

Teaching Plan and Grading Rubric

Student Name: Richard Kumpi

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>Methods/Teaching Tools</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>Evaluation</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 motivated and excited to learn the content presented to her. She accepted the teaching with enthusiasm.</p> <p>Barriers to effective learning: This patient is an English speaker and has no language barriers to learning new knowledge. She is educated, she has a High school diploma. The environment was appropriate for teaching and conducive to facilitating understanding. However, the patient was in pain.</p> <p>Health beliefs/values: The patient believes that she is susceptible to more severe health problem with severe consequences. Thus, she outweighs the benefits of changing behavior to</p>	<p>Nursing Diagnosis: Acute pain related to sickling with localized stasis, occlusion, and infarction as evidenced by patient experiencing more generalized pain.</p> <p>Goal of Teaching: the goal is to teach this patient about mechanisms of preventing triggers of pain episodes and how to relieve symptoms and prevent complications of sickle cell crisis.</p>	<p>Intervention 1: Maintain adequate fluid intake throughout the day. Dehydration increases vaso-occlusion while drinking sufficient fluid promotes healthy blood flow and reduces episodes of RBCs sickling and sticking together (Hinkle & Cheever, 2018).</p> <p>Intervention 2: Apply moist and warm compresses to the painful joints and other areas; avoid using ice or cold compresses to those affected areas. Warm compresses promote vasodilation and blood circulation through the body (Hinkle & Cheever, 2018).</p> <p>Intervention 3: Engage in relaxation</p>	<p>Method 1: Discussion</p> <p>Method 2: Teach-Back</p>	<p>Discuss how the client/family received the teaching: The patient welcomed the teaching as she seemed to understand the actions she has to take to prevent or to alleviate symptoms of sickle cell crisis.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient was able to teach back the information presented to her. Patient was experiencing pain during my teaching, which may cause some issues in understanding the teaching. In addition, the patient became uncompliant and wanted to leave the hospital against medical advice.</p>

<p>prevent the problem.</p> <p>Psychosocial development: This patient is at intimacy vs. isolation stage of development in which stage the patient is challenged and expected to build closer relationships with others. This patient has built solid friendship with others.</p> <p>Cognitive development: The patient is at formal operational stage in which she can think creatively, use abstract reasoning and weigh the outcome of her actions. The client is able to understand, remember, and apply the information taught to her.</p>		<p>techniques, meditation, yoga, progressive relaxation techniques, guided imagery, distraction techniques, and breathing techniques. These cognitive behaviors to manage pain may reduce reliance on the pharmacological approach of pain control. They also enhance the patient's sense of control (Swearingen & Wright, 2019).</p>		<p>Suggest modifications to improve teaching plan (what would have improved the plan?): Associating the patient's family members in the teaching. In addition, finding a time when patient is more comfortable, and pain is under control.</p>
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References (2) (APA):

Swearingen, P. L., & Wright, J. D. (2019). *All-in-one nursing care planning resource:*

medical-surgical, pediatric, maternity, and psychiatric-mental health (5th). St. Louis, MO: Elsevier.

Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of Medical Surgical Nursing* (14th). Wolters Kluwer.