

Teaching Plan and Grading Rubric

Student Name: Kenny Johnson

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
<u>Methods/Teaching Tools</u> <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
<u>Evaluation</u> <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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: Patient demonstrates motivation to learn through lack of pain, verbal agreement to want to learn, and sitting up in bed.</p> <p>Barriers to effective learning: Coughing fits, dyspnea, and lack of higher health education.</p> <p>Health beliefs/values: Believes healthcare helps people who are sick and wants the best for patients.</p> <p>Psychosocial development: The patient is in the intimacy vs. isolation stage of psychosocial development. She is single and in the hospital by herself. She was swiping on Tinder the last time I checked on her before providing</p>	<p>Nursing Diagnosis: Impaired gas exchange related to Cystic Fibrosis as evidenced by bronchitis diagnosed via chest CT, Rhinovirus infection and MRSA diagnosed via sputum culture, and chief complain of dyspnea and chest tightness.</p> <p>Goal of Teaching: The patient verbally shows an understanding of interventions that will help with her impaired gas exchange related to Cystic Fibrosis and will use the three techniques taught to keep her airway clear of secretions, blow off extra CO₂, strengthen her lungs, and decrease the amount of work that it takes for her to take deep breaths in.</p>	<p>Intervention 1: Pursed Lip breathing will help the patient blow off extra carbon dioxide while increasing oxygenation. The patient will take a deep breath in, and then slowly exhale with pursed lips while blowing (Cleveland Clinic, 2018).</p> <p>Intervention 2: Incentive spirometer will help the patient exercise their lungs to prevent atelectasis and increase gas exchange by strengthening the lungs to enable deep breathing and expansion. To use an incentive spirometer, the patient will first sit upright in bed or a chair. They will then put their mouth to the mouthpiece, and inhale slowly as deeply as</p>	<p>Method 1: Discussion</p> <p>Method 2: Teach-back</p>	<p>Discuss how the client/family received the teaching: The client was appreciative of the teaching and will use the techniques that were taught to help keep her airway free of secretions</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Major strengths are that these interventions can help the patient's quality of breathing immediately. The only downside is that if she forgets, she doesn't have a sheet that explains the interventions.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): To improve teaching, I will give handout sheets on the interventions for her to</p>

<p>teaching.</p> <p>Cognitive development: The patient is 24 years of age and in the formal operational stage of cognitive development. She has obtained high school and associates degrees. The patient is AOx3 and is ready to learn.</p>		<p>they can. This will cause the piston in the spirometer to rise. The patient has a specific number for the piston to rise to, but will want the piston to rise as much as possible (Memorial Sloan Kettering Cancer Center, 2019).</p> <p>Intervention 3: Tripod position with coughing forces the diaphragm down and forward which reduces the work of breathing by stabilizing the chest while coughing helps get the secretions out of the lungs which prevents further infection. To position in the tripod position, the patient should lean sit upright, move their arms forward and lean their body forward at angle of 45 degrees, and take slow deep breaths while using the diaphragm to breathe (Zimlich, 2021).</p>		<p>reference if she forgets any portion of the teaching. Not having to wear all the PPE would also have helped with non-verbal communication during teaching.</p>
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References (2) (APA):

Approved 8/18/2021

Cleveland Clinic. (2018, September 14). *Pursed Lip breathing*. Retrieved November 18, 2021, from <https://my.clevelandclinic.org/health/articles/9443-pursed-lip-breathing#:~:text=To%20practice%20pursed%20lip%20breathing,to%20control%20shortness%20of%20breath.>

Memorial Sloan Kettering Cancer Center. (2019, June 27). *How to use your incentive spirometer*. Retrieved November 18, 2021, from <https://www.mskcc.org/cancer-care/patient-education/how-use-your-incentive-spirometer>.

Zimlich, R. (2021, October 29). *How to use the tripod position to help COPD*. Healthline. Retrieved November 18, 2021, from [https://www.healthline.com/health/copd/tripod-position-copd#:~:text=Lean%20forward%2C%20using%20your%20arms,belly%20\(diaphragm\)%20to%20breath.](https://www.healthline.com/health/copd/tripod-position-copd#:~:text=Lean%20forward%2C%20using%20your%20arms,belly%20(diaphragm)%20to%20breath.)