

N321 Teaching Plan and Grading Rubric

Student Name: Lydia Gondzur

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>	

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<b>APA Format</b> <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>	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	
<b>Evaluation of Teaching Presentation</b> <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>	Missing 2 or more of the following criteria: <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>	Missing 1 of the following criteria: <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>	Includes all criteria: <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>

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><b>Level of motivation for learning:</b> This patient's level of motivation was high. She was very interested in learning and wanted to find ways to help her safety. Patient engaged in conversation, accepted the handouts I gave her, and asked questions if she had any. She seemed educated about fall safety and even mentioned ways she keeps her home safe for her.</p> <p><b>Barriers to effective learning:</b> There were a couple barriers during the teaching. The first one was that her phone rang during the conversation and she answered it. The second barrier was that she had been with PT and OT prior to our teaching. Both of these barriers could have affected the patient's learning.</p> <p><b>Health beliefs/values:</b> This patient takes value in her</p>	<p><b>Nursing Diagnosis:</b> Increased susceptibility to falls related to patient's dizziness as evidenced by cluttered environment (Phelps., 2023).</p> <p><b>Goal of Teaching:</b> The goal of this teaching was to help the client's understanding on fall safety. I wanted to give her ways to make her home safer and put her at less of a risk for falls there. I also gave her information on if she is feeling dizzy or like she is going to pass out. This teaching was to help educate her on knowing what to do if she was to experience this again and how to prevent injury. All three of these are risks and it is important that she is educated on how to prevent this from happening and feel safer.</p>	<p><b>Intervention 1:</b> Assess patient's ability to use call light or other safety emergency systems. Remove anything that can increase the risk for falls (Phelps., 2023).</p> <p><b>Intervention 2:</b> Identify factors that can cause or contribute to injury from a fall in order to enhance the patient's, family, and caregivers' awareness (Phelps., 2023).</p> <p><b>Intervention 3:</b> Provide patient with additional household safety and refer them to appropriate resources (Phelps., 2023).</p>	<p><b>Method 1:</b> The first method that I used was handouts. I provided the patient with information over fall safety risks, dizziness, and near-syncope. I made sure to underline certain points that I thought were relevant and important for this patient to know.</p> <p><b>Method 2:</b> The second method I used with this patient was discussion. During the conversation we discussed how she could make her home a safer environment to prevent falls. She was able to understand some of the safety risks in her home. We were also able to go over some techniques if she is feeling dizzy or like she is going to pass out.</p>	<p><b>Discuss how the client/family received the teaching:</b> There was not any family present. The client understood the purpose of the teaching and was open to learning. She engaged in the conversation and was willing to participate in the conversation. Patient was able to come up with their own ways to help their safety, as well as using the teaching.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> No family was present during the teaching. One strength that this client had was understanding the teaching. She was also able to explain ways she makes her home safe to prevent falls. She also was able to maintain eye contact and show that she was interested in learning. A weakness that she had was answering the phone during</p>

health. She cares about how she is doing and wants to get better. We did not discuss her specific beliefs, however she did state that she is eager to get better and go home.

**Psychosocial development:**

According to Erikson's psychosocial development stages, this patient is in the integrity vs. despair stage. She is an older adult and seems to be happy about her life (Cherry., 2024).

**Cognitive development:**

According to Piaget's stages of cognitive development, this patient is in the formal operational stage. She is older and is still alert and oriented x4 (Cherry., 2024).

the conversation.

**Suggest modifications to improve teaching plan (what would have improved the plan?):** One way that could have improved this plan was if the client did not answer the phone call. She could have silenced her phone prior to the teaching so all of her focus was on that. Another thing that could have improved the teaching was the timing. If I had done my teaching before PT and OT came, there may have been more in-depth conversations. She seemed a little wore out that I was coming in there right after they did.

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**References (2) (APA):**

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

Cherry, K. (2024). *Understanding Erikson's stages of psychosocial development*. Verywell Mind. <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

Cherry, K. (2024). *What is Piaget's theory of cognitive development?* Verywell Mind. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>