

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
<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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	
TOTAL				/25

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: Patient shows moderate amount of motivation. Patient verbalizes motivation to learn and better her health, but actions suggest otherwise. Such as requesting to be discharged against physician's orders.</p> <p>Barriers to effective learning: Barriers include lack of support systems and anxiety.</p> <p>Health beliefs/values: Patient is a retired respiratory therapist with a high degree of health literacy. Attitude toward seeking medical advice is poor.</p> <p>Psychosocial development: Integrity vs. Despair</p> <p>Cognitive development: Formal operational</p>	<p>Nursing Diagnosis: Risk-prone behavior related to insufficient social support as evidenced by use of tobacco as a coping mechanism and continuing to smoke despite effects to health.</p> <p>Goal of Teaching: Patient will demonstrate new coping strategies (Phelps, 2023) and limit the use of tobacco.</p>	<p>Intervention 1: Discuss health problems and implications with patient. Patient understands effects of smoking due to history in respiratory therapy but lacks understanding of relationship to current health issue, transient ischemic attack. Explaining the relationship between the two may persuade the patient to explore smoking cessation.</p> <p>Intervention 2: Discuss previous attempts to quit use of tobacco and create a new affective strategy. Exploring the downfalls of previous attempts to quit will ensure that a new strategy is affective.</p> <p>Intervention 3:</p>	<p>Method 1: Introduce patient to a smoking cessation group or counseling service. This will allow her to feel that she has external support through this process.</p> <p>Method 2: Provide patient with community events/groups that will promote new interests and hobbies.</p>	<p>Discuss how the client/family received the teaching: Patient understands that tobacco use will have negative effects on current health issue. She verbalized readiness for exploration of new coping mechanisms.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Strengths include the patient's motivation to move forward with education. Weaknesses include the patients lack of emotional support and the idea of taking on her health issues on her own.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p>

		<p>Explore new coping mechanisms with the patient. Exploring new coping strategies and allowing the patient to partake in different activities will help to transition the patient from using smoking as a coping mechanism to something healthier.</p>		<p>Reaching out to extended family or the patient's church to ensure that she has some sort of support may have improved the way she received the teaching.</p>
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References (2) (APA):

References

Centers for Disease Control and Prevention. (2024). *Clinical cessation tools*. Centers for Disease Control and Prevention. <https://www.cdc.gov/tobacco/hcp/patient-care/clinical-cessation-tools.html>

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