

N441 Teaching Plan and Grading Rubric

Student Name: Sengsavang Carr

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's husband was ready to learn more about what a hemorrhagic stroke is and what can put a person more at risk of having one.</p> <p>Barriers to effective learning: The nursing student will</p>	<p>Nursing Diagnosis: Risk for ineffective cerebral tissue perfusion related to vasospasm as evidenced by patient receiving Nimodipine and intensive monitoring</p> <p>Goal of Teaching: The patient's husband recognizes signs and symptoms of worsening</p>	<p>Intervention 1: Assessing and monitoring neurological status by conducting frequent and serial neuro assessments, such as mental status, level of consciousness, and pupil size.</p> <p>Intervention 2:</p>	<p>Method 1: The nursing student would provide all the information during an open discussion with the patient's husband. The husband could hear and comprehend what he was being taught with this teaching style. If the husband asks, the nursing student could repeat any information or obtain</p>	<p>Discuss how the client/family received the teaching: A printout of the hemorrhagic stroke related to the teaching plan was given to the patient's husband by the nursing student. The husband was appreciative of receiving the printout.</p>

<p>verify the patient’s husband’s willingness to learn about his wife’s condition. The family member was attentive and concentrated to comprehend the reading material. The husband showed no signs of difficulty in understanding the information.</p> <p>Health beliefs/values: The patient’s husband believes that the information on the following instructions at home after his wife is discharged is going to help both as she recovers from the stroke and know the warning signs of a stroke.</p> <p>Psychosocial development: Integrity vs. Despair, the patient’s husband appeared receptive to the nursing student’s explanations when she handed him the printout information about a hemorrhagic stroke.</p> <p>Cognitive development: In the formal operational stage, the patient’s husband does not have any severe cognitive problems. He mentioned not having any health issues, and he could</p>	<p>cerebral perfusion. The signs and symptoms are confusion, weakness, numbness, severe headache, speech difficulties, changes in vision, and dizziness or loss of balance.</p>	<p>Monitor vital signs, such as heart rate, blood pressure, and oxygen saturation, regularly to detect early signs of perfusion issues.</p> <p>Intervention 3: Improve perfusion by elevating the head of the bed to 30 degrees to promote cerebral perfusion and avoid positions that may impede blood flow (Phelps, 2020).</p>	<p>feedback.</p> <p>Method 2: Once the nursing student had discussed hemorrhagic stroke, the student would use a question-and-answer method. By doing this, the husband will be able to comprehend everything that was taught and ensure that he can demonstrate or discuss with the nursing student that he understands.</p>	<p>Identify strengths/weaknesses of the client or family in receiving teaching: The husband assured the nursing student that he understood all the information. He was able to think back to his wife’s symptoms the night before the stroke and recognize that her severe headache and dizziness were caused by her not having great cerebral perfusion (Elsevier, 2025).</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Including potential images with the printouts would help the patient’s husband get a better understanding of where in the brain his wife’s stroke occurred. The nursing student’s education had been more thorough.</p>
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fully comprehend everything that was being spoken to him. He was able to read the printout clearly.				
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References (2) (APA):

Elsevier Patient Education (2025). *Hemorrhagic stroke*. Retrieved from Carle database.

Phelps, L.L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.). Wolters Kluwer.