

N321 Teaching Plan and Grading Rubric

Student Name: Benjamin Ruettiger

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>	<p>Missing 2 of the following:</p>	<p>Missing 1 of the following:</p>	<p>Includes complete information of all criteria:</p>	

<ul style="list-style-type: none"> • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<ul style="list-style-type: none"> ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal 	<ul style="list-style-type: none"> ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal 	<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

<p><u>Evaluation</u></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

<p><u>APA Format</u></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>	
<u>Criteria</u>	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</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) 	<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) 	<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) 	

<p>status Use of teaching aids Appropriate non-verbal body language</p>	<p>applicable) ● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language</p>	<p>applicable) ● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language</p>	<p>● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language</p>	
TOTAL				/30

N321 TEACHING PLAN

Benjamin Ruettiger

Lakeview College of Nursing

N321: Adult Health I

Kristal Henry

04/25/2025

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: This was the patient's first experience with a urinary tract infection. She expressed motivation and readiness to learn how to prevent future infections and treat the symptoms at home. Her personal goals are to remain healthy and educated on the importance of infection prevention, especially with her advancing age. At the time of education, the family was not at the bedside, but she is very close to her daughter and is motivated to remain open with her in regards to her health status.</p> <p>Barriers to effective learning: The patient was never diagnosed with a urinary tract infection, so her knowledge of the subject was</p>	<p>Nursing Diagnosis: Deficient knowledge related to urinary tract infection recognition and management as evidenced by patient questions regarding symptom manifestations, lab values, and proper antibiotic use (Phelps, 2023).</p> <p>Goal of Teaching: The patient will verbalize an understanding of recognizing and managing urinary tract infection symptoms by the end of the teaching session (Phelps, 2023).</p>	<p>Intervention 1: Assess the patient's current understanding of urinary tract infections to determine the level of education necessary so that she can verbalize an understanding of urinary tract recognition and management (Phelps, 2023).</p> <p>Intervention 2: Encourage the patient to ask her primary care provider questions when urinary symptoms are present so the infection can be treated and does not spread, given that she has deficient</p>	<p>Method 1: Provide written education materials such as handouts and pictures in a quiet, secure place to promote a conducive learning environment. Teaching aids such as written materials and encouragement for a Q&A help demonstrate responsible and accurate learning. These written materials are given so the patient has a reference for the teaching plan while inpatient and an at-home resource given with her post-discharge instructions.</p> <p>Method 2: Discuss the importance of prevention and symptom management with the patient. Emphasize the need to treat the</p>	<p>Discuss how the client/family received the teaching: The patient received the teaching very openly and verbalized an appreciation for the teaching plan. Putting the patient at ease, maintaining eye contact, using clear and organized speech, appropriate non-verbal body language, and providing accurate information were used while teaching. The patient verbalized a comfort level in the quiet environment for a conducive learning environment, especially given her hearing deficits. The patient openly asked questions during the teaching and expressed an understanding of the content. She verbalized that she felt at ease with the</p>

<p>limited before the teaching plan. The patient also has hearing deficits, but she wears assistive hearing aids. Given her auditory deficits, I instructed the patient that if I am speaking too softly or quickly, she should verbalize her needs. The patient also does not fully understand the meaning of lab values, so I encouraged her to ask questions to her treatment team if she has any questions. The patient does live alone, so open communication with her family members was encouraged to promote positive health outcomes and independence.</p> <p>Health beliefs/values: The patient has a positive attitude regarding healthcare workers, and appreciates their knowledge and expertise. She values good health and illness prevention, and is open to asking questions to further her understanding. She did not verbalize any religious values that affect her health beliefs, but holds Western medicine</p>		<p>knowledge of the disease (Phelps, 2023).</p> <p>Intervention 3: Identify contributing factors in the patient's lifestyle that may be risk factors for developing a urinary tract infection so that changes can be made to help prevent future infections (Phelps, 2023).</p>	<p>infection as soon as symptoms arise, so sepsis does not occur. The family was absent during this teaching plan, but the patient understands they should use their support if this infection happens again. This discussion ensures a validation of her learning status.</p>	<p>teaching plan.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient highly appreciated the information and demonstrated an understanding of the education she was given. The questions she asked were directly related to her diagnosis and demonstrated a strength in autonomous health promotion. The only weakness noted was that her daughter was not there to understand the information given. Still, the patient felt comfortable relaying the information to her using the handout she was given.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Having the daughter available in the room would improve the teaching plan,</p>
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and expertise in high regard.

Psychosocial development:

The patient is in the age group of 65+, and is at the Ego Integrity vs. Despair stage of Erikson’s Stages (Orenstein & Lewis, 2022). This is accurate for the patient because she is at a time when her developmental needs are categorized as reflecting on life. Teaching should respect wisdom and autonomy (Orenstein & Lewis, 2022). The patient demonstrated a desire to feel capable of meeting her health needs, which correlates with her stage in Erikson’s theory.

Cognitive development: The patient is categorized as Formal Operational using Piaget’s Stages. Through communicating with her, she showed an understanding of abstract concepts and long-term consequences (Scott &

especially because she is the most prominent supporter of the patient and her health promotion. Also, ensuring the patient has access to both online and mobile resources can further her communication with her primary care team, especially if she develops symptoms in the future or has questions about her current treatment regimen.

<p>Cogburn, 2023). The patient demonstrated the relationship between improper hygiene, antibiotic usage, and preventative strategies regarding urinary tract infections. This correlates with her stage according to Piaget's theory.</p>				
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References (2) (APA):

Orenstein, G. A., & Lewis, L. (2022). *Erikson's stages of psychosocial development*. StatPearls Publishing.

<https://www.ncbi.nlm.nih.gov/books/NBK556096/>

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

Scott, H. K., & Cogburn, M. (2023). *Piaget*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK448206/>

