

N321 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>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	
Criteria	0 points	2.5 points	5 points	
Evaluation of Teaching Presentation <ul style="list-style-type: none"> Introduction of content Patient put at ease Eye contact Clear speech and organized presentation Environment conducive to learning Family included (if applicable) Accuracy of information Validation of learning status Use of teaching aids Appropriate non-verbal body language 	Missing 2 or more of the following criteria: <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	Missing 1 of the following criteria: <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	Includes all criteria: <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	
TOTAL				/30

A 38-year-old female was brought to the emergency department on 2/21/22 for shortness of breath. The patient is divorced and unemployed. She has been continually in and out of the hospital for 8 years now for various health issues. The patient has a history of COPD, Asthma, obstructive sleep apnea, GERD, pulmonary embolism, pulmonary vascular congestion, and acute renal failure. She is allergic to cat dandruff, dog dandruff, grass pollen, house dust, and molds. She is currently a smoker, with 10 packs a week, but does not drink or use drugs. The patient was admitted to the hospital later that same day, and was diagnosed with acute respiratory failure with hypoxia.

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>I explained to the patient what acute respiratory failure (ARF) is, common signs and symptoms, how ARF is diagnosed, how ARF is treated, and when to contact help. After explaining the teaching, the client will have a better understanding of her diagnosis and will be able to recognize signs/ symptoms for the future and when it is important to seek medical treatment.</p> <p>The patient was mostly motivated to learn. She seemed willing to learn more about her medical diagnