

N441 Teaching Plan and Grading Rubric

Student Name: Erica King

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

<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><u>Evaluation of Teaching Presentation</u></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 Appropriate non-verbal body language</p> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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 client was a young female who was admitted for a subarachnoid hemorrhage. She also had a diagnosis of hypertension, which is what I chose to teach the client about. The client was very motivated to learn about how to manage her hypertension.</p>	<p>Nursing Diagnosis: Unstable blood pressure related to hypertension as evidenced by the client's current blood pressure readings (Phelps, 2022).</p> <p>Goal of Teaching: The goal of teaching is for the client to manage their blood pressure.</p>	<p>Intervention 1: Assess blood pressure every 4 hours (Phelps, 2022).</p> <p>Intervention 2: Provide the client with information about modifiable risk factors related to hypertension (Phelps,</p>	<p>Method 1: The first method of teaching that I used was having a discussion with the client. I asked her what she knew about hypertension, and she talked about how she didn't know much about it and so we discussed the signs and symptoms as well as how to change her</p>	<p>Discuss how the client/family received the teaching: The client was very receptive to the teaching that was offered. She was very willing to learn and seemed very interested in making changes to manage her hypertension. She was especially interested in the dietary</p>

<p>Barriers to effective learning: The client did have some barriers to effective learning such as having a brain injury as well as having a drug habit. The client had limited knowledge about how to manage hypertension and the lifestyle changes she needs to make.</p> <p>Health beliefs/values: The client believes in modern medicine. When asked the client said that she did not follow one particular religion but that she did believe in God.</p> <p>Psychosocial development: According to Erikson's psychosocial stages, the client is in the intimacy vs. isolation stage (Mcleod, 2024).</p> <p>Cognitive development: According to Jean Piaget's theory of cognitive</p>		<p>2022). This will help the client understand what lifestyle habits she may need to change to manage her blood pressure.</p> <p>Intervention 3: Treat episodes of hypertension in a prompt time frame (Phelps, 2022). This intervention will manage the client's blood pressure by keeping it at a stable level.</p>	<p>lifestyle to manage her hypertension.</p> <p>Method 2: The second method of teaching that I used was the teach-back method. I discussed with the client the topic of hypertension and then had the client tell me what she had learned from our discussion.</p>	<p>changes she could make.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client did not know much about hypertension and was accepting to learn more about it. The client's mother was present and willing to learn about hypertension. They both had a lot of questions. The client did have a drug problem that she didn't seem to open about as well as a brain injury which were barriers to her learning.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I think the plan would have been improved if I had shown the client how to take her blood pressure. I also think the plan would have been improved if I had more information to share about some of the questions that the client</p>
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<p>development, the client is in the formal operational stage (Cherry, 2024).</p>				<p>had.</p>
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References (2) (APA):

McLeod, S. (2024, January 25). *Erik Erikson's Stages of Psychosocial Development*. Simply Psychology. <https://www.simplypsychology.org/Erik-Erikson.html>

Cherry, K. (2024). *Piaget's 4 Stages of Cognitive Development Explained*. Verywell Mind; Verywell Mind. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

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