

N431 Teaching Plan and Grading Rubric

Student Name: Kathleen Serrano

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Missing 2 or more of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Missing 1 of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Includes complete information of all criteria: - 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
<u>Nursing Diagnosis and Goal of Teaching</u> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 2 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 1 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Includes complete information of all criteria: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	
Criteria	0 points	2.5 points	5 points	Comments
<u>Interventions</u> - Discuss 3 interventions to be included in teaching - Relate interventions to meeting the teaching goal	Missing 2 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Missing 1 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Includes complete information of all criteria: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	

Criteria	0 points	1 point	2 points	Comments
<u>Methods/Teaching Tools</u> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Missing 2 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Missing 1 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Includes complete information of all criteria: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	
Criteria	0 points	1.5 points	3 points	Comments
<u>Evaluation</u> • 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?)	Missing 2 or more of the following: • 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?)	Missing 1 of the following: • 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?)	Includes complete information of all criteria: • 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 • 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)
Level of motivation for learning: The patient was compliant and motivated for teaching. She was involved in care throughout the day and actively wanted to participate and to be kept informed. Barriers to effective learning: The most significant barrier to learning was that the patient did not have her glasses, which greatly decreased her ability to see. She stated that she could see me, but only as a blurry figure. The patient stated she can barely see her hands clearly. The patient has no other assistive devices. Health beliefs/values: The patient believed her current level of care at her home was satisfactory and that no other assistance is necessary for her. The patient	Nursing Diagnosis: At risk for inability to maintain airway related to laparoscopic appendectomy as evidenced by anesthesia administration and intubation during the procedure. Goal of Teaching: The goal of teaching is to discuss the risks of the patient being unable to maintain her own airway. The patient airway should always be protected especially when the patient is unable to do so. Also, it is important to discuss the risk of respiratory distress caused by anesthesia and then intubation. Providing education about turning, coughing, and deep breathing can help in maintaining and protecting the patient's airway.	Intervention 1: Introduce the patient to the use of turning to prevent respiratory issues such as respiratory distress, pneumonia, injury to throat, dysphagia, and aspiration (Capriotti, 2020). Teach the client, if permitted by the surgeon, to bend the knees and place both feet firmly on the bed (Hinkle & Cheever, 2018). Then, roll onto one side and keep the body in a straight line (Hinkle & Cheever, 2018). Hold onto the bed rail to aid in completely turning (Hinkle & Cheever, 2018). Intervention 2: Teaching the patient to cough properly is beneficial to help clear the airway and protect	Method 1: The patient learns best through verbal communication and instruction. The patient was cooperative and attentive during all instructions and oral communication. Method 2: The patient demonstrated comprehension through the teach back method for proper coughing technique. The patient easily coughed firmly while lying on her back and expectorated some mucous. The patient easily taught back the coughing technique.	Discuss how the client/family received the teaching: The patient received the education adequately. The education was a simple discussion between giving information and having the patient ask questions. The patient was informed thoroughly about turning, coughing, and deep breathing techniques. Identify strengths/weaknesses of the client or family in receiving teaching: A weakness was that the patient's maternal grandparents were not present. The patient's maternal grandmother is the POA. Having the grandmother would have been more beneficial to the patient with education and discharge planning back to the client's home.

reports living alone. Over the last few years, the patient's vision has gradually worsened, and she needs her glasses constantly. However, the patient reports forgetting her glasses at home or not wearing them quite often. She came from home and wishes to return home to care for herself upon discharge. Psychosocial development: At age 19, the patient is in the identity vs. confusion psychosocial level. She is a single female, who lives alone in her own home. The patient reports having a close relationship with maternal grandparents as her grandparents adopted her. Cognitive development: The patient is in the formal operational stage. The patient is alert to person, place, time, and situation, A&O x 4. The challenge for the patient was being unable to see well due to not having her prescription glasses. Introducing myself and others was vital to not confuse or overwhelm the patient. Informing the patient when leaving the room is		the airway from issues such as pneumonia, respiratory distress, and aspiration. Coughing also helps with airway clearance. While lying supine, firmly support the laparoscopic incision firmly with hands or a small before coughing. Breathe in deeply and cough firmly. If mucous is expectorated, use a tissue to clear it. Intervention 3: Educate the patient on deep breathing techniques to enhance respiratory function and to help maintain a patent airway. Breathe in deeply through nose using your diaphragm, for about three to five seconds. Then breathe out slowly and completely through pursed lips. Rest and then repeat deep breathing at least ten times per hour.		Suggest modifications to improve teaching plan (what would have improved the plan?): Family involvement would be a necessary modification to benefit the patient and help with recalling the education provided prior to discharge. Having the family as support can increase the patient's compliance and strict adherence to education and care information.
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important too (Hinkle & Cheever, 2018).				
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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.

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