

N321 Teaching Plan and Grading Rubric

Student Name:

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
<p>Methods/Teaching Tools</p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p>Evaluation</p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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
APA Format <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 	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	
Evaluation of Teaching Presentation <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 	Missing 2 or more of the following criteria: <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 	Missing 1 of the following criteria: <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 	Includes all criteria: <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 understood the importance of the information and was receptive to new information.</p> <p>Barriers to effective learning: There were no barriers with learning for this patient.</p> <p>Health beliefs/values: I did not gather much information on the patient's health beliefs and values. However, the interaction I receive based on teaching lets me know that she is receptive to hearing information that can help with her treatment and care.</p> <p>Psychosocial development: Integrity vs. Despair. At this stage, individuals reflect on past life events and changes to determine if they are happy with the life they lived (Cherry, 2024).</p> <p>Cognitive development: The</p>	<p>Nursing Diagnosis: The patient is at risk for bleeding related to treatment regimen (Phelps, 2020).</p> <p>Goal of Teaching: For patients to enhance their nutritional habits and diet to lower PT and INR lab values.</p>	<p>Intervention 1: Teach about intended effects of medications that increase the risk for bleeding or prolong clotting (Phelps, 2020).</p> <p>Intervention 2: Monitor physiological responses for values that remain in expected or normal ranges (Phelps, 2020).</p> <p>Intervention 3: Obtain clinical laboratory tests and point-of-cares test to monitor trend changes in values that would indicate a risk for bleeding (Phelps, 2020).</p>	<p>Method 1: I used verbal communications to teach the patient about nutrition modifications that'll affect and assist with warfarin therapy.</p> <p>Method 2: I printed out handouts with medium size font on the importance of warfarin therapy, the desired range, and the benefits of consistent doctor follow-ups.</p>	<p>Discuss how the client/family received the teaching: The patient was willing to learn the information, but she was over it. She kind of brushed me off and hurried me on when giving her the handouts. However, she was open to hearing what I had to say.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: A strength the patient had was being able to learn and understand the information. A weakness in receiving the teaching was the time I came in. She just finished completing occupational therapy so if I had talked with her before therapy, I may have had a better response.</p> <p>Suggest modifications to improve the teaching plan (what would have improved the plan?): I</p>

patient was alert and oriented to the person, time, place, and situation.				would provide a complete teaching plan. Although, I was shown a completed assignment during clinicals, I do not remember what and how I am supposed to format the information.
---	--	--	--	--

References (2) (APA):

Cherry, K. (2024). *Erikson's Stage of Development: A Closer Look at the Eight Psychosocial Stages*. Very Well Mind.

<https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

Phelps, L. (2020). *Sparks and Taylor's Nursing Diagnosis Reference Manual Eleventh Edition*. Wolters Kluwer