

Teaching Plan and Grading Rubric

Student Name: Airelle Mitchell

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>	<p>Missing 2 of the following:</p>	<p>Missing 1 of the following:</p>	<p>Includes complete</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 	<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 	<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>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

<p>APA Format</p> <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 	<p>No in-text citations present</p> <p>2 or more references are greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>1-2 APA errors</p> <p>1 reference is greater than 5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>No APA errors present</p> <p>In-text citations appropriately cited</p> <p>Reference page present and formatted properly</p>	
TOTAL				/25

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>Level of motivation for learning: She was eager to learn due to her not knowing a lot about the drug enoxaparin and not knowing how it was treating her pulmonary</p>	<p>Nursing Diagnosis: Decreased gas exchange related to positive for pulmonary embolism as evidenced by shortness of breath and retaining too much</p>	<p>Intervention 1: Medication explanation for the use of enoxaparin, which is to prevent clot formation. This was</p>	<p>Method 1: Giving her an educational handout to provide her with materials to learn about enoxaparin. This was to make it interactive, as she can read</p>	<p>Discuss how the client/family received the teaching: The client was happy that someone was able to teach her about the drug she has</p>

<p>emboli. Her way of learning and understanding my teaching was through reading.</p> <p>Barriers to effective learning: The client's barriers to learning were to not be taught early in the morning or before bedtime.</p> <p>Health beliefs/values: The client stated she was a Christian and there were no health beliefs or values that I should consider.</p> <p>Psychosocial development: Integrity versus despair stage. She has wisdom and has a sense of integrity.</p> <p>Cognitive development: Formal operational. She was theoretical, hypothetical, and had counterfactual thinking; she had logic / reasoning; context learned could be provided in another form.</p>	<p>CO2 (Swearingen & Wright, 2019).</p> <p>Goal of Teaching: The goal of teaching was to help the patient better understand why she was taking enoxaparin and how it was treating her symptoms. She was very pleased with me teaching her about this drug because she had no idea what it was or why she was taking it.</p>	<p>taught because if informed her on how it is treating her pulmonary embolism. (Hinkle & Cheever, 2018).</p> <p>Intervention 2: Preventing falls and injury due to possible bleeding. Use a soft bristle toothbrush when brushing to prevent bleeding (Hinkle & Cheever, 2018).</p> <p>Intervention 3: If a dose of the enoxaparin was missed, I explained to the client to not double dose and to take at the earliest time. The client should take the medication as directed by the physician (Hinkle & Cheever, 2018).</p>	<p>along with me in the teaching.</p> <p>Method 2: Going through each important point to make she understands and ask her if she has any questions before moving on. I also highlighted important points for her to remember on the education's handout that I provided. Then at the end asking her again if she had any questions or answers for me.</p>	<p>been receiving because she had no idea what the nurses were giving her or how it worked in the body to get rid of her pulmonary emboli.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Strengths that the client had was repeating someone of the information I said to her to make sure she understood, and she was relating it to things she's had to deal with when taking care of her own family.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I would have improved on not being so nervous and really taking more time to make sure she understood because I did talk a little fast, but I still made sure she was moving along with me and if she needed me to stop for questions.</p>
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References (2) (APA):

Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing* (14th ed). Wolters Kluwer.

Swearingen, P. L., & Wright, J.D. (2019). *All-in-one nursing care planning resource: medical surgical, pediatric, maternity, and psychiatric-mental health*. Elsevier.