N431 Teaching Plan and Grading Rubric   **Student Name:**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • 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**
Nursing Diagnosis and Goal of Teaching • 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**
Interventions • 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	

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Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
• 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
Evaluation • 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

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APA Format	No in-text citations present	1-2 APA errors	No APA errors present	
• 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	2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1 reference is greater than 5 years old In-text citations appropriately cited Reference page present	In-text citations appropriately cited Reference page present and formatted properly	
Criteria	**0 points**	**2.5 points**	**5 points**	
Evaluation of Teaching Presentation 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 (interpreter if applicable) 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)**

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Level of motivation for learning:	Nursing Diagnosis:	Intervention 1:	Method 1:	Discuss how the client/family received the teaching:
The patient was taking a nap before the student nurse entered the room. The student nurse asked the client if presenting the information for this teaching was acceptable at this time and the patient agreed. While the nursing student was presenting this information, the patient was falling asleep and had to be woken up several times to ask questions. This student nurse observed that the patient was not compliant with the teaching due to the nonverbal cues such as falling asleep during the presentation.	Knowledge deficit related to noncompliance with treatment plans as evidenced by uncontrolled risk factors including uncontrolled hypertension and coronary artery disease (Phelps, 2023).	Make the environment comfortable and free of distractions (Phelps, 2023).	Informational Packet provided by OSF. This packet included pamphlets and packets of information on risk factors for stroke, the pathophysiology of each type of stroke, signs and symptoms of a stroke, and modifiable risk factors for preventing a stroke.	The patient did not have any family at the bedside. The client was not engaged with this teaching plan and would fall asleep while the student nurse was educating the client. The student nurse asked the patient if he had read the informational packet that was provided for him when he was first admitted to the hospital, and he denied reading the packet.
	Goal of Teaching:	**Intervention 2:**		
		Limit the amount of time of the session to avoid the patient from being overwhelmed (Phelps, 2023).	**Method 2:** Teach Back Method	
	The goal of this teaching will be by the end of the presentation; the client will be able to identify and verbalize two modifiable risk factors for a reoccurring stroke to the nurse. This goal can help the client understand the importance of these modifiable risk factors in preventing a future stroke.	**Intervention 3:** Use information that is in Lamens terms, so the patient understands the education points (Phelps, 2023).		**Identify strengths/weaknesses of the client or family in receiving teaching:**
Barriers to effective learning:				The patient did not have any family at bedside during assessment. Upon evaluation and assessment of the teaching, this student nurse was unable to identify any strengths of the client when receiving the teaching. There were multiple weaknesses that were identified, and these are that
A few barriers to effective learning were that the patient was having a hard time communicating to the nursing student due to the left side facial weakness. The student nurse was lip reading the patient due to a communication deficit which can cause a learning barrier.				

The patient was taking a nap before the nursing student entered the patient's room so this could be a barrier for effective learning due to drowsiness. The TV was on while the nursing student was teaching, and this caused a barrier in learning due to the sound and possible distraction of the TV. The patient turned off the sound on the TV after a few minutes of teaching.				the patient reports that it hurt to talk so the patient could not report to the student nurse of two modifiable risk factors to prevent a reoccurring stroke. The patient was going to sleep until the student nurse would wake him up again which could cause confusion and misunderstanding from the patient.
Health beliefs/values: The patient denied that he had any health beliefs or values when asked during the assessment.				**Suggest modifications to improve teaching plan (what would have improved the plan?):** Immediately when this nursing student started presenting, she should have turned off the television so the patient could hear the student nurse better. This student nurse would have outlined and highlighted important information that was pertinent to the client in the teaching packet if this teaching plan could have been repeated. The student nurse would reevaluate the timing of when the teaching was performed which could improve the outcome of this
Psychosocial development: In the Erikson's Stages of Cognitive Development, this patient would fall into the stage of Stage 7 which is the adulthood period (Orenstein, 2022, para. 12). This stage relates to the patient's age and psychosocial wellbeing (Orenstein, 2022, para. 12).				

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Cognitive development: In Piaget's 4 stages of Cognitive development, this patient is in the formal operational stage (Cherry, 2024, para. 1). This patient is within this age group and is appropriate for this client (Cherry, 2024, para. 15).				teaching session. The student nurse could do this teaching in the late morning so the patient could possibly be more alert.

References (2) (APA):

Cherry, K. (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 G.A, Lewis L. (2022 Nov 7). *Erikson's Stages of Psychosocial Development.* **https://www.ncbi.nlm.nih.gov/books/NBK556096/**

Phelps, L. L. (2023*). Nursing Diagnosis Reference Manual***. (12th ed.). Wolters Kluwer.**