

N321 Teaching Plan and Grading Rubric

Student Name:

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>	
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<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>The patient was very attentive and willing to learn more about hypertension. I had talked to my patient in the morning tell her that I would be in later in the day to give her information about hypertension and was okay with it. She was intrigued by it because by the afternoon she was asking about what I would talking to her about with her hypertension.</p> <p>Barriers to effective learning: There was not any barrier for effective learning from the patient. The only barrier that was present was that the husband wanted to be involved. The patient's husband did not have his hearing aids; I had to talk louder for him to hear better.</p> <p>Health beliefs/values: My patient was very conscious about her health issues and valued her health. She talked about always making her follow-up appointments after hospital</p>	<p><b>Nursing Diagnosis:</b> Decreased cardiac output related to generalized weakness as evidenced by elevated blood pressure with activity (Phelps, 2023).</p> <p><b>Goal of Teaching:</b> The teaching goal I came up with was education on hypertension. I went over nutrition, exercise, and how to monitor it at home. My patient has had this diagnosis for years, but it is never a bad idea to re-educate your patient.</p>	<p><b>Intervention 1:</b> Patient will ambulate around hospital room and in hallway to help increase oxygen demand and increased venous return (Phelps, 2023).</p> <p><b>Intervention 2:</b> Educate patient about decreasing sodium intake to help reduce fluid volume and have patient come up with three ideas how she can reduce her sodium intake (Phelps, 2023).</p> <p><b>Intervention 3:</b> Educate and teach patient how to properly monitor blood pressure. Patient will be able to verbalize understanding and come up with a way to monitor blood pressure at home (Phelps, 2023).</p>	<p><b>Method 1:</b> The first teaching tool I used was a pamphlet for the patient to take home with her. Prior to going into the room, I had highlighted a few areas I thought were important to talk about. I knew my patient was on a regular diet. I decided to talk about nutrition needs and things to avoid with hypertension.</p> <p><b>Method 2:</b> The second teaching tool I used was discussion. After going through the pamphlet with the patient I had her look over it and ask any questions she may have. She did end up asking a few questions and I was able to give her an answer.</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient was able to fully understand what I was talking about and was able to ask questions afterwards. The patients' husband was trying to listen in to understand what I was saying. I had to speak a little louder than normal for him to fully hear.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> A strength was having the patient recite the information back that was provided to her and her husband was even able to ask questions about the information that I talked about. I did not notice any weaknesses.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> I should have explained</p>

visits and kept in contact with her oncologist even though she is in remission. My patient has had a extensive health history with breast cancer and liver cirrhosis. She believed that making sure you feel better with help your body heal.

**Psychosocial development:** My patient is 78 years old and she is experiencing integrity vs. despair (McLeod, 2025). She is making sense of her life and what to come from it along with what is happening in her life. Her husband did tell me that they heavy drinkers when their children went to college but soon after that is when she found out about her breast cancer and that is when both of them took control of their lives.

**Cognitive development:** My patient is alert and orient x4. She understands where she is at and why and know the year and her date of birth. She does not show any signs of confusion and was able to recite the information that I provided.

more things instead of being short with nutrition and exercise. I should have provided more examples of exercise that would be good for my patients like taking a small walk outside.

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

McLeod, S. (2025). Erik erikson's stages of psychosocial development. *Simply Psychology*. <https://www.simplypsychology.org/erik-erikson.html>

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