

N431 Teaching Plan and Grading Rubric

Student Name: Sarah Minacci

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

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

Revised 11/19/2021

<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)

<p>Level of motivation for learning: This patient was admitted to the hospital due to dehydration and weakness related to rhinovirus and enterovirus. This patient was noted to also have medical history that includes hypertension, atrial fibrillation, and heart disease. Due to this, managing hypertension was the chosen education topic. The patient was very welcoming and had an upbeat attitude. He was receptive to the idea of the student speaking with him about high blood pressure while the student's instructor was present. He stated that, "it never hurts to hear information more than once". Therefore, it was determined that this patient had a high level of motivation to learn.</p>	<p>Nursing Diagnosis: Deficient knowledge related to inadequate information about managing hypertension as evidenced by the patient's lack of knowledge on the proper way to obtain a blood pressure, as well as the DASH diet, and the patient stating he double doses his medications if he forgets a dose (Phelps, 2023).</p>	<p>Intervention 1: Create a quiet, calm, and private environment that facilitates learning (Phelps, 2023). This intervention helps to remove distractions that could impede learning. By providing a quiet and private environment the student hoped to make the patient feel more comfortable discussing his hypertension and to increase the likelihood of him retaining the information presented to him.</p>	<p>Method 1: The first teaching method used was question and answer. The student wanted to begin the teaching plan by gauging what this particular patient already knew about high blood pressure as well as what his lifestyle habits are like at home. Therefore, questions like, "Could you tell me a little bit about what high blood pressure means to you?", "What do you like to do to stay active?" and "What is your typical diet like at home?" were asked to the patient. This allowed the student to gear the teaching plan in a direction that was more individualized to this particular patient. The patient was also asked if he had any questions for the student at the end.</p>	<p>Discuss how the client/family received the teaching: The patient received the teaching very well. He had a positive attitude and seemed pleased to help the student participate in this clinical experience. He was thoroughly engaged in the discussion and had a lot to contribute to the conversation. He maintained good eye contact throughout the teaching plan and stated how highly he thought of nurses and healthcare providers as a whole.</p>
<p>Barriers to effective learning: Even though this patient appeared to be motivated to learn, there were a few barriers present that may have affected his learning. First, this patient stated that he lives alone and during the teaching he did not</p>	<p>Goal of Teaching: The goal of the teaching plan for this patient was to increase his knowledge of hypertension and the proper way to manage the condition at home. The student aimed to emphasize to the patient that recording his blood pressures every day and keeping track of them in a journal can help him notice important trends that may need to be brought to the providers' attention. The student also wanted to stress the importance of regularly taking medications, getting consistent exercise, and following the DASH diet to assist in managing the patient's hypertension. In the end, the student had the goal of having the patient verbalize</p>	<p>Intervention 2: Provide written materials that explain the information being presented to the patient (Phelps, 2023). This intervention aimed to enhance the open discussion had between the student and patient. The printed materials had information on how to correctly obtain a blood pressure as well as what the DASH</p>	<p>Method 2: The second method of teaching was primarily discussion based with some teach-back involved as well. The student stressed the importance of why routinely measuring and</p>	<p>Identify strengths/weaknesses of the client or family in receiving teaching: This patient had several strengths that contributed to success in receiving the teaching. First, his upbeat attitude and willingness to learn was very important. He also demonstrated fairly good active listening skills by maintaining eye contact and nodding his head. This patient also appeared to value his health and stated</p>

<p>have any family present. This means that he may not have a great support system to help reinforce information that the student went over with him. Also, during the teaching, the patient's phone frequently buzzed with notifications and would distract the patient at times while information was being presented to him. Lastly, this patient was also due to discharge later that day and the excitement of going home could have also affected his learning and how well he was truly paying attention.</p> <p>Health beliefs/values: This patient appeared to value his health. He stated that he was married to a nurse and had trust in the knowledge of health professionals and therefore does his best to follow their advice. This patient also mentioned that he enjoys going for walks everyday and stated that he likes to be very organized with his medications at home using a pill organizer. Therefore, it seems that this patient values his health and does strive to maintain a</p>	<p>the importance of consistently measuring his blood pressure and be able to state ways that he can help manage his high blood pressure such as exercise and a low salt diet by the end of the teaching session.</p>	<p>diet is with highlighted areas of the most important information. This way the patient could reference the materials again at home in case he had trouble remembering an aspect of the teaching.</p> <p>Intervention 3: Encourage the patient to use memory aids such as preset alarms or habit pairing to increase effectiveness of health maintenance behaviors (Phelps, 2023). This intervention was chosen because the patient mentioned that he liked organization and routinely takes his medication every day. Therefore, the student suggested keeping a notepad next to his pill organizer or setting an alarm on his phone as a daily reminder to take his blood pressure before taking his medications and to then write the</p>	<p>recording the patient's blood pressure was so important and gauged his thoughts on incorporating taking his blood pressure as part of his medication routine. The student also discussed the proper body mechanics to taking a blood pressure and talked about examples of food in the DASH diet. The student then asked the patient to repeat back ways he felt he could manage his blood pressure at home and he was able to state that he would continue to go for walks every day and would begin eating more fruits and veggies and picking foods with low salt labels.</p>	<p>that he tries hard to listen to the directions given to him by healthcare providers. However, there were some weaknesses in the patient receiving the teaching as well. One weakness was that at times he was distracted by the notifications on his phone so he may not have been fully listening to the student. Lastly, the patient tended to talk over the student a lot and did not always stay on topic during the discussion and this could have impeded his learning as well.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): This patient mentioned that one of his sons was local to the area and ideally a family member would have also been present for the teaching plan as they can help reinforce the concepts that were gone over a provide support to the patient. Also, the student would have politely asked if the patient wouldn't mind</p>
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<p>healthy lifestyle.</p> <p>Psychosocial development: This patient is a 78-year-old male which means that he is in Erikson's psychosocial developmental stage of integrity versus despair (Taylor et al., 2022). Because of this patient's positive attitude and friendly demeanor, it appears he is in the integrity stage and handling this stage of his life well (Taylor et al., 2022).</p> <p>Cognitive development: According to Piaget's theory of cognitive development this patient is in the formal operations stage which means that he can think abstractly about ideas and critically think about topics (Taylor et al., 2022). This patient displayed this level of thinking by stating that he organizes his medications each week and was able to verbalize what high blood pressure is and the importance of managing it. This patient was also alert and oriented to person, place, time, and</p>		<p>measurement down.</p>		<p>silencing his phone before starting the discussion. The teaching plan could have also been improved if the student had brought in a blood pressure cuff that can be used at home and shown the patient exactly how to take his blood pressure so he could visualize it better.</p>
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situation.

References (2) (APA):

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

Taylor, C. R., Lynn, P., & Bartlett, J. (2022). *Fundamentals of nursing: The art and science of person-centered care* (10th ed.). Wolters Kluwer.