N441 Teaching Plan and Grading Rubric **Student Name: Paige Hennessy**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 2 or more of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 1 of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Includes complete information of all criteria: • 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**
Nursing Diagnosis and Goal of Teaching • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 2 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 1 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Includes complete information of all criteria: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Interventions • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 2 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 1 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Includes complete information of all criteria: • 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>
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  • Discussion
			  • Q&A
			  • Teach-Back
			  • Interactive	

Criteria	**0 points**	**1.5 points**	**3 points**	**Comments**
<u>Evaluation</u> • 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: • 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: • 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: • 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 • 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**	

<u>Evaluation of Teaching Presentation</u> 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 *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	Missing 2 or more of the following criteria: • 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: • 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: • 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)
Level of motivation for learning: The patient is a 68-year-old female admitted for an open wound located on the left lower leg. The patient lives alone and has no form of transportation. The patient is motivated to learn because she would like to maintain independence. The patient has accepted the need for rehab	**Nursing Diagnosis:** Impaired skin integrity related to inappropriate burn care as evidenced by open wound on left leg. **Goal of Teaching:** The goal of this teaching it to educate the patient on proper wound care. The patient was uneducated when they	**Intervention 1:** Educate the patient on the importance of compliance of cleaning the wound appropriately. This includes ensuring they are cleaning as frequent as instructed using antimycobacterial soap and water, pat the	**Method 1:** Interactive I provided education to the patient using an interactive method. I provided the patient with a packet related to wound care at home. I educated the patient related to the informative provided in the packet including ways to clean the wound, needed supplies, lifestyle	**Discuss how the client/family received the teaching:** The patient was accepting of the education and information provided. The teaching was productive, however due to the patient being distracted and lack of attention I am not sure if the teaching is going to be helpful or effective long

and accepted the potential for nursing home care. The patient was attentive to information and asked questions. She is aware of her current state of health and the need for treatment to maintain her health. The patient was cooperative and asked questions when needed. **Barriers to effective learning:** The barriers to effective learning for this patient include a lack of knowledge related to healthcare process/wound care and ADHD diagnosis. The patient is unaware of many processes for healthcare and where to find wound care supplies. This can create a barrier because the patient may not be aware of proper resources. The patient also has ADHD (attention deficit hyperactivity disorder) and was very distracted during the educational teaching. She was distracted by a phone call and other aspects of her care. This may create a barrier of understanding because the patient could not fully concentrate on the education provided.	originally performed care at home. This resulted in a burn that became an open wound on the left lower leg. The patient is uneducated related to at home wound care. The goal is to ensure the patient is educated and aware of proper wound care at home to prevent further injury and promote healing without infection or complications.	wound dry (do not rub), applying medicated cream, and ensuring an appropriate dressing is applied. This intervention can assist in preventing infection and promoting wound healing. **Intervention 2:** Educate the patient on the importance of consistent hand hygiene to reduce the risk of infection. This intervention can assist in preventing infection and promoting wound healing. **Intervention 3:** Educate the patient on the signs/symptoms related to infection. The patient should be educated on what to report and what to look for. The patient should also be educated on the importance of medication/antibiotic compliance to promote proper wound healing.	changes including diet, importance of medication compliance and signs/symptoms of infection. The patient read through the packet and was accepting of the information provided. I encouraged the patient to keep the packet and use it as a reference. **Method 2:** Teach-Back I used the teach-back method when educating the patient. I asked the patient to tell me the process she was informed of when cleaning the wound. The patient was able to teach me the information provided while using the packet provided. The patient was extremely distracted therefor she could only teach back with the assistance of the packet. I encourage the patient to use the packet and ask questions.	term. I did allow the patient to keep the packet for a resource. The patient did ask questions related to the teaching and unrelated to the teachings. The patient did appreciate the education and was cooperative. **Identify strengths/weaknesses of the client or family in receiving teaching:** The strengths of the client related to the education include motivation to learn and the patient being cooperative to information and education. The patient asking questions and showing interest in her care shows motivation to learn. The weakness of the client includes her lack of attention and distractions. The patient was distracted by outside factors unrelated to the teaching and education. This can harm the education provided due to lack of understanding. **Suggest modifications to improve teaching plan (what would have improved the plan?):** I do believe the education

Health beliefs/values: The patient is aware of their current health status. She is aware of the need for rehab and potential nursing facility to assist her back to her independence. She does not agree with her pain management and believes the facility is not meeting her healthcare needs. She communicated concerns with her healthcare team prior to the educational teaching regarding her not fully understanding the process of her care. This may cause her healthcare beliefs and values to alter due to her lack of understanding her plan of care. **Psychosocial development:** Integrity vs. Despair This stage in Erikson's psychosocial development is the last stage. This stage is about looking back on previous life experiences and accomplishments. This stage also brings challenges with increasing age and life changes. This may bring the individual a sense of appreciation or acceptance of previous life experiences (Orenstein&Lewis, 2022).				was well received and appreciated. I think the education would have been more useful if the patient was able to accept education without distraction and other concerns. I think taking more time to address each section may have been more useful. Overall, the patient received the information and was appreciative.

Cognitive development: Formal Operational stage This is the final stage of Piaget's stages of cognitive development. This stage includes the individual's ability to reason with reality. Age 12 is when this stage of Piaget's stages begins (McLeod, 2024). This includes understanding dilemmas, science, and ethics. (McLeod, 2024). Individuals can maintain intellectual thoughts and know how to handle circumstantial and theoretical situations (McLeod, 2024).				

References (2) (APA):

McLeod, Saul., PhD. (2024). *Piaget's theory and stages of cognitive development*. Simply Psychology. https://www.simplypsychology.org/piaget.html

Orenstein, Gabriel & Lewis, Lindsay (2022). *Erikson's stages of psychosocial development*. National Library of Medicine; StatPearls Publishing. https://www.ncbi.nlm.nih.gov/books/NBK556096/