

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:</p> <p>The patient is motivated to learn how to obtain a healthier diet. He stated he has been in and out of the hospital since last May and would like to do what it takes to prevent another COPD exacerbation. The patient also engaged in learning and was actively listening. Understanding the motivation to learn of the patient or family members helps us to determine what is important to them and helps them to become engaged (McCarron et al., 2019).</p> <p>Barriers to effective learning:</p> <p>This patient has anxiety and takes medication for it, but the hospital setting can make a person more anxious than usual. When experiencing anxiety, it may make his education overwhelming. Therefore, the type of</p>	<p>Nursing Diagnosis:</p> <p>Imbalanced nutrition related to dyspnea as evidence by loss of muscle mass and poor muscle tone (Olalekan et al., 2020).</p> <p>Goal of Teaching:</p> <p>The goal of teaching this patient is to ensure he consumes a diet that will help him breathe easier and improve his quality of life.</p>	<p>Intervention 1:</p> <p>Determine informational needs of the client and family (Olalekan et al., 2020). Doing this can help guide the direction of the education.</p> <p>Intervention 2:</p> <p>Assess dietary habits. Note the difficulty with eating and evaluate weight body size. This assessment is important because patients who have dyspnea and sputum production can experience respiratory distress while eating (Olalekan et al., 2020). Many COPD patients also experience some degree of malnutrition and are thin with wasted musculature (Olalekan et al., 2020).</p>	<p>Method 1:</p> <p>The first method of teaching will be discussion. It is important to understand what the patient is currently eating, what foods they are interested in, and how difficult it is for them to eat a meal.</p> <p>Method 2:</p> <p>The second method of teaching will be interactive. Interactive techniques can promote participation and actively engage the listener (Verma et al., 2021). The patient can look at the educational flyer provided to him with pictures of the types of foods he can eat and why they're important.</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient achieved the goals of the teaching objectives. He showed an understanding of what foods benefit his health.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>Initiating an open discussion with the patient and being interactive was the strength of the teaching. It allowed the patient to feel open to ask questions. A weakness would be, not being able follow up with the patient on switching to the beneficial diet.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p>

<p>teaching that is used for this patient is important. The discussion method of learning is important to get a general understanding of what's important to the patient. Interactive teaching can help with learning by looking at pictures of the type of food he can eat as well.</p> <p>Health beliefs/values:</p> <p>This patient is Catholic and uses prayer as a coping mechanism. His daughter is also important to him, and he lives with her therefore It would be beneficial for her to be a part of the education as well.</p> <p>Psychosocial development:</p> <p>This objective is for the patient to buy and pick out his own groceries and understand why what he picks out is essential to his health. He will be able to obtain foods to benefit his health by planning ahead with a grocery list. The patient stated that he and his daughter will go to the store together and try out the new diet.</p> <p>Cognitive development:</p>		<p>Intervention 3:</p> <p>Encourage a rest period of one hour before and after meals. This intervention can help reduce fatigue during mealtime and provide an opportunity to increase caloric intake (Olalekan et al., 2020).</p>		<p>The teaching plan could have improved by having the daughter present at bedside. The patient's daughter is an essential part in his care because he lives with her and she looks after him.</p>
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<p>The objective is for the patient to understand and apply the information taught to him about eating a diet that is beneficial to him. The patient verbalized understanding of all the information presented to him. When responding to me he stated the types of food that looked best to him, and he was willing to make the change. When he replied with the foods that looked best to him it showed me that he took in the information.</p>				
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References (2) (APA):

McCarron, T. L., Noseworthy, T., Moffat, K., Wilkinson, G., Zelinsky, S., White, D., Hassay, D., Lorenzetti, D. L., & Marlett, N. J. (2019). Understanding the motivations of patients: A Co designed project to understand the factors behind patient engagement. *Health Expectations*, 22(4), 709–720. <https://doi.org/10.1111/hex.12942>

Verma, A., Patyal, A., Meena, J., Mathur, M., & Mathur, N. (2021). Interactive teaching in medical education: Experiences and barriers. *Adesh University Journal of Medical Sciences & Research*, 3, 69–73. https://doi.org/10.25259/aujmsr_13_2021

Olalekan, S., Onyegasi, M., & Parmar, M. (2020, December 8). *7 chronic obstructive pulmonary disease (COPD) nursing care plans*. Nurseslabs. Retrieved February 7, 2022, from <https://nurseslabs.com/chronic-obstructive-pulmonary-disease-copd-nursing-care-plans/4/>