

Teaching Plan and Grading Rubric

Student Name: Jamie Rucker

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
<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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
APA Format <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 	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	
TOTAL				/25

Assessment of Client/Family	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation
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(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
<p>Level of motivation for learning: FC is an 83-year-old male who was calm and cooperative and appeared interested in learning.</p> <p>Barriers to effective learning: FC has some confusion and dementia which make it difficult for him to understand and remember what is being taught.</p> <p>Health beliefs/values: FC was not able to clearly answer</p> <p>Psychosocial development: FC recalled graduating high school, spending time in the military, and earning a degree from EIU in elementary education. When asked about his career as a teacher, he expressed joy and satisfaction.</p> <p>Cognitive development: FC was able to recall some things</p>	<p>Nursing Diagnosis: Knowledge deficit related to cognitive limitation as evidenced by the inability to recall having a PEG tube.</p> <p>Goal of Teaching: To make FC aware of the PEG tube, purpose of the PEG tube and how to prevent aspiration.</p>	<p>Intervention 1: Location of the PEG tube. During our initial conversation and assessment, I asked the patient if he knew why he had a feeding tube, and what the purpose of the tube was. He stated, "I didn't know I had that." I showed him where it was and explained that it was there to provide him the necessary nutrients his body needed since he was unable to eat due to difficulty swallowing.</p> <p>Goal met - When I returned to provide further education to him, I asked if he remembered where his PEG tube was. He was able to touch it and recall where it was.</p> <p>Intervention 2: I discussed the importance of keeping the head of bed at 30 degrees and remaining in an upright or slightly</p>	<p>Method 1: Discussion</p> <p>Method 2: Q & A, Teach-Back</p>	<p>Discuss how the client/family received the teaching: FC was in the room by himself until the end of the teaching. He was paid attention and seemed willing to learn. He was cooperative and was able to touch his abdomen when asked if he remembered where the PEG tube was.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: FC wants to learn and do the right things to help himself, but having confusion, and difficulty remembering will make it hard for him to remember what he was taught.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>Teaching when a family member or caregiver could be present and engaged with the education would</p>

<p>from his past but was confused and unable to remember current procedures, why he was in the hospital or that he had a PEG tube for feeding.</p>		<p>reclined position at home to help prevent aspiration. (Swearingen & Wright, 2019)</p> <p>FC nodded in understanding but did not teach-back.</p> <p>Intervention 3: I explained what aspiration is, some of the signs and symptoms of aspiration such as shortness of breath, coughing and wheezing. I discussed further problems such as infection, and pneumonia. FC was attentive and nodded that he understood but did not teach-back.</p>		<p>have improved the plan because that person would be able to remind the patient of the teaching once he returns home.</p> <p>Having printed materials with pictures about aspiration and enteral feedings so he could better understand and look at it as needed once he returns home. Capriotti (2020).</p>
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References (2) (APA): Capriotti, T. (2020). *Davis advantage for Pathophysiology: Introductory concepts and clinical perspectives*. F.A. Davis.

Swearingen, P. L., & Wright, J. D. (2019). *All-in-one nursing care planning Resource medical-surgical, Pediatric, maternity, and Psychiatric-Mental Health*. Elsevier.

