

N321 Teaching Plan and Grading Rubric

Student Name:

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

Criteria	0 points	1 point	2 points	Comments
<u>Methods/Teaching Tools</u> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Missing 2 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Missing 1 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Includes complete information of all criteria: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	
Criteria	0 points	1.5 points	3 points	Comments
<u>Evaluation</u> • 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: • 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: • 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: • 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
<u>APA Format</u> • 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	
Criteria	0 points	2.5 points	5 points	
<u>Evaluation of Teaching Presentation</u> • 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	Missing 2 or more of the following criteria: • 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	Missing 1 of the following criteria: • 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	Includes all criteria: • 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)
Level of motivation for learning: The patient has a high motivation for learning, because she is eager to be able to return home to her husband and to resume helping him care for their children. Barriers to effective learning: The patient was alert and oriented and presented with no notable barriers to effective learning. The patient does wear glasses, but they did not appear to hinder her in any way. Health beliefs/values: The patient highly values her health and is putting all her energy into becoming independent again. The patient possesses a very independent mind set and is willing to do whatever it takes to be discharged from the hospital and regain her independence.	Nursing Diagnosis: Increased risk of bleeding due to the patient's treatment regimen as evidenced by the patient receiving a prescription for warfarin (Phelps, 2023). Goal of Teaching: The goal of the teaching that took place between the patient and me was to make sure that the patient understood how to remain safe while she is on bleeding precautions necessitated by her warfarin prescription. We discussed how to recognize signs of unusual bleeding (bleeding from the gums, blood in urine, emesis, or stool), when to call their provider (confusion, severe headache, blood in vomit, stool, or urine), and the proper bleeding precautions to take (soft bristled tooth brush, using an electric razor instead of a manual, avoiding activities with a high risk of fall/injury). The patient was very engaged in the education and was determined to be	Intervention 1: Obtain blood tests to monitor trending values in the hemoglobin, hematocrit, complete blood count, thrombin time, prothrombin time, and activated partial thrombin time (Phelps, 2023). Intervention 2: Teach about the intended and adverse effects that accompany an anticoagulant prescription (Phelps, 2023). Intervention 3: Teach the patient about gentle alternatives in activities of daily living to help them avoid obtaining injuries that may cause bleeding (Phelps, 2023).	Method 1: The first method of teaching that I used was an informational printout on Warfarin that I printed out through epic. I highlighted one copy of this printout for the patient and one for myself and we went through the information together. Method 2: The second method of teaching that I used was to pause and ask the patient engaging questions about the information that we were going over. She was very engaged and even taught me a few things!	Discuss how the client/family received the teaching: The client received the teaching very well and she answered all questions with coherency and confidence. I have no doubt that this patient will maintain a well educated and motivated approach on her journey to maintain compliance with her warfarin. Identify strengths/weaknesses of the client or family in receiving teaching: The patient did not present with any weaknesses while receiving teaching, however, her family was not present when the teaching took place which will place them at a disadvantage when she returns home and will need guidance on how to gently complete her activities of daily living. Suggest modifications to

Psychosocial development: The patient’s psychosocial development is generativity vs. stagnation. She has a strong desire to regain independence and resume contributing to her family and the community she lives in (Simply Psychology, 2025). Cognitive development: The patient’s cognitive development level is formal operational. The patient is capable of understanding what her obstacles are and working systematically to overcome them (Simply Psychology, 2024).	compliant.			improve teaching plan (what would have improved the plan?): The teaching plan could have been improved by focusing more on diet and providing a list of the most nutritious foods for the patient to consume. It could also have been improved if I had taken more care to slow down and match the patient’s pace of understanding as I was teaching her.
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References (2) (APA):

Phelps, L.L. (2023) *Nursing Diagnosis Reference Manual*. Wolters Kluwer.
Approved 8/18/2021; 11/19/2021

Simply Psychology. (March 12th, 2025). *Erik Erikson's stages of psychosocial development*. Simply Psychology.

<https://www.simplypsychology.org/erik-erikson.html>

Simply Psychology. (August 5th, 2024). *Piaget's Theory and Stages of Cognitive Development*. Simply Psychology.

<https://www.simplypsychology.org/piaget.html>