

N321 Teaching Plan and Grading Rubric

Student Name: Tinlee Shepherd

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	

Criteria	0 points	1 point	2 points	Comments
<p><b>Methods/Teaching Tools</b></p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
Criteria	0 points	1.5 points	3 points	Comments
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	

Criteria	0 points	2.5 points	5 points	Comments
<b>APA Format</b> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	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	
<b>Evaluation of Teaching Presentation</b> <ul style="list-style-type: none"> <li>Introduction of content</li> <li>Patient put at ease</li> <li>Eye contact</li> <li>Clear speech and organized presentation</li> <li>Environment conducive to learning</li> <li>Family included (if applicable)</li> <li>Accuracy of information</li> <li>Validation of learning status</li> <li>Use of teaching aids</li> <li>Appropriate non-verbal body language</li> </ul>	Missing 2 or more of the following criteria: <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	Missing 1 of the following criteria: <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	Includes all criteria: <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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 client appears to have a moderate level of motivation to learn. She was receptive to the teaching and presented questions regarding the topic. This client's motivation to learn stems from a desire to prevent this diagnosis from occurring in the future.</p> <p>Barriers to effective learning: Before the discussion began the client stated that she was cold. I retrieved her another blanket, however, her arms and hands remained under this blanket during the teaching. Therefore, she was not following along with the educational packet I had supplied to her.</p> <p>The discussion was also interrupted towards the end by a staff member entering the room. This staff member was there to fix her television volume. After this, the television was then noisy</p>	<p><b>Nursing Diagnosis:</b> Deficient knowledge related to inadequate information as evidenced by the client stating she has never had a urinary tract infection before and knowing “probably nothing” about her diagnosis.</p> <p><b>Goal of Teaching:</b> Patient will state intention to make needed changes in lifestyle, including seeking help from a health professional, when needed (Phelps, 2023).</p>	<p><b>Intervention 1:</b> The client completes entirety of antibiotic regimen to ensure the infection is eradicated completely (CDC, 2024).</p> <p><b>Intervention 2:</b> The client takes special consideration to ensure proper, perineal wiping technique. This ensures that bacteria from the anus is not introduced into the urethra (CDC, 2024).</p> <p><b>Intervention 3:</b> Drink 1.5 to 2 liters of water daily and void often. This ensures the urinary tract is flushed frequently (CDC, 2024).</p>	<p><b>Method 1:</b> Discussion was the method that was primarily used. Print outs were utilized to lead the discussion topics.</p> <p><b>Method 2:</b> Q&amp;A was also utilized to ensure the client felt she was an active part of the teaching.</p>	<p><b>Discuss how the client/family received the teaching:</b> There was no family present at the time of the teaching. The client received the teaching well and appeared to understand the topics that were discussed.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> Strengths of the client during this discussion included undivided attention and frequent participation. A weakness of the client during the teaching included the lack of interest in the provided materials.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> To improve the teaching plan I would have first assessed</p>

**and distracting.**

**Health beliefs/values:**

**The client is an 82-year-old, Caucasian female primarily diagnosed with a urinary tract infection after presenting to the emergency department for generalized weakness and confusion. When asked how much she knew about this diagnosis she stated, “probably nothing.” Although this patient is elderly, she seemed eager to prevent future incidents of infection.**

**Psychosocial development:**

**This client’s psychosocial developmental stage would be integrity vs. despair. This client falls into this category due to her age and lack of close support systems.**

**Cognitive development:**

**This client’s cognitive development is formal operational. She is in this category because she is able to communicate without difficulty and understand abstract concepts.**

**the learning style of the client in order to adapt the materials to her specifically. I also would have spent a longer period of time with the client and developed a more in-depth discussion.**

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**References (2) (APA):**

Centers for Disease Control and Prevention. (2024). *Urinary tract infection basics*. Centers for Disease Control and Prevention.  
<https://www.cdc.gov/uti/about/index.html>

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

