**N441 Teaching Plan and Grading Rubric**          **Student Name: Cassie Sanders**

| Criteria | 0 points | 2.5 points | 5 points | Comments |
|---|---|---|---|---|
| **Assessment of Client/Family**<br>• Determines motivation for learning<br>• Identifies barriers to learning<br>• Discuss health beliefs/values<br>• Discuss psychosocial and cognitive development | Missing 2 or more of the following:<br>• Determines motivation for learning<br>• Identifies barriers to learning<br>• Discuss health beliefs/values<br>• Discuss psychosocial and cognitive development | Missing 1 of the following:<br>• Determines motivation for learning<br>• Identifies barriers to learning<br>• Discuss health beliefs/values<br>• Discuss psychosocial and cognitive development | Includes complete information of all criteria:<br>• Determines motivation for learning<br>• Identifies barriers to learning<br>• Discuss health beliefs/values<br>• Discuss psychosocial and cognitive development | |
| **Criteria** | **0 points** | **2.5 points** | **5 points** | **Comments** |
| **Nursing Diagnosis and Goal of Teaching**<br>• 1 nursing diagnosis identified in proper formatting<br>• 1 goal of teaching identified | Missing 2 of the following:<br>• 1 nursing diagnosis identified in proper formatting<br>• 1 goal of teaching identified | Missing 1 of the following:<br>• 1 nursing diagnosis identified in proper formatting<br>• 1 goal of teaching identified | Includes complete information of all criteria:<br>• 1 nursing diagnosis identified in proper formatting<br>• 1 goal of teaching identified | |
| **Criteria** | **0 points** | **2.5 points** | **5 points** | **Comments** |
| **Interventions**<br>• Discuss 3 interventions to be included in teaching<br>• Relate interventions to meeting the teaching goal | Missing 2 of the following:<br>• Interventions to be included in teaching<br>• Relate interventions to meeting the teaching goal | Missing 1 of the following:<br>• Interventions to be included in teaching<br>• Relate interventions to meeting the teaching goal | Includes complete information of all criteria:<br>• Interventions to be included in teaching<br>• Relate interventions to meeting the teaching goal | |

Approved 8/18/2021; 11/19/2021

| Criteria | 0 points | 1 point | 2 points | Comments |
|---|---|---|---|---|
| **Methods/Teaching Tools**<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | Missing 2 of the following:<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | Missing 1 of the following:<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | Includes complete information of all criteria:<br>• Use 2 appropriate teaching methods to deliver teaching<br>• Consider the following teaching methods:<br>  • Discussion<br>  • Q&A<br>  • Teach-Back<br>  • Interactive | |

| Criteria | 0 points | 1.5 points | 3 points | Comments |
|---|---|---|---|---|
| **Evaluation**<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• Suggest modifications to improve teaching plan (What would have improved the plan?) | Missing 2 or more of the following:<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• Suggest modifications to improve teaching plan (What would have improved the plan?) | Missing 1 of the following:<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• Suggest modifications to improve teaching plan (What would have improved the plan?) | Includes complete information of all criteria:<br>• Discuss how the client/family received the teaching<br>• Identify strengths/weaknesses of the client or family in receiving teaching<br>• 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

| APA Format | No in-text citations present | 1-2 APA errors | No APA errors present | |
|---|---|---|---|---|
| • Appropriate APA in-text citations and listed all appropriate references in APA format <br> • At least 2 scholarly source(s) are utilized and should be 5 or less years old <br> • Source(s) greater than 5 years old will not be accepted <br> • Reference page complete | 2 or more references are greater than 5 years old <br><br> 3 or more APA errors <br><br> No reference page present | 1 reference is greater than 5 years old <br><br> In-text citations appropriately cited <br><br> Reference page present | In-text citations appropriately cited <br><br> Reference page present and formatted properly | |
| **Criteria** | **0 points** | **2.5 points** | **5 points** | |

