

Teaching Plan and Grading Rubric

Student Name: Lindsay Cox

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: This 53-year-old Caucasian female did not seem very motivated in learning. The patient was in an immense amount of pain but was willing to let me teach her about oxygen safety. The daughter was eager to learn and proactive in wanting to care for her mother.</p> <p>Barriers to effective learning: The only barrier to effective learning that I could identify was the patient being in so much pain that she could not focus on anything else. The patient could not fully understand the information presented, but learning was not her top priority at the moment.</p> <p>Health beliefs/values: The patient did not have any</p>	<p>Nursing Diagnosis: Deficient knowledge related to information misinterpretation as evidenced by lighting a cigarette while using supplemental oxygen.</p> <p>Goal of Teaching: Teaching aims to provide sufficient information to help the patient prevent injuries from oxygen misuse. At the end of the discussion, the patient should correctly perform the necessary procedures regarding oxygen safety and explain reasons for actions (Capriotti, 2020).</p>	<p>Intervention 1: Review condition, prognosis, and future expectations.</p> <p>Intervention 2: Inform the patient that oxygen equipment should stay at least 5 feet away from an intense heat or open flame, including lighting a cigarette (Cheever & Hinkle, 2020).</p> <p>Intervention 3: Have patient repeat the proper use of supplemental oxygen precautions.</p>	<p>Method 1: The first method used was discussion. I spoke with the patient about the importance of oxygen safety. The patient understood all the material taught.</p> <p>Method 2: The second method used was teach-back. I demonstrated the appropriate distance to keep heat producing objects. The patient was able to verbalize and gesture the distance, but she did not get out of bed.</p>	<p>Discuss how the client/family received the teaching: The patient and her daughter received the information well. The daughter was knowledgeable and genuinely concerned for the safety of her mother.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: My strength was providing sufficient information for oxygen safety. I presented a professional and informative teaching plan. My weakness was conducting the teaching while my patient was in immense pain. The patient complained of pain that rated a 9 out of 10 on the numeric scale, even after receiving her prescribed pain medication.</p>

health beliefs or values that she wanted to share, and her daughter did most, if not all, of the talking. It appeared that the patient valued family. She spoke of how losing her daughter's father to cirrhosis deeply affected her and stated that she uses "marijuana to cope."

Psychosocial development:

The patient's psychosocial development was appropriate for her age. She was pleasant and compliant. It took her a while to feel comfortable enough to open up. She appeared to be very dependent on her home-schooled daughter.

Cognitive development:

The patient's cognitive development was appropriate for her age. She was awake, alert, and oriented to person, place, and time.

Suggest modifications to improve teaching plan (what would have improved the plan?):

To enhance my future teaching plans, I will do better at finding an appropriate time to conduct my teaching that is more conducive to learning and not while the patient is in pain.

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References (2) (APA):

1. Capriotti, T. (2020). *Davis advantage for pathophysiology: Introductory concepts and clinical perspectives* (2nd ed). F.A. Davis Company.
2. Cheever, K. H., & Hinkle, J. L. (2020). *Brunner and Suddarth's textbook of medical-surgical nursing* (14th ed.). Wolters Kluwer.