

N321 Teaching Plan and Grading Rubric

Student Name: Tayelor Lowe

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
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<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
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<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	

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<b><u>Methods/Teaching Tools</u></b> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<b><u>Evaluation</u></b> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	

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<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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><b>Evaluation of Teaching Presentation</b></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</p> <p>Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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><b>Level of motivation for learning:</b></p> <ul style="list-style-type: none"> <li>When asked his level for motivation regarding his health, he said, "I am always interested in bettering my health." As a matter of fact, he has told me that he has already made strides in changing his health for the better, such as quitting alcohol. It was evident as I was speaking with him that he was very driven to learn.</li> </ul> <p><b>Barriers to effective learning:</b></p> <ul style="list-style-type: none"> <li>For one thing, he has poor vision. Guaranteed, he wears glasses. However, he stated that even after he had cataract surgery, his right eye is still blurry. Another barrier to his learning was the time constraint I felt we were under. He was going to get discharged, so there was not a significant amount of time to work with him.</li> </ul> <p><b>Health beliefs/values:</b></p>	<p><b>Nursing Diagnosis:</b></p> <ul style="list-style-type: none"> <li>Knowledge deficit related to inadequate information as evidenced by his seeking health information (Phelps, 2023, pg. 380).</li> </ul> <p><b>Goal of Teaching:</b></p> <ul style="list-style-type: none"> <li>The goal of teaching this patient is that he will understand the steps he needs to take regarding his health, such as exercise and an appropriate diet, by the time he is discharged.</li> </ul>	<p><b>Intervention 1:</b></p> <ul style="list-style-type: none"> <li>A handout about managing hypertension was given. This way, he could follow along and reference the material again in the future (Phelps, 2023, pg. 381). This relates to the goal of teaching.</li> </ul> <p><b>Intervention 2:</b></p> <ul style="list-style-type: none"> <li>Limited the length of the conversation to avoid information overload (Phelps, 2023, pg. 381). If too much is given, they may feel overwhelmed, which may cause them to not truly listen to the education. This relates to the goal of teaching.</li> </ul> <p><b>Intervention 3:</b></p> <ul style="list-style-type: none"> <li>Selected teaching</li> </ul>	<p><b>Method 1:</b></p> <ul style="list-style-type: none"> <li>I provided him a handout entitled "Managing Your Hypertension." With him, we went over the handout, section by section. We discussed what hypertension is, the long-term consequences, and lifestyle changes to lower his blood pressure.</li> </ul> <p><b>Method 2:</b></p> <ul style="list-style-type: none"> <li>At the end of the conversation, I asked him if he had any questions. This method of teaching allowed him to process the given information and ask questions regarding his personal health. Even throughout our discussion, he did ask me questions about why some foods, such as rotisserie chicken, was questionable regarding his diet. This showed that he was thinking</li> </ul>	<p><b>Discuss how the client/family received the teaching:</b></p> <ul style="list-style-type: none"> <li>He seemed to receive the teaching well. He was engaged, asked me questions, and even shared his own personal experiences about how he has made some necessary changes over the years. After he had his first heart attack, he told me that he needed to get his health on the right track. He stopped drinking and was exercising more. He even kept the handout and was looking over it intently even after we were done going through it.</li> </ul> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <ul style="list-style-type: none"> <li>I made sure to ask beforehand what his best way of learning is. When he told me it was reading, I made sure to</li> </ul>

<ul style="list-style-type: none"> <li>• He was brought into the emergency department because he was short of breath. He was always compliant with his medications and followed instructions from the doctor, such as walking instead of sulking in the hospital bed. He also came to the hospital, which shows that he has some beliefs regarding the health care system.</li> </ul> <p><b>Psychosocial development:</b></p> <ul style="list-style-type: none"> <li>• Based on his age, he falls under integrity vs. despair (Eriksons). He was a wise individual (McLeod, 2025). During our conversations throughout the day, he reflected on his life. He even told me not to stress about the little things. As he got older, he just stopped caring and said what a relief it was.</li> </ul> <p><b>Cognitive development:</b></p> <ul style="list-style-type: none"> <li>• Based off his age and his advanced mental understanding, he is in the formal operational stage (Piaget's). He was able to reason and was able to</li> </ul>		<p>strategies based on the patients learning style (Phelps, 2023, pg. 381). I made sure before I even started gathering my teaching plan, that I was aware of the best ways that he learned. This relates to the goal of teaching.</p>	<p>about the information he was given and reading about.</p>	<p>teach him in a way that was conducive to him. He was also highly motivated, which always proves to be a strength. As far as weakness goes, I was not able to teach him with his wife in the room. This does prove to be a weakness, as she was missing this information too.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b></p> <ul style="list-style-type: none"> <li>• As stated, I would have liked his wife to have been there. However, not everything will go our way as a nurse. I also wish that I had asked him to teach me back the information I gave him. We always talk about this in class. I must have frozen in the moment because I did not ask that, even though I had the intentions.</li> </ul>
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think abstractly about certain topics, such as what hypertension is (McLeod, 2024).

## References

- McLeod, S. (12 March 2025). *Erik Erikson's Stages of Psychosocial Development*. Simply Psychology. <https://www.simplypsychology.org/erik-erikson.html>.
- McLeod, S. (5 August 2024). *Piaget's Theory and Stages of Cognitive Development*. Simply Psychology. <https://www.simplypsychology.org/piaget.html>.
- Phelps, L. (2023). *Nursing Diagnosis reference Manual*. Wolters Kluwer.