

N431 Teaching Plan and Grading Rubric

Student Name:

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 (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:</p> <p>Patient is sleepy due to medications, but husband is eager to learn.</p> <p>Barriers to effective learning: English not patient's native language. This can be a language barrier; however, husband does speak fluent English.</p> <p>Health beliefs/values: No specific health beliefs. Patient's husband wants what is best for patient and has expressed this numerous times.</p> <p>Psychosocial development: Intimacy vs Isolation. In this stage, people normally struggle with finding an intimate relationship with another human, or worrying about if they will be alone for the rest of their life. In the patient's case, she is married, and has a caring husband, and</p>	<p>Nursing Diagnosis:</p> <p>Knowledge deficit related to prevention of venous thromboembolism as evidenced by strict bed rest, related to surgical excision of aneurysm of left carotid artery.</p> <p>Goal of Teaching:</p> <p>The goal of teaching is to explain deep vein thrombosis (DVT) and the reason patients in the hospital setting are at a higher risk for DVT's while in the hospital.</p>	<p>Intervention 1:</p> <p>Patient is to keep her sequential compression devices (SCDs) on her legs at all times while on bed rest.</p> <p>Intervention 2:</p> <p>Patient receiving enoxaparin injection subcutaneously once per day.</p> <p>Intervention 3:</p> <p>Patient will have a physical therapy (PT) consultation so that she can get up and start walking on 10/27/2021 at 1300.</p>	<p>Method 1:</p> <p>Ask 3/ Teach 3</p> <p>This method allows the patient and family members to ask questions regarding their healthcare stay. Patients and family members are encouraged to ask three questions regarding their plan of care and the plan of teaching. They are then taught three things regarding the plan of care. Patient's husband was able to teach the reason for the SCD placement, and the enoxaparin injection subcutaneously. He is also able to explain that his wife needed to stay on bed rest until 1300 where she would slowly work with therapy, first sitting at the edge of the bed, and later standing at the bed with a gait belt, walker with the help of therapy.</p> <p>Method 2:</p>	<p>Discuss how the client/family received the teaching:</p> <p>Husband and patient received a handout which explained DVTs and the importance of leg exercises, SCDs and prophylaxis education.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>Husband understood information given. Patient continually and spontaneously opened her eyes and closed them from time to time. Husband was encouraged to ask questions which he did ask why the provider wanted the patient on bedrest for an additional 24 hours. The explanation was that patient needed to remain on bedrest until 10/27/21 at 1300 as this is the time the patient has</p>

<p>a fourteen year old daughter.</p> <p>Cognitive development:</p> <p>Formal Operational Stage. The patient was able to use this stage to know when to present to the emergency room after her antibiotics were not treating her sore throat and pain.</p>			<p>Deep Vein Thrombosis handout. This handout is found on Elsevier which is an educational website that Carle Hospital subscribes to. This website allows healthcare staff (nurses) to print information for their patients to have in hand which explains the topic of teaching. The patient's husband was able to explain DVT's to me the importance of interventions while in the hospital. He was also able to encourage his wife, the patient, to pump her legs at least ten times in an hour while she was awake.</p>	<p>been 24 hours post operation.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>The improvement would have been if the patient would have been more alert and oriented to the teaching and the methods. The patient was previously complaining of pain to which she received fentanyl as part of her morning medications which then made her sleepy.</p>
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References (2) (APA):

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

Deep vein thrombosis. (2020, December 12). Elsevier. Retrieved October 27, 2021, from <https://www.youreducation.elsevier.com/deepveinthrombosis/>

John Hopkins Medicine. (2021). *Deep vein thrombosis (dvt)*.

<https://www.mayoclinic.org/diseases-conditions/deep-vein-thrombosis/symptoms-causes/syc-20352557>