

**Teaching Plan and Grading Rubric**

**Student Name: Bailey Pierce**

<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<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>	
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<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>	

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<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> <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>	
<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>	

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<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	
<b>TOTAL</b>				<b>/25</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><b>Level of motivation for learning:</b> The patient had been taught proper handwashing the week prior but agreed to listen to additional tips on infection prevention. The patient appeared interested initially in the information being presented. Currently, the patient is hospitalized due to a neutropenic fever, which is common following chemotherapy (Capriotti, 2020)</p> <p><b>Barriers to effective learning:</b> About 30 min prior to the teaching, the patient had a central line placed that appeared to be painful. The patient was still recuperating from the procedure while the teaching was being performed and did not appear to be quite as interested in the teaching.</p> <p><b>Health beliefs/values:</b> Patient was trying to get his health back on track and had</p>	<p><b>Nursing Diagnosis:</b> Risk for infection related to neutropenia as evidence by low white blood cell values.</p> <p><b>The goal of Teaching:</b> Educate the patient on simple preventative measures to reduce the risk of infection and be aware of signs and symptoms that may indicate an infection.</p>	<p><b>Intervention 1:</b> Always keep a thermometer in the household. Call provider if the fever reaches: One hundred one degrees Fahrenheit at any point or 100.4 for longer than 1 hour. The patient understood that a fever of 100.4 or above could be indicative of an active infection. Early detection can help prevent further severity of the infection.</p> <p><b>Intervention 2:</b> Call provider right away if experiencing any of the following symptoms: -Chills, sweating -Sore throat, mouth sores -Stomach pain -Pain in the anal area -Pain/burning with urination The patient understood that these signs and symptoms are also indicators of the</p>	<p><b>Method 1:</b> Discussion. The information was presented to the patient in the form of a discussion. He was given a handout with all the information we covered today.</p> <p><b>Method 2:</b> Q &amp; A The patient was asked a series of questions following the discussion. He was able to answer many of the questions with some guidance or answered very closely to what had been presented.</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient did pretty well with receiving the teaching despite having been through midline placement 30 minutes prior. He was able to answer most of the questions closely and participated during the teaching.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> I would have liked to have been able to have done this teaching before the placement. The patient was relaxed, and I feel as though he would have retained the material better. I feel as though I was able to give him some valuable information to help prevent future infections. The handouts with the highlighted information will be good for the patient to</p>

<p>undergone chemotherapy within the last month. Prior to that, he has not been receiving treatment due to covid.</p> <p><b>Psychosocial development:</b> Age 51 generativity vs. stagnation</p> <p>Patient is believed to be in the stagnation phase. He has been dealing with his cancer for some time, is currently unemployed, and seemed to be resentful at times about being in the hospital as he had been here from almost 3 weeks. According to Erickson, stagnation refers to a feeling of failure and unfulfillment as well as feeling disconnected from society (Ricci et al., 2021).</p> <p><b>Cognitive development:</b> While the patient does have a history of cancer in the brain, he was able to actively participate in the teaching and displayed an understanding of the material presented.</p>		<p>presence of infection. By correctly identifying these symptoms, the patient will be able to seek treatment more quickly to reduce the severity of the infection hopefully.</p> <p><b>Intervention 3:</b> Tips on preventing infection: -Stay away from large crowds. -Avoid others who are sick. -Avoid eating raw meats and unwashed vegetables. -Wash hands with soap and water regularly, especially after coughing or sneezing. -When handwashing is not available, alcohol-based sanitizer should be used. -Bath daily and use lotion following to avoid skin cracking. These tips will help the patient decrease his exposure to bacteria and hopefully prevent infection. The patient understood these precautions and appeared receptive to the information. He did have some trouble recalling</p>		<p>refer to later.</p> <p><b>Suggest modifications to improve the teaching plan (what would have improved the plan?):</b> More focus on one topic than several. I tried to incorporate too much information into a small amount of time. Next time focusing on signs and symptoms, or prevention may be more beneficial for the patient.</p>
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		some of the steps but could list several other preventative methods.		
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**References (2) (APA):**

Capriotti, T. (2020). *Davis Advantage for pathophysiology: Introductory concepts and clinical perspectives* (2nd ed.). F.A. Davis.

Union Hospital. (no date). *What is Neutropenia?*  
[handout]

Ricci, S. S., Kyle, T., & Carman, S. (2021). *Maternity and pediatric nursing* (4th ed.). Wolters Kluwer.