

N431 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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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>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 (interpreter if applicable)</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:</p> <p>The patient was a 31-year-old female. The patient was admitted for sepsis due to a CLABSI from her PICC line. The patient was motivated to learn and was willing to listen.</p> <p>Barriers to effective learning:</p> <p>The patient had no barriers that affected her learning. The patient is a nurse practitioner and was super eager to learn even though she was already very knowledgeable about the topic.</p> <p>Health beliefs/values:</p> <p>The patient was excited and willing to learn. The patient described herself as a “workaholic” and said that she knew she had an infection but wanted to go to a work conference before she went to the hospital. The patient believes in a healthy lifestyle but her job is important to her as well.</p> <p>Psychosocial development:</p>	<p>Nursing Diagnosis:</p> <p>Risk for infection related to long term management of invasive device as evidence by the patient getting a Hickman central line catheter (Phelps, 2023).</p> <p>Goal of Teaching:</p> <p>The patient will remain infection free and care for the central line properly (Phelps, 2023).</p>	<p>Intervention 1:</p> <p>Educate the patient about proper hand hygiene (Phelps, 2023). I discussed with the patient about washing her hands with soap and water for 20 seconds before handling her catheter. I also stated if there is no soap or water available to use hand sanitizer.</p> <p>Intervention 2:</p> <p>Educate the patient on sterile technique (Phelps, 2023). I discussed with the patient that when she is handling her catheter it needs to be sterile to help prevent infections.</p> <p>Intervention 3:</p> <p>Educate the patient about the signs and symptoms of infection (Phelps, 2023). I discussed with the patient the different symptoms of an infection. I told the</p>	<p>Method 1:</p> <p>Discussion/handout: I discussed the basics of proper central line catheter care to the patient. I had a handout as well that I highlighted key points for the patient. The patient was very involved and was using eye contact throughout the whole teaching process. The patient was also happy that I provided her a handout.</p> <p>Method 2:</p> <p>Interactive/teach back: The patient was engaged with the teaching that I was providing. After I finished reading some key points that I highlighted on the handout I asked the patient if she had any questions. The patient stated, “no, you did a great job.” I then proceeded to ask the patient to repeat two main points that she took away from the teaching. The patient stated, “scrub the hub for 10 to 15 seconds and to wash my hands for 20 seconds with soap and water.”</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient was very receptive and excited to learn and wanted to be involved. There was no family present in the room during the teaching.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient’s strength about the learning is that she is a nurse practitioner, and she is very knowledgeable about the topic. The patient’s weakness is that she is really dedicated to her and seems to put work first. The patient knew she had an infection but wanted to go to her work conference instead of the hospital.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>There are a couple of things</p>
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<p>The patient was A/O x4. The patient was able to follow instructions and was able to ask/answer questions. The patient is in the intimacy vs isolation stage of Erickson's stages of development (Cherry, 2022). In this stage an individual is building relationships. Having success results in strong relationships and failing results in isolation (Cherry, 2022).</p> <p>Cognitive development:</p> <p>The patient was A/O x4 and was able to follow commands and instructions. The patient was eager and made full eye contact throughout the entire teaching process. The patient is in the formal operational stage of Piaget's development (Mcleod, 2024). In this stage an individual can think abstractly (Mcleod, 2024).</p>		<p>patient to seek medical help if she notices any swelling, redness, pain, warmth, or drainage around the site.</p>		<p>that I could have done different. I could have gathered the differently supplies that are required to clean the Hickman line. I could have also talked slower for the patient.</p>
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References (2) (APA):

Cherry, K. (2022). *Erikson's stages of development*. Verywellmind. <https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740>

Mcleod, S. (2024). *Jean Piaget and his theory & stages of cognitive development*. Simple Psychology. <https://www.simplypsychology.org/piaget.html>

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