

N431 Teaching Plan and Grading Rubric

Student Name: Julia Bushnell

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

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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 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 (interpreter if applicable) 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: Before the teaching plan the patient stated she did not feel like she needed more education on pneumonia. Aside from this, she was receptive to the teaching and stated at the end what she could do to make herself healthier.</p> <p>Barriers to effective learning: The patient did take a phone call during the teaching. Afterwards, she may have only been focused on going home since the pt thought she would go home on this day but that likely was not happening.</p> <p>Health beliefs/values: The patient</p>	<p>Nursing Diagnosis: Impaired gas exchange related to pneumonia as evidenced by pulmonary edema in the right upper lobe (Phelps, 2023).</p> <p>Goal of Teaching: The patient will wean off her oxygen via nasal cannula by the end of the day.</p>	<p>Intervention 1: Instruct the patient to maintain a healthy diet that includes fruits, vegetables, whole grains, and lean protein (Elsevier Patient Education, 2024).</p> <p>Intervention 2: Teach the patient the importance of getting the annual flu shot (Elsevier Patient Education, 2024).</p> <p>Intervention 3: Prioritize the importance of taking antibiotics as prescribed and to not stop taking them once the</p>	<p>Method 1: Discussion</p> <p>Method 2: Q&A</p>	<p>Discuss how the client/family received the teaching: The client realized she needed to have a healthier diet that included fruits, vegetables, and proteins for her recovering. She also realized that getting the flu shot is an important intervention to keep her healthy.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient’s strength identified ways she could be healthier in terms of recovery and preventing illness. Before teaching the patient about pneumonia we discussed topics she might want to learn more about relevant to her illness or other conditions. She stated she felt like she did not need any further teaching on pneumonia or her other conditions. She</p>

<p>stated she was typically a health individual, and she attended all of her routine doctors appointments. She used to receive the flu shot in the past but hasn't in the past few years.</p> <p>Psychosocial development: The patient is in the Integrity vs Despair stage of Erikson's psychosocial development. This stage consists of contemplation of life accomplishments (Orenstein & Lewis, 2022).</p> <p>Cognitive development: Piaget's Theory consists of four stages of cognitive development. This patient falls into the formal operational stage. This means the pt can understand teaching methods that are wide ranged</p>		<p>patient feels better (Elsevier Patient Education, 2024).</p>		<p>was happy to be a subject for my teaching plan but I felt like during the teaching the patient was mostly just listening to me but not learning anything.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The patient received a phone call which interrupted our teaching session. Next time around, I would kindly ask the patient to hold off on answering since we were at the end of the teaching that way it runs smoothly.</p>
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because she understands different perspectives (Rudd, 2022).				
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References (2) (APA):

Elsevier Patient Education. (2024). Community-acquired pneumonia, adult. *Elsevier Inc.*

Orenstein, G. A., & Lewis, L. (2022). Eriksons stages of psychosocial development. *StatPearls.*

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

Rudd, K. (2022). *Davis advantage for pediatric nursing: Critical components of nursing care* (3rd ed.). F.A. Davis Company.

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