

N321 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
APA Format <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 	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	
Evaluation of Teaching Presentation <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 	Missing 2 or more of the following criteria: <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 	Missing 1 of the following criteria: <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 	Includes all criteria: <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 client had a high level of motivation to learn. She is interested in more education about urinary tract infections. The client was calm, cooperative, accepting, and was participating in the discussion.</p> <p>Barriers to effective learning: Some barriers to her learning where her phone was going off multiple times during my teaching, distracting the client and I during her teaching. The client was also in her home clothes, about to be discharged, and the anticipation of her discharge could have affected her comprehension of the learning a bit.</p> <p>Health beliefs/values: The client is very involved with her health. She is interested in learning and getting better. I am not certain on the clients beliefs in her</p>	<p>Nursing Diagnosis: Impaired urinary elimination related to urinary tract infection as evidence by ESBL in the clients urine and burning with urination (Phelps, 2023).</p> <p>Goal of Teaching: The goal of the teaching is to educate the client on what a urinary tract infection is and to teach her to prevent it. Explaining to the client how a urinary tract infection occurs, how to identify it, and how to prevent it will protect the client and make for less visits to healthcare facilities. The client should be able to understand the importance of this discussion by the end of her stay.</p>	<p>Intervention 1: Assess the clients previous knowledge on urinary tract infections to know what to cover on the discussion (Phelps, 2023).</p> <p>Intervention 2: Explain to the client the importance of voiding which can worsen the clients disease process (Phelps, 2023).</p> <p>Intervention 3: Assess for dehydration (Phelps, 2023). Encouraging fluid intake can help in prevention of a UTI and keeping hydrated is important.</p>	<p>Method 1: I used the handouts with this client. I highlighted, underlined, and starred important information the client may view as important and that pertains most to her.</p> <p>Method 2: The second method I used was discussion. We discussed her previous knowledge of urinary tract infections, which helped in the teaching and the points I needed to high light over. We discussed prevention, observing signs and symptoms of a urinary tract infection, as well as how a urinary tract infection (UTI) occurs.</p>	<p>Discuss how the client/family received the teaching: The client was very receptive to the information. The client understood the importance of the prevention of UTIs. She was very agreeing with my explanation of the complications that can occur with a UTI. The client expressed acceptance in the teaching and appreciation in my teaching.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The clients strength was the previous knowledge and willingness to learn about UTIs. She expressed to me she is common with UTIs and the symptoms that happen with it. There was no family present during my teaching. The client is young and is receptive and understanding of the importance of prevention of</p>

<p>health, but I know she values her health.</p> <p>Psychosocial development: This client is in the generativity vs stagnation developmental level (Taylor et al., 2023). The client still has school-age children so she is concerned and caring for the future generation.</p> <p>Cognitive development: This client is in the formal operational stage of her life per Jean Piaget's theory of cognitive development (Taylor et al., 2023).</p>				<p>a UTI. The client willingly took the handouts and put it with her belongings, showing me she is driven in her plan of care. The weakness in the teaching will be the phone calls interrupting the teaching, which was distracting to the client, putting other things on her mind.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): If the client was facing me, it could have been for better eye contact. I think if the client would have silenced her phone, it would have been a more smooth and productive conversation, but it was still productive enough for the client to voice the importance of taking care of herself and her health.</p>
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References (2) (APA):

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

Taylor, C., Lynn, P., & Bartlett, J. (2023). *Fundamentals of nursing* (10th ed.). Wolter Kluwer.

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