

N431 Teaching Plan and Grading Rubric

Student Name: Isabella Leevey

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>Evaluation of Teaching Presentation</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 (interpreter if applicable)</p> <p>Appropriate non-verbal body language</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 patient was motivated to learn and to take care of himself after discharge. The patient engaged with the teaching and understood the outcomes of the teachings.</p> <p>Barriers to effective learning: When the student nurse entered the room, the patient was in the middle of a conversation with his brother when the nursing student came in to teach the patient. This conversation before the teaching could have caused the patient to not want to listen to the student nurse and be focused on the previous conversation.</p> <p>Health beliefs/values: The patient denied that he had specific beliefs or values related to healthcare when the student nurse asked the patient this question.</p>	<p>Nursing Diagnosis: Knowledge deficit related to hospitalization of cellulitis as evidenced by knowledge deficit of medical intervention when patient experiences signs and symptoms of cellulitis (Phelps, 2023, p. 380).</p> <p>Goal of Teaching: The goal for this client was to make sure that the client understood when he should seek medical attention when he suspects a possible cellulitis infection.</p>	<p>Intervention 1: Select teaching strategies to enhance the patients learning outcomes (Phelps, 2023, p. 381).</p> <p>Intervention 2: Limit the length of the teaching session to avoid information overload (Phelps, 2023, p. 381).</p> <p>Intervention 3: Encourage the patient to teach the information back to the student nurse to evaluate the understanding of the patient (Phelps, 2023, p. 381).</p>	<p>Method 1: Question and Answer</p> <p>Method 2: Teach Back Method</p>	<p>Discuss how the client/family received the teaching: The client was very involved when the student nurse was educating the patient on cellulitis. The patient verbally agreed with the student nurse that he should not have waited the amount of time that he did before seeking medical help.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient was receptive to the information that the student nurse provided. This student nurse believes that this patient had some weaknesses due to the patient being very receptive to the information given. The patient verbalized three signs and symptoms of cellulitis and said that he understands when he should seek medical attention.</p> <p>Suggest modifications to</p>
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<p>Psychosocial development: This patient is exhibiting Stage 7 out of the stages of adulthood due to the patient's age and how he has reactivity to some of the medical treatments (Orenstein, 2022).</p> <p>Cognitive development:</p> <p>This patient is in the Formal Operational stage of cognitive development (Cherry, 2024). This stage involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas (Cherry, 2024). This patient is within this age range and is appropriate for this patient as well. n</p>				<p>improve teaching plan (what would have improved the plan?):</p> <p>Giving the patient the handout that the student nurse printed would have been beneficial for this client for when he discharges home. The student nurse could have highlighted certain areas where this information pertained to the client.</p>
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References (2) (APA):

Cherry, Kendra. (1 May 2024). *Piaget's 4 Stages of Cognitive Development Explained*. Very Well Mind. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457#toc-the-formal-operational-stage-of-cognitive-development>

Orenstein GA, Lewis L. Erikson's Stages of Psychosocial Development. (2022 Nov 7). <https://www.ncbi.nlm.nih.gov/books/NBK556096/>

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12 th ed.). Wolters Kluwer.