

N431 Teaching Plan and Grading Rubric

Student Name: Tracy Donaldson

| Criteria | 0 points | 2.5 points | 5 points | Comments |
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| <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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| <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 |

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| <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) |

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| <p>Level of motivation for learning:</p> <p>Although the patient did not seem eager to learn, he did appear open to hearing what I had to offer.</p> <p>Barriers to effective learning:</p> <p>The patient's age was a hurdle to his learning. Older people seem to be more traditional and resistant to change.</p> <p>Health beliefs/values:</p> <p>Although the patient was reluctant to discuss any values or ideas about health, it was evident that he was close to his daughter and would take her opinion on medical concerns because she works as a nurse.</p> <p>Psychosocial development:</p> <p>The patient is in the Integrity vs. Despair by Erickson</p> | <p>Nursing Diagnosis:</p> <p>Risk for deficient knowledge related to the patient's acute health condition as evidenced by the patient admitting that he did not know he needed to go to the hospital (Phelps, 2023).</p> <p>Goal of Teaching:</p> <p>This educational session aimed to educate the patient on the causes of anemia, encourage the patient to recognize the signs and symptoms and have the patient tell me when to seek medical attention or call a doctor.</p> <p>.</p> | <p>Intervention 1:</p> <p>Find a quiet, private environment free of distractions for teaching the patient (Phelps, 2023). This will allow the patient to focus on the teaching material.</p> <p>Intervention 2:</p> <p>Provide written materials explaining the causes of anemia (Phelps, 2023). This is information that the patient can follow along and ask questions related to the teaching material.</p> <p>Intervention 3:</p> <p>Provide written materials explaining the signs and symptoms of anemia and when to seek medical attention or call a doctor (Phelps, 2023). This information will help the patient understand</p> | <p>Method 1:</p> <p>Handouts were provided to the patient with the educational information needed.</p> <p>Method 2:</p> <p>A discussion on the patient's health condition of anemia and the patient's ability to express to me what he understood.</p> | <p>Discuss how the client/family received the teaching:</p> <p>The client made little eye contact and showed little enthusiasm in the instruction. He did, however, participate in the discussion when he revealed that, before being taken to the hospital, he had a severe nosebleed. He also turned the television down, so he was able to listen.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The strength of the teaching was that the patient acknowledged that he should have sought medical attention earlier and would seek medical attention in the future if he showed the signs and symptoms of anemia. The weakness of the teaching was his stubbornness. He is very set in his ways and may only seek medical attention when the condition is at its</p> |
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| <p>(Rudd & Kocisko, 2023). He can interpret life's meaning.</p> <p>Cognitive development:</p> <p>Piaget's Formal Operational Period applies to this patient (Rudd & Kocisko, 2023). The patient is capable of abstract thought.</p> | | <p>what to look for before his health condition worsens.</p> | | <p>worst.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>First, the teaching plan could have been improved by bringing a chair to eye level rather than stooping; second, having his daughter present to emphasize the patient's need for medical attention; and third, since the patient wears hearing aids, I should have inquired whether the patient needed them during our conversation.</p> |
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References (2) (APA):

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

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

Rudd, K., & Kocisko, D. (2023). *Davis advantage for pediatric nursing critical components of nursing care* (3rd ed.). F.A. Davis.