N441 Teaching Plan and Grading Rubric   Student Name:

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 2 or more of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 1 of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Includes complete information of all criteria: • 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**
Nursing Diagnosis and Goal of Teaching • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 2 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 1 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Includes complete information of all criteria: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Interventions • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 2 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 1 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Includes complete information of all criteria: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	

Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  • Discussion
			  • Q&A
			  • Teach-Back
			  • Interactive	

Criteria	0 points	1.5 points	3 points	Comments
Evaluation • 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: • 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: • 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: • 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

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APA Format	No in-text citations present	1-2 APA errors	No APA errors present	
• 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	2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1 reference is greater than 5 years old In-text citations appropriately cited Reference page present	In-text citations appropriately cited Reference page present and formatted properly	
Criteria	**0 points**	**2.5 points**	**5 points**	

Evaluation of Teaching Presentation	Missing 2 or more of the following criteria:	Missing 1 of the following criteria:	Includes all criteria:	
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 *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	• 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	• 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	• 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)
Level of motivation for learning: This client was motivated to learn from a nursing student. They are interested in learning about using an inhaler. They expressed to me they were excited to learn something new which can help them at home and they can use themselves.	**Nursing Diagnosis:** Impaired gas exchange related to bronchospasm as evidence by dyspnea (Phelps, 2023). **Goal of Teaching:** The goal of teaching is to educate the client on how to use an inhaler and the medication in the inhaler. It is important this client learns about this	**Intervention 1:** Assess the clients previous knowledge of using an inhaler and albuterol prior to education (Phelps, 2023). **Intervention 2:** Explain to the client about the importance	**Method 1:** The first teaching method I used with this client was a handout. I highlighted the important information as well as underlined. I circled the critical information this client will need when at home. We reviewed this packet together and I printed an extra copy for the client to have.	**Discuss how the client/family received the teaching:** The client was very receptive to the information and education provided. The client understood the importance of preventing oral thrush, how to use, and what not to do when having an inhaler. This client was agreeable with the interventions and

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Barriers to effective learning: Some barriers to learning were the location. We were not in a private room area; we were in a big room separated by curtains. This client was still able to effectively listen regardless of the location, and they were alone learning this medication.

Health beliefs/values: This client is very cooperative and trusting in health care. This client is involved in their health and was provided a packet of information on inhalers and the medication in the inhaler. They are interested in bettering their condition. This client values their health and health education.

Psychosocial development: This client is in the generativity vs stagnation development level (Taylor et al., 2023). This client is 50 years old.

because they will be going home with one and will be expected to use it when needed. This client will be educated on the symptoms they will experience and when to use it. This education is important to prevent the client from further hospital visits and protect them.

of how to use the inhaler properly (Phelps, 2023).

Intervention 3: Educate the client on preventing complications and the importance of rinsing mouth out (Phelps, 2023).

Method 2: The second method I used was a discussion. This client had some previous knowledge of inhalers so that helped. It helped with knowing what to touch on the most. We discussed prevention of oral thrush, the technique behind using an inhaler, and the important reminders that can be useful. We also discussed some symptoms the client may be experiencing when they use their inhaler.

explanations. The client expressed appreciation.

Identify strengths/weaknesses of the client or family in receiving teaching: Strengths would be some of the previous knowledge this client carried. Another strength would be the clients ability to understand my teaching topics and their high level of medical literacy. This client was receptive. The client willingly took the handouts and gave me full attention to the teaching. A weakness would be the location of the teaching which is not the clients fault, but can lead to distraction.

Suggest modifications to improve teaching plan (what would have improved the plan?): If we were in a private room this teaching could have been done more extensively and we could have had more of a discussion.

Cognitive development: This client is in the formal operation stage with is identified by Jean Piaget's theory of cognitive development (Taylor et al., 2023). This client can apply information well and logically think.			

References (2) (APA):

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

Taylor, C., Lynn, P., & Bartlett, J. (2023). *Fundamentals of nursing* (10th ed.). Wolter Kluwer.