

N321 Teaching Plan and Grading Rubric

Student Name: Kelsey Crider

| 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><u>Methods/Teaching Tools</u></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> </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> </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> </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> </ul> </li> </ul> |          |

| <ul style="list-style-type: none"> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul>  | <ul style="list-style-type: none"> <li>● Q&amp;A</li> <li>● Teach-Back</li> <li>● Interactive</li> </ul>   | <ul style="list-style-type: none"> <li>● Q&amp;A</li> <li>● Teach-Back</li> <li>● Interactive</li> </ul>   | <ul style="list-style-type: none"> <li>● Q&amp;A</li> <li>● Teach-Back</li> <li>● Interactive</li> </ul>  |                 |
|---|--|--|---|-----------------|
| <b>Criteria</b>   | <b>0 points</b>  | <b>1.5 points</b>  | <b>3 points</b>   | <b>Comments</b> |
| <p><b><u>Evaluation</u></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> |                 |

| <b>Criteria</b>  | <b>0 points</b>   | <b>2.5 points</b>   | <b>5 points</b>  | <b>Comments</b> |
|--|---|---|--|-----------------|
| <p><b><u>APA Format</u></b></p> <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> | <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> |                 |
| <b><u>Criteria</u></b>   | <b>0 points</b>   | <b>2.5 points</b>   | <b>5 points</b>  |                 |
| <p><b><u>Evaluation of Teaching Presentation</u></b></p>   | <p>Missing 2 or more of the following criteria:</p>   | <p>Missing 1 of the following criteria:</p>   | <p>Includes all criteria:</p>  |                 |

|   |   |   |   |            |
|---|---|---|---|------------|
| Introduction of content                 | ● Introduction of content                 | ● Introduction of content                 | ● Introduction of content                 |            |
| Patient put at ease                     | ● Patient put at ease                     | ● Patient put at ease                     | ● Patient put at ease                     |            |
| Eye contact                             | ● Eye contact                             | ● Eye contact                             | ● Eye contact                             |            |
| Clear speech and organized presentation | ● Clear speech and organized presentation | ● Clear speech and organized presentation | ● Clear speech and organized presentation |            |
| Environment conducive to learning       | ● Environment conducive to learning       | ● Environment conducive to learning       | ● Environment conducive to learning       |            |
| Family included (if applicable)         | ● Family included (if applicable)         | ● Family included (if applicable)         | ● Family included (if applicable)         |            |
| Accuracy of information                 | ● Accuracy of information                 | ● Accuracy of information                 | ● Accuracy of information                 |            |
| Validation of learning status           | ● Validation of learning status           | ● Validation of learning status           | ● Validation of learning status           |            |
| Use of teaching aids                    | ● Use of teaching aids                    | ● Use of teaching aids                    | ● Use of teaching aids                    |            |
| Appropriate non-verbal body language    | ● Appropriate non-verbal body language    | ● Appropriate non-verbal body language    | ● Appropriate non-verbal body language    |            |
| <b>TOTAL</b>                            |   |   |   | <b>/30</b> |

| Assessment of Client/Family<br>(5 points)   | Nursing Diagnosis & Goal of Teaching<br>(5 points)  | Interventions<br>(5 points)   | Methods/Teaching Tools<br>(2 points)   | Evaluation<br>(3 points)  |
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| <p><b>Level of motivation for learning:</b></p> <p>The patient was appropriately receptive to the teaching plan. We turned his TV volume off, and he made direct eye contact with me while listening. The patient looked over his handouts, and we went over any questions and concerns he had.</p> <p><b>Barriers to effective learning:</b></p> <p>The patient was hard of hearing, so you had to speak loudly for him to hear you.</p> <p><b>Health beliefs/values:</b></p> <p>The patient was a 77-year-old</p> | <p><b>Nursing Diagnosis:</b></p> <p>Risk for bleeding related to taking a blood thinner as evidence by use of Eliquis that prevents the blood from clotting (Phelps, 2023).</p> <p><b>Goal of Teaching:</b></p> <p>The patient will be able to tell me how to take the medication, what activities to avoid, and know what side effects he needs to tell the provider about (Phelps, 2023).</p> | <p><b>Intervention 1:</b></p> <p>Monitor for any signs of bleeding in the gums, urine, stools, and persistent nose bleeds (Ackley &amp; Ladwig, 2023; Vallerand &amp; Sanoski, 2024).</p> <p><b>Intervention 2:</b></p> <p>Watch lab values closing especially hemoglobin, hematocrit, and platelets (Ackley &amp; Ladwig, 2023).</p> <p><b>Intervention 3:</b></p> <p>Encourage the use of</p> | <p><b>Method 1:</b></p> <p>The first method of teaching I used was going over an educational printout that I had highlighted for the patient so he could follow along with what I was going over and he could take home with him and use it as reference if he forgot anything.</p> <p><b>Method 2:</b></p> <p>The second method of teaching I used was having an open discussion with the patient where we went over all questions and concerns he had about the printout I gave him.</p> | <p><b>Discuss how the client/family received the teaching:</b></p> <p>The client was alone in the room with no family present but he responded well to the teaching. The patient repeated back to me how to take this medication, precautions to take while taking this medication, and signs to look out for while taking this medication.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <p>The patient showed strength in the teaching by interacting in the teaching and asking questions. One weakness of the teaching is that the patient was hard of hearing so if you did not</p> |

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| <p>Caucasian male who was admitted due to a DVT in the lower left leg. He was outside and lost control and hit his left knee. In the ED they noticed he had a small abrasion on his knee but the patient had worsening numbness to his left foot for over a month and today has total loss of feeling to the left foot. The patient has been on Eliquis for months but has not been taking it.</p> <p><b>Psychosocial development:</b></p> <p>The client's age and current behavior would place him in the Integrity vs. Despair stage of the Erikson's stage of development model. This is proven by his age and by reflecting on his life.</p> <p><b>Cognitive development:</b></p> <p>The client's age and stage in life place him on the stage of</p> |  | <p>soft toothbrushes and electric razors while on this medication (Ackley &amp; Ladwig, 2023).</p> |  | <p>speaking loud enough he could not hear you and you had to repeat yourself.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b></p> <p>One improvement I would change for this patient for his teaching plan is I would have a family member or friend present while going over the printout. That way there was someone to help him remember anything we went over and help them follow through with the education they received.</p> |
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| <p>formal operational of cognitive development. This was shown by the client while giving his teaching over his new medication. He was showing he learned what he needed to by asking if what he thought was correct.</p> |  |  |  |  |
|---|--|--|--|--|

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

Ackley, B. J., & Ladwig, G. B. (2023). *Nursing diagnosis handbook: An evidence-based guide to planning care* (12th ed.). Elsevier.

Phelps, L. L. (2023b). *Nursing diagnosis reference manual*. Wolters Kluwer.