| **Evaluation of Teaching Presentation** | Missing 2 or more of the following criteria: | Missing 1 of the following criteria: | Includes all criteria: | |
|---|---|---|---|---|
| Introduction of content<br>Patient put at ease<br>Eye contact<br>Clear speech and organized presentation<br>Environment conducive to learning<br>Family included (if applicable)<br>Accuracy of information<br>Validation of learning status<br>Use of teaching aids<br>Appropriate non-verbal body language<br>*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 | • Introduction of content<br>• Patient put at ease<br>• Eye contact<br>• Clear speech and organized presentation<br>• Environment conducive to learning<br>• Family included (if applicable)<br>• Accuracy of information<br>• Validation of learning status<br>• Use of teaching aids<br>• Appropriate non-verbal body language | • Introduction of content<br>• Patient put at ease<br>• Eye contact<br>• Clear speech and organized presentation<br>• Environment conducive to learning<br>• Family included (if applicable)<br>• Accuracy of information<br>• Validation of learning status<br>• Use of teaching aids<br>• Appropriate non-verbal body language | • Introduction of content<br>• Patient put at ease<br>• Eye contact<br>• Clear speech and organized presentation<br>• Environment conducive to learning<br>• Family included (if applicable)<br>• Accuracy of information<br>• Validation of learning status<br>• Use of teaching aids<br>• 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) |
|---|---|---|---|---|
| **Level of motivation for learning:**<br><br>The client has a moderate level of motivation for learning.<br><br>**Barriers to effective learning:**<br><br>The client has dementia, which poses a barrier to | **Nursing Diagnosis:**<br><br>Elevated risk for falls due to cognitive dysfunction as evidence by her being brought to the emergency room for falling (Ladwig et al., 2022).<br><br>**Goal of Teaching:**<br><br>Reduce the amount to falls to the client. | **Intervention 1:**<br><br>Identify factors that may cause or contribute to injury from a fall (Ladwig et al., 2022).<br><br>**Intervention 2:**<br><br>Teach patients with unstable fait the proper | **Method 1:**<br>Teach family and caregivers about her needs to prevent her fall risk through discussion and Q&A.<br><br>**Method 2:**<br><br>Post signs and pictures in her room to remind her of what not to do and where | **Discuss how the client/family received the teaching:**<br>Patients' family members will assist in making the changes necessary to promote fall prevention.<br><br>**Identify strengths/weaknesses of the client or family in** |

| | | | | |
|---|---|---|---|---|
| effective learning.<br><br>**Health beliefs/values:**<br><br>The client has a traditional midwestern Caucasian belief and value system.<br><br>**Psychosocial development:**<br><br>The client is psychosocially as expected for her age and diagnosis of dementia. She comprehends what you are saying but forgets quickly.<br><br>**Cognitive development:**<br><br>Cognitive development for the client is an issue. She has dementia but unknown how advanced. She comprehends what you tell her but quickly forgets most things and gets confused (Capriotti, 2020). | | use of assistive devices (Ladwig et al., 2022).<br><br>**Intervention 3:**<br>For patient with hearing loss, encourage the use of a hearing aid to minimize hearing deficit (Ladwig et al., 2022). | things are to reduce wondering around. | **receiving teaching:**<br><br>The strengths are that she has strong family support, the weakness is that she has dementia so she will always be a higher fall risk.<br><br>**Suggest modifications to improve teaching plan (what would have improved the plan?):**<br><br>Moving the client from an assisted living facility to a total care facility that can help her around the clock would improve the plan. |

**References (2) (APA):**

Capriotti, T. (2020). *Davis Advantage for pathophysiology: Introductory concepts and clinical perspectives* (2nd ed.). F.A. Davis Company.

LADWIG, G. B., ACKLEY, B. J., MARTINEZ-KRATZ, M. R., & MAKIC, M. B. F. (2022a). *Nursing diagnosis handbook: An evidence-based guide to planning care Betty J. Ackley, Gail B. Ladwig, Mary Beth Flynn Makic, Marina Reyna Martinez-Kratz, ... ; with 2021-2023 Nanda-I® updates* (12th ed.). Elsevier.

Approved 8/18/2021; 11/19/2021