

N431 Teaching Plan and Grading Rubric

Student Name:

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

<b>Criteria</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Comments</b>
<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>	

<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<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 was highly motivated to learn. The client was engaged and eager to learn.</p> <p><b>Barriers to effective learning:</b> No evident barriers to learning. The patient expressed their desire to get better.</p> <p><b>Health beliefs/values:</b> The patient emphasized health promotion. The patient discussed an interest in increasing their physical activity.</p> <p><b>Psychosocial development:</b> Based on Erikson's stages of psychosocial development, the client is in ego integrity vs. despair. The patient is in the final stage of psychosocial development, where they</p>	<p><b>Nursing Diagnosis:</b> Impaired gas exchange related to lung infection as evidenced by adventitious breath sounds of coarse crackles and inspiratory wheezes.</p> <p><b>Goal of Teaching:</b> The patient will understand the purpose behind the interventions and practice them. The client will report improvement in ventilation. Upon auscultation, the patient will have bronchovesicular breath sounds and maintain their saO2 above 92%</p>	<p><b>Intervention 1:</b> Raise the head of the bed above 45 degrees. Raising the head of the bed with extra pillows or sitting up in a chair allows for easier lung expansion. Sitting in an upright position allows the muscles responsible for ventilation to expand. The patient will report easy breathing during this position.</p> <p><b>Intervention 2:</b> Turn, cough, deep breath Q2H. Turning and coughing frequently help loosen and mobilize secretions in the lungs enabling easier exportation of mucus. Deep breathing supports alveoli recoil and prevents atelectasis. Older adults are at higher risk for respiratory</p>	<p><b>Method 1:</b> Discussion The patient will engage in discussion on the following interventions. The patients will discuss their concerns and feelings. They will understand the rationale behind these interventions.</p> <p><b>Method 2:</b> The patient will be given questions regarding the interventions to gauge their understandings. Answering questions will promote learning.</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient received the teaching openly and demonstrated understanding. The patient was open to discussion.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The patient was open to teaching and demonstrated understanding during discussion and Q&amp;A. The patient, however, was reported to have already been practicing the interventions.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The teaching plan would be improved if a demonstration was possible.</p>

<p>accept and positively reflect on their life.</p> <p><b>Cognitive development:</b> Based on Piaget's cognitive development, the patient is in formal operations. The patient is alert and oriented. The patient can use logical, abstract, and ideological thinking.</p>		<p>infections due to ineffective secretion clearance (Holman et al., 2019). Encouraging airway clearance leads to optimal perfusion.</p> <p><b>Intervention 3:</b> Increase fluid intake by 2L. Increasing fluid intake helps thin out secretions, enabling easier exportation (Hinkle &amp; Cheever, 2018). Increasing fluid intake decreases mucus viscosity and prevents dehydration. Increasing fluid intake will help with airway clearance and thus easier ventilation and optimal gas exchange.</p>		<p>The patient, however, was already comfortable in their chair to be moved back into bed for turning, coughing, and deep breathing exercises. The patient has also been practicing some of the interventions. Using more unique methods would be more beneficial and exciting for the teaching plan.</p>
--	--	--	--	---

**References (2) (APA):**

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

Williams & Wilkins.

Holman, H. C., Williams, D., Johnson, J., Ball, B. S., Wheless, L. K., Leehy, P., & Lemon, T. (2019). *Rn adult medical surgical nursing: Review module*. Assessment Technologies Institute.