

**Teaching Plan and Grading Rubric**

**Student Name: Anita Wilson**

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

	Goal of Teaching			
<p><b>Level of Motivation for Learning:</b> The patient's desire to learn is high. He is highly motivated and determined. This patient displays signs of engagement and fostering the motivation to learn. The patient's primary reason for learning is to return to his normal function and provide care for himself. When toileting the patient, he expressed that he never imagined himself being in this state at "this age" and dependent on others for his activity of daily living. He mentions wanting to be discharged from the hospital and get better so he can be close to his children and ex-wife. The patient has a strong urge to return to his usual way of living, which motivates him to adhere to the recommendations of professionals and learn ways to help facilitate his recovery.</p> <p><b>Barriers to Effective learning:</b> The patient does display signs of emotional barriers. The patient shows signs of a lack of self-esteem and confidence due to his decreased ability to perform his hygiene routine. He repeatedly mentions, in disappointment, how he is</p>	<p><b>Nursing Diagnosis:</b> risk for infection <b>related to</b> inadequate primary defenses, compromised circulation, site for organism invasion, chronic diseases, trauma, foley catheter, inadequate protein intake <b>as evidence by</b> break in skin integrity, skin damage, obesity, BMI of 39.2, surgery, wound vac to right abdomen, history of hypertension and leukocytosis, thrombocytopenia, lower leg edema, rib fracture, surgical incision midline of abdomen, laceration to right flank, abrasion on right leg, chest and abdomen, multiple foley insertions, decrease intake, patient stated "I just don't feel like eating"</p> <p><b>Goal of Teaching:</b> The patient will be able to verbalize three ways to reduce problems related to infection and verbalize early recognition of signs and symptoms of infection by 1200 on</p>	<p><b>Intervention 1:</b> Monitor the patient for any signs of swelling, warmth, purulent discharge, or presence of pain from wounds, injuries, catheters or drains throughout shift from 0930 to 1200 on 10/6/21.</p> <p><b>This intervention was verbalized to this patient. Both the nurse and I assessed the patient's wounds and lacerations for signs of infection. The patient was also educated on signs and symptoms indicative of an infection, such as warmth, redness, and abnormal drainage such as green or yellow discharge.</b></p> <p><b>Intervention 2:</b> Wash hands and encourage the patient to do the same throughout shift on 10/6/21 from 0930 to 1200.</p> <p><b>This intervention was verbalized to this</b></p>	<p><b>Method 1:</b> The first teaching method utilized for this patient is discussion. When first entering the patient's room, I discussed how to minimize his risk of contracting an infection and the signs and symptoms of an infection. I also provided the patient with a handout that went over the importance of handwashing, signs, and symptoms of an infection, safe food handling, covering his mouth when coughing and sneezing, increasing protein intake, and foley care and not sharing his personal items. The patient was interactive in this discussion. He nodded his head and showed signs of engagement and repressiveness to what I was educating him. This patient was able to ask any questions he had pertaining to the information being given. This patient then expressed clear understanding of the material taught to him and stated he had no further</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient's family was not present during his teaching. However, the patient was very receptive to the information being taught to him. The patient achieved the goals of the teaching objectives. He understood the material being introduced to him and the importance of reducing his risk of infection as he is at high risk. He was also able to verbalize signs and symptoms of an infection that he should monitor for.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The client's strengths and weaknesses in receiving teaching were potentially the timing of which the education was provided. The patient just got in bed from being in the chair for a period of time and verbalized he was experiencing a pain level of 4/10. He had not received his pain medication yet. Maybe he could have been active in the teaching by waiting until the patient's pain was addressed or until his pain subsided.</p>

