

N441 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
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><u>Evaluation of Teaching Presentation</u></p> <p>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> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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 very motivated to learn. She wants to get better and prevent herself from getting worse. She also has a good support system to help her which includes her two daughters.</p>	<p>Nursing Diagnosis: Deficient knowledge in pacemaker after care related to at home instructions as evidenced by the patient verbalizing, she is nervous to go home and care for herself (Phelps, 2022).</p> <p>Goal of Teaching: The goal of this teaching was</p>	<p>Intervention 1: Assess patient for any motor, mental, or sensory deficits to identify any specific safety needs (Phelps, 2022).</p> <p>Intervention 2: Educate the client on insertion site care</p>	<p>Method 1: The first method of teaching I used was a discussion. This type of method is helpful because the educational information can be presented as a pamphlet. This is helpful because it promotes visual learning as well.</p>	<p>Discuss how the client/family received the teaching: The client and family were very receptive of the information given. They both paid close attention and were appreciative of the education.</p> <p>Identify</p>

<p>Barriers to effective learning: She was very exhausted, she still wanted to learn but she was really tired. She is one day post-op from a pacemaker insertion and we were moving her a lot which was making her fatigued. She was also experiencing severe nausea so sometimes if she had just moved and I was trying to educate her she would have to take a break because she was so nauseas.</p> <p>Health beliefs/values: She prefers to not be hospitalized but understands that it was necessary this time. She does not go to the doctor very often because she does not have insurance. However, her daughters and her were looking into personal insurance plans. She also stated that she will be going to her follow up appointments and did not want to be hospitalized again.</p> <p>Psychosocial development: Based on this clients age which is 65 years old she is in integrity vs despair phase of the Erikson's theory. Based on talking to her she seemed</p>	<p>to help the patient feel more confident in taking care of themselves while at home. Also, to help the client feel comfortable being discharged.</p>	<p>which includes appropriate hand hygiene, checking the insertion site for infection, and following the dressing change schedule that the provider gives to her once she is home (Phelps, 2022).</p> <p>Intervention 3: Educate the client on when to contact her provider and when she needs to get help (Phelps, 2022). She should contact her health care provider when she has a fever, chills, redness, swelling, warmth, etc. She should get help when there is rapid bleeding from her insertion site, severe pain, purulent drainage, the site is pale, etc. (Hinkle et al., 2022).</p>	<p>Method 2: The second method of teaching I used was a Q&A method. This is helpful with providing education because it gives the client a chance to ask questions. It also gives the client a chance to prove that they understand the information that was provided when I ask questions. If they answer correctly that indicates they understand the education provided.</p>	<p>strengths/weaknesses of the client or family in receiving teaching: As mentioned before some weaknesses were that the client was exhausted and very nauseas which affected her learning at times. But some strengths included that she was motivated to learn, had family support present, and asked questions about the information.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): If possible, I would have waited when she was less tired. However, she was tired the whole day I was there because of how much moving she had to do. But she was still open to learning and wanted to receive the education.</p>
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to be in the integrity part. She seemed fulfilled and satisfied with her life.

Cognitive development:

Based on the client's age her cognitive development is in formal operation according to Piaget's theory. Her cognitive development seems appropriate for her age and she does not seem to have any limitations or deficits.

References (2) (APA):

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). Brunner & Suddarth's textbook of medical-surgical nursing (15th ed.). Wolters Kluwer.

Phelps, L. (2022). *Nursing Diagnosis Reference Manual*. LWW.