

Teaching Plan and Grading Rubric

Student Name: Julianna Flores

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: Before this educational session, I obtained background information about this patient to determine an educational topic. I also asked her if it was a good time to educate her, to which she replied: “that would be just fine.” During the educational session, she was calm, pleasant, and willing to learn.</p> <p>Barriers to effective learning: This 81-year-old patient displayed signs of mild hearing loss, which can occur with aging. Having a hard time hearing the presented information can impair learning. However, ensuring that she has her hearing aids in place, standing in front of her, and speaking clearly can address this barrier.</p>	<p>Nursing Diagnosis: Risk for infection related to reverse colostomy as evidenced by abdominal incisions</p> <p>Goal of Teaching: Before discharge, this patient will verbalize the reason for performing hand hygiene, when to perform it, the signs/symptoms of an infected incision, and what she needs to do if these signs/symptoms occur</p>	<p>Intervention 1: Educate the patient about the reason for performing hand hygiene.</p> <p>Goal met- I informed that patient that hand hygiene helps reduce her risk of infection. I asked her why hand hygiene must be done, to which she replied: “to prevent infection.”</p> <p>Intervention 2: Educate the patient on when to perform hand hygiene</p> <p>Goal met- I informed the patient that she must perform hand hygiene before taking off her old dressings and again before touching the new dressings. I asked her when she needs to do before touching her dressings or incisions,</p>	<p>Method 1: During this educational session, I used the discussion teaching method. Discussion is an effective method for teaching patients one-on-one (Taylor et al., 2019). During this discussion, we addressed the following points: importance of hand hygiene, when to perform hand hygiene, the signs of an infected incision, and notifying her provider if these signs occur. The patient reported that understood the material, would implement it, and had no further questions for me.</p> <p>Method 2: Following our discussion, I used the question-and-answer (Q&A) technique to involve the patient in the educational session and to confirm that she understood</p>	<p>Discuss how the client/family received the teaching: This patient received the covered material well. She was pleasant and participated throughout the session. She answered all my questions correctly and thanked me for taking the time to educate her.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: This patient displayed several strengths that helped her receive the teaching. First, she indicated a willingness to learn the material (Taylor et al., 2019). Second, she possessed the cognitive ability to learn (Taylor et al., 2019). Third, she could comprehend the presented material because she is</p>

<p>Health beliefs/values: This patient values her health. She reported that she goes to the doctor every six months for a check-up. She also reported that she calls her doctor if she experiences any abnormal symptoms.</p> <p>Psychosocial development: This patient's psychosocial development was appropriate for her age. She was dressed appropriately, calm, cooperative, displayed normal affect, and spoke clearly. She appeared to have a good relationship with her husband, who was present when I asked her if she felt up to an educational session. She also has a good relationship with her children and grandchildren. She informed me following the education session that she spends most of her time with them. Having a solid support system indicates that this patient can cope with any stress she may encounter following this surgery (Hinkle & Cheever, 2018).</p> <p>Cognitive development: This patient was</p>		<p>to which she replied: “wash my hands.”</p> <p>Intervention 3: Educate the patient on the signs and symptoms of an infected incision and what to do if these occur.</p> <p>Goal met- I informed the patient that redness, swelling, warmth, pain, and abnormal drainage are the signs and symptoms of an infected incision. I also informed her that if any of these signs or symptoms develop, she must notify her provider immediately. When I asked about the signs/symptoms of infection, she answered 3/5 correctly, but I re-educated her and confirmed it was effective by asking her them again. She answered them correctly the second time.</p>	<p>the teaching (Taylor et al., 2019). I asked her what she needed to do before touching her incisions which she replied: “wash my hands.” I asked her why this is important, and she stated, “to prevent infection.” I asked her what the signs and symptoms of infection were, to which she replied: “swelling, redness, and drainage, but I forgot the other ones you said.” I restated that they were “swelling, pain, redness, warmth, and abnormal drainage.” After I said this, she repeated them back to me. Finally, I asked her what she needed to do if these symptoms developed, to which she replied: “call my doctor.”</p>	<p>highly educated (Taylor et al., 2019). Finally, she had excellent communication skills, which allowed her to participate in the discussion and Q&A, confirming that she understood the information (Taylor et al., 2019).</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>I spoke with this patient before the educational session and asked her what her preferred learning method was. She stated: “I am a visual learner.” I could have improved my teaching plan by using an image of an infected wound to discuss the signs of infection. Using a visual aid would address her learning needs and help her remember the signs/symptoms of infection.</p>
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knowledgeable about her current state of health. She was intelligent and did not display any signs of impaired memory or cognition (Hinkle & Cheever, 2018). She attended college for six years and received a master's degree and a post-graduate degree in education. She retired from teaching in 2001.				
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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.

Taylor, C., Lynn, P., & Bartlett, J. L. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Wolters Kluwer.