taylor's *Nursing diagnosis reference manual* (11th ed.). LWW.