

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: The patient was very receptive to the information presented to her. She was very pleasant and willing to learn. She remained attentive and alert during patient teaching.</p> <p>Barriers to effective learning: There were no barriers to learning for this patient. She had prior knowledge of hand hygiene considering her previous occupation of being a food preparer. She was alert and oriented x4 with no signs of developmental delays or an altered level of consciousness.</p> <p>Health beliefs/values: This patient had a high belief and value for cleanliness. From her previous occupation, she understood the importance of proper handwashing and infection</p>	<p>Nursing Diagnosis: Impaired breathing pattern related to decreased oxygen perfusion as evidenced by the patient’s current diagnosis of COVID-19.</p> <p>Goal of Teaching: The goal of the teaching is to promote infection control through proper hand washing technique. The patient will also receive teaching on proper oxygen use, storage, handling, and safe practices. For proper oxygen use, the patient will use an “oxygen in use” sign which will be provided by the company delivering her oxygen. The patient will not use wool or smoke near or around while her oxygen is in use. She, including friends and family members, will not adjust her oxygen settings prescribed by her provider. If the patient feels she is having trouble breathing, she will contact her provider for immediate instructions.</p>	<p>Intervention 1: Maintain respiratory isolation. The patient will maintain respiratory isolation for the duration of her hospital stay. This will support prevention of the spread of COVID-19.</p> <p>Intervention 2: Educate patient on transmission and prevention of infection. Providing proper education prevents the spread of infection and increases the likelihood the patient will not have recurrent infections. She will have the knowledge to protect herself and others.</p> <p>Intervention 3: Enforce strict hand hygiene prior and post-discharge.</p>	<p>Method 1: The first method of teaching was getting an understanding of the patient’s current knowledge of hand hygiene, infection prevention, and proper oxygen use. This was done by asking the patient if she knew how to properly wash her hands and handle her oxygen post-discharge.</p> <p>Method 2: The second method included a simple discussion of oxygen safety in the home, patient education while oxygen is in use, and education related to family members or friends who may enter the home.</p>	<p>Discuss how the client/family received the teaching: The patient received the education presented exceptionally well. She was very attentive and involved in the conversation. While teaching, she demonstrated proper hand washing technique and verbalized ways to prevent the spread of infection.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient exhibited many strengths during patient education. She remained attentive and cooperative for the duration of the session. A possible weakness of the client was when she verbalized possible education was not needed for family members or friends. She stated no one comes to her home, so</p>

<p>control. She wanted to get well, so making sure she used her oxygen properly was of great importance. She did not want to be on oxygen long-term, so she received patient education readily.</p> <p>Psychosocial development: The patient's psychosocial developmental stage was generativity vs. stagnation (Orenstein & Lewis, 2020). This stage can be defined as a person engaging with the next generation through parenting, guidance, or teaching (Orenstein & Lewis, 2020).</p> <p>Cognitive development: The patient's cognitive developmental stage was the formal operational stage (Malik & Marwaha, 2021). This stage can be defined as a person being able to think logically in a systematic way, think abstractly, and apply multiple logics (Malik & Marwaha, 2021).</p>	<p>For infection prevention, the patient understands she will use proper hand hygiene as often as possible. She will use warm soap and water while gently scrubbing her hands for 20 seconds. She will keep her living areas clean using disinfectant spray or other safe household cleaning products. If the patient is in the public, she will use a mask while remaining 6ft apart from others.</p>	<p>Hand hygiene is the most important way to prevent the spread of infection. Ensuring the patient has the education needed for proper hand hygiene will prevent the spread of infection and reduce infectious agents around the patient.</p>		<p>there was no need to education anyone on proper oxygen use.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I believe this teaching plan was great. The patient had prior knowledge of the topics presented and interacted very well during the teaching session. She received the information happily and acknowledged her agreement to the teaching plan post-discharge.</p>
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References (2) (APA):

Malik, F. & Marwaha, R. (2021). Cognitive development. *StatPearls*.

Orenstein, G.A. & Lewis, L. (2020). Erikson stages of psychosocial development. *StatPearls*.