

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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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
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>The patient was highly motivated to learn. The patient is active in her retirement community and was eager to get back to her social activities with her friends.</p> <p>Barriers to effective learning:</p> <p>Some barriers to effective learning would be the patient is hard of hearing and was not able to read smaller print without her glasses, which she did not have with her at the hospital.</p> <p>Health beliefs/values:</p> <p>The patient has a left hip fracture which was repaired with surgery and experienced expected blood loss during surgery causing anemia. She is excited to start physical therapy, but she is aware that her age could make healing and recovery take a little longer than she would like. She was anxious about receiving a</p>	<p>Nursing Diagnosis:</p> <p>Fatigue related to decrease in O2 supply in the blood as evidenced by blood loss in surgery. (Phelps, 2023).</p> <p>Goal of Teaching:</p> <p>The patient will identify measures to prevent or modify fatigue. (Phelps, 2023).</p>	<p>Intervention 1:</p> <p>Encourage the patient to eat foods rich in iron and vitamin C. (Phelps, 2023). This will produce hemoglobin which will carry oxygen through the blood. Vitamin C helps absorb iron.</p> <p>Intervention 2:</p> <p>Alternate activities with periods of rest. Encourage activities that can be completed in short periods or divided into several segments (Phelps, 2023). This will help rejuvenate the patient, while also promoting safety to prevent falls from exhaustion.</p> <p>Intervention 3:</p> <p>Reduce demands placed on the patient; for example, ask one</p>	<p>Method 1:</p> <p>One teaching method used was printed paperwork. I read the information to the patient and clarified things she was unsure of.</p> <p>Method 2:</p> <p>Another teaching method used was discussion. The patient asked questions, and I was able to answer them. I also asked her questions to make sure she understood the information.</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client was very receptive to the teaching, and she seemed excited for me to be doing it. Although she did state “Anything to help you with your education, I’m onboard with it.”</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>Some strengths of the teaching plan were how open the client was to receive it, and how easily she understood it. Some weaknesses of the teaching were that she didn’t have her glasses, and she was very hard of hearing, so I questioned how much she already knew versus how much she heard me say. Another weakness was she was a nurse for 40 years,</p>

<p>blood transfusion for the first time, but understood it was necessary to help her feel better and promote healing.</p> <p>Psychosocial development:</p> <p>This patient is 100 years old which would put her as Integrity vs. Despair in Erickson’s Stages of Psychosocial Development. Contemplation and acknowledgment of personal life accomplishments can leave a person feeling satisfied or regretful. (Orenstein & Lewis, 2022).</p> <p>Cognitive development:</p> <p>According to Piaget’s stages of development, this patient would be in the Formal Operational stage since she is over 12 years old. In this stage, people can reason, solve problems, develop personal ethics and morals, while also considering the future, including love, commitment, and career goals (Malik & Marwaha, 2023).</p>		<p>family member to call at specific times and relay messages to friends and other family members (Phelps, 2023). This will allow for the patient to get the rest she needs without feeling pressure or obligation to stay awake for loved ones like she has been doing since she was admitted.</p>		<p>so I felt like there was not a lot I could teach her.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>One modification would be to give the teaching before the blood transfusion. Another modification would be to have assistive devices available for the patient or printing things off in large print for her to read</p>
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References (2) (APA):

Malik, F., & Marwaha, R. (2023, April 23). *Cognitive development*. In **StatPearls**. StatPearls Publishing.
<https://www.ncbi.nlm.nih.gov/books/NBK537095/>

Orenstein, G. A., & Lewis, L. (2022, November 7). *Erikson's stages of psychosocial development*. In StatPearls. StatPearls Publishing.
<https://www.ncbi.nlm.nih.gov/books/NBK556096/>

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