

N431 Teaching Plan and Grading Rubric

Student Name: Ryleigh Wardall

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
Methods/Teaching Tools <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
Evaluation <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: The patient was eager and willing to learn. I asked him if he was willing to hear some education information from me and he replied with yes of course I am always willing to learn something new.</p> <p>Barriers to effective learning: This patient is hard of hearing and that is barrier to his learning. I did not see any hearing aids present. I spoke clear and concise while providing the information and he did not ask me to repeat anything. He was also waiting on the cardiovascular team to assess if he was a candidate for surgery. He was nervous and antsy waiting on an answer from them and that distracted him some.</p> <p>Health beliefs/values: This patient's health is important to him. He wants to keep himself as healthy as possible for his age. He wants to prevent any more hospitalizations in any way he can.</p>	<p>Nursing Diagnosis: Knowledge deficit related to unfamiliarity with the subject as evidence by the patient seeking additional education (Phelps, 2022).</p> <p>Goal of Teaching: The goal is that the patient will be able to tell me about the education information he learned about (Phelps, 2022). He should be able to express an understanding of the general concept. He should be able to tell me about what signs and symptoms of a heart attack he should report or get help for. This goal was picked for him because he had a medical diagnosis of a non-ST-elevation myocardial infarction. He needed more education on this diagnosis. He also stated that him and his daughter have been talking and were nervous about him being discharged and having another heart attack at home.</p>	<p>Intervention 1: Assess the patient's readiness to learn and if they have any motor, mental, or sensory deficits that need to be acknowledged before the education is given (Phelps, 2022). This needs to be assessed to make sure the teaching is appropriate for the patient.</p> <p>Intervention 2: Educate the client about causes of heart attack, what increases the risk of a heart attack, and what signs and symptoms require help so he has an understanding of his diagnosis (Phelps, 2022).</p> <p>Intervention 3: Assess if the patient understands the education that has been provided. This should be done to evaluate if the patient needs any</p>	<p>Method 1: I provided an educational packet and that the patient could keep and used a discussion teaching method. The packet included all the topics we talked about which were what causes a heart attack, what increases someone's risk for a heart attack, and what signs and symptoms he should get help for immediately.</p> <p>Method 2: I used a teach back method. I evaluated what he learned by asking him to tell me what signs and symptoms he should get help for. He was able to recite them back to me in his own words.</p>	<p>Discuss how the client/family received the teaching: There was no family present in the room. The patient paid attention and participated in his learned. He was receptive and appreciative of the education information.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient was really open to learning and wanted to participate in his learning which was extremely helpful when presenting the information. The weaknesses were that he is hard of hearing and he stated he was getting tired. But he still focused and paid attention throughout the presentation.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I would have gone in the room earlier because he stated that he was getting</p>
---	--	--	--	--

<p>Psychosocial development: He is 87 years old which means his psychosocial development is integrity vs despair according to the Erikson's theory (Hinkle et al., 2022). He seems to be more in the integrity stage feeling satisfied with his life. It was Veteran's Day when I presented the education information and he very proudly talked about his time served in the Marines.</p> <p>Cognitive development: According to his age his cognitive development is at formal operation according to Piaget's theory (Hinkle et al., 2022). The patient does not have any limitations to his cognitive ability.</p>		<p>additional educate (Phelps, 2022).</p>		<p>tired because it was getting close to the afternoon which is when he usually takes his afternoon nap.</p>
--	--	---	--	--

--	--	--	--	--

References (2) (APA):

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). *Brunner & Suddarth's textbook of medical-surgical nursing (15th ed.)*. Wolters Kluwer.

Phelps, L. (2022). *Nursing Diagnosis Reference Manual*. LWW.