<p>unable to care for his personal needs. This can be a barrier to effective learning because this may hold him back from fully participating in his care. Another barrier to effective learning about this patient is his current employment status. Currently, due to this patient's traumatic accident, he is not able to work or return to work at this present time. Experiencing unemployment can cause financial hardships and stress. If this patient is going through a financial problem, he might not obtain the necessary tools to learn. The patient does not display social or cultural barriers. This patient denies any language differences, learning disabilities, or discrimination. Addressing this patient's employment and emotional barriers can better help his return to an acceptable level of function.</p> <p><b>Health Beliefs/Values:</b> This patient now values his health and getting better. He states it has not always been this way. The patient admits before being hospitalized; he did not take care of himself as well as he should have. He stated he did not eat well due to his busy and chaotic work schedule. He</p>	<p>10/6/21.</p>	<p><b>patient. It was then implemented when the patient was done using the restroom. He was encouraged to wash his hand to prevent the spread of infection. He was also encouraged to dry his hands with a paper towel after he was done washing to “prevent the transfer of microorganisms” (Rozzette, 2019).</b></p> <p><b>Intervention 3:</b> Encourage nutritional intake rich in calories and protein, vitamins, and carbohydrates throughout shift from 0930 to 1200 on 10/6/21.</p> <p><b>This intervention was verbalized to this patient. The patient was educated on the importance of “an adequate number of calories [to] help the body use nutrients to build a strong immune system” (Rozzette, 2019). The patient was also given a list of foods on an informative</b></p>	<p>questions of me.</p> <p><b>Method 2:</b> The second method utilized for this patient was both teach-back and Q&amp;A. After my discussion with this patient, I then asked him to verbalize three things I said to him about reducing his risk of infection. The patient stated the importance of handwashing, covering his mouth, and foods high in protein.</p>	<p>Nonetheless, the patient was engaged in the learning but could have been more had he not been in pain. I will be sure to consider this when providing education in the future to my patients. Their pain should be addressed before doing anything that requires attention.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The strength of my teaching plan was the approach I took with the patient. It allows the patient to ask questions to ensure further understanding and feel comfortable expressing additional concerns. It allowed my patient to feel better informed about him being able to take a proactive approach to his health in hopes of returning to an appropriate level of function. A weakness of my teaching plan was maybe not including more written information and more verbal information overall. Looking back, I could have provided the patient with more written documents about reducing his risk of infection and verbalized more information</p>
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<p>states it was always just convenient and easy for him to grab fast food. He says because of this, he developed hypertension. His mindset has wholly changed. He states that being hospitalized was a significant eye-opener and allowed him to understand better the importance of cherishing his life, including taking care of himself physically.</p> <p><b>Psychosocial Development:</b>  This patient reflects on his lack of care of his health before admission. During the psychosocial development stage for Erikson’s late adulthood, “the pace of life and productivity tend to slow down, granting a person time for reflection upon their life” (Grossman, 2021b). This stage is called Integrity vs. Despair. During this stage, individuals aged 65 and older look back at there with a “feeling of satisfaction, peace, and gratitude for all that has been given and received” (Grossman, 2021b). Unfortunately, this patient does not express satisfaction due to his current health status and inability to provide personal care for himself.</p>		<p><b>paper that contained foods high in protein, such as lean meat, and fish. The patient was told the importance of protein as it helps with wound healing. Since this patient does have multiple incisions and a wound vac, education of wound healing is critical. I was also able to be present when the dietician came to this patient’s room. She reiterated what I said to the patient. The patient then verbalized that he did not feel like eating. She then explained the importance of consuming small frequent meals to help with his recovery. The patient agreed to drink an ensure for breakfast and crackers and peanut butter for lunch and a small meal of dinner.</b></p>		<p>to him. Nonetheless, the patient verbalized his understanding of the teaching.</p>
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**Cognitive Development:**

Cognitive development in late adulthood tends to consist of a decline in speed of processing information due to a “decline in brain and CNS functioning” (Grossman, 2021a). During this late stage, selective and divide attention is also common. These individuals’ ability to pay attention to more difficult task before less effective (Grossman, 2021a). This patient does not appear to have a decline in speed of processing or selective or divided attention.

### References:

Grossman, R. (2021a, January 25). *LibGuides: PSY 180 - Psychology of Aging - Textbook: Cognitive Development in Late Adulthood*.

Guides.hostos.cuny.edu. [https://guides.hostos.cuny.edu/Psychology\\_of\\_Aging/cognitive\\_development](https://guides.hostos.cuny.edu/Psychology_of_Aging/cognitive_development)

Grossman, R. (2021b, January 25). *LibGuides: PSY 180 - Psychology of Aging - Textbook: Psychosocial Development in Late Adulthood*.

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Rozzette. (2019, August 9). *Nursing Care Plan for Risk for Infection - NurseBuff*. NurseBuff. <https://www.nursebuff.com/nursing-diagnosis-for-infection/>