

N431 Teaching Plan and Grading Rubric

Student Name: Kaitlyn Goodrum

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
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<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	

<b>Criteria</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Comments</b>
<b><u>Methods/Teaching Tools</u></b> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<b><u>Evaluation</u></b> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>

Approved ~~8/18/2021~~ 11/19/2021

Revised 11/19/2021

<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	
<p><b>Evaluation of Teaching Presentation</b></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"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>
<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>

<p><b>Level of motivation for learning:</b> The client is a 75-year-old Caucasian male with an exacerbation of CHF with edema. The client had a transurethral resection of the prostate (TURP) procedure done on April 15, 2024 and was discharged home on April 17, 2024. The client was experiencing hematuria due to the TURP procedure and shortness of breath due to the CHF diagnosis. The client and his wife was educated on various categories of TURP procedure after care. Categories including: what to expect after the procedure, instructions to follow while at home, general instructions also, and when to contact the health care provider/when to seek immediate help. The client and his wife were very receptive of my education listened very closely to what I had to say. The client did ask one question about antibiotics and their question was answered.</p> <p><b>Barriers to effective learning:</b></p>	<p><b>Nursing Diagnosis:</b> Deficient knowledge related to TURP procedure as evidenced by anxiety with follow-up care.</p> <p><b>Goal of Teaching:</b> The goal of this teaching was to inform the patient on how to correctly take care of themselves after a TURP procedure, what specific signs and symptoms to look out for, instructions for medication, activity and how to prevent constipation, and when to contact the health care provider and when to seek help immediately.</p>	<p><b>Intervention 1:</b> “Find a quiet, private environment for teaching patient and support persons” (Phelps, 2022).</p> <p>The patient is a 75-year-old male who would benefit from a quiet environment since he is a little hard of hearing.</p> <p><b>Intervention 2:</b> “Provide written materials explaining skills patient is trying to develop and facts the patient must remember” (Phelps, 2022).</p> <p>The handout given to the patient are written materials to help remind him on facts he needs to know and things to expect and when to call his provider.</p> <p><b>Intervention 3:</b> “Encourage family members to participate in patient’s learning process to help create</p>	<p><b>Method 1:</b> Discussion was utilized as one of the teaching methods for this educational experience. The client and his wife was very receptive to my discussion and information provided on the chosen topic. Several categories having to do with TURP after care was discussed. The client’s wife asked one question during the teaching plan and that question was answered.</p> <p><b>Method 2:</b> The other teaching method utilized in this teaching plan was a handout (interactive). The client received a copy of the handout utilized in this teaching plan in case they need to refer back to the information while at home. The handout covered the following information: what to expect such as signs and symptoms, instructions to follow with medications and activity and how to prevent constipation from occurring, and when to contact a health care provider and when to seek immediate help.</p>	<p><b>Discuss how the client/family received the teaching:</b> The client and the client’s wife were very receptive with the information provided during this teaching plan. The client and his wife were very appreciative and thanked me that I took the time to teach them the information provided.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> A weakness of my client’s learning is that the client’s wife has anxiety of expected signs and symptoms while they are at home which could hinder the client’s teaching by contradicting what he may have learned during the teaching plan. A strength of the client’s learning is that he has heard this learning before so he was very receptive and this teaching plan was just reinforcing the already learned knowledge from the first teaching he received. e</p>
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<p>This client has one barrier when it comes to learning. The client is a little hard of hearing when an individual talks with a low volume. Talking a little louder and clear pronunciation helps him understand the learning he is receiving.</p> <p><b>Health beliefs/values:</b> The client is catholic and is accepting of modern western medicine and according to his electronic health record he is accepting of blood transfusions also.</p> <p><b>Psychosocial development:</b> This client is currently in Erikson’s stage of Integrity vs. Despair due to the client being over the age of 65 years old (Mcleod, 2024b).</p> <p><b>Cognitive development:</b> This client is in the formal operational stage of Piaget’s theory and stage’s of cognitive development since he is in adulthood (Mcleod, 2024a).</p>		<p>an encouraging, therapeutic climate after discharge” (Phelps, 2022).</p> <p>The wife will help be a reminder of signs and symptoms the patient should look out for and also remind him about not sitting for extended periods of time.</p>		<p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The only modification that I could think of that would improve this teaching plan is to understand why he had the TURP procedure a little more in depth. The client’s electronic health record mentioned he has bladder cancer with metastases and had a TURP on April 15, 2024. TURP is for the prostate typically, not the bladder. I should have asked, the nurse I was with that day to clarify the reason behind the patient’s TURP procedure so I had a better understanding of what and why he may experience certain signs and symptoms of the TURP after care.</p>
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**References (2) (APA):**

Mcleod, S. (2024a, January 24). *Piaget's theory and stages of cognitive development*. Simply Psychology.

<https://www.simplypsychology.org/piaget.html>

Mcleod, S. (2024b, January 25). *Erik Erikson's stages of psychosocial development*. Simply Psychology. [https://www.simplypsychology.org/erik-](https://www.simplypsychology.org/erik-erikson.html)

[erikson.html](https://www.simplypsychology.org/erik-erikson.html)

Phelps, L. (2022). *Nursing diagnosis reference manual* (12th ed.). Wolters Kluwer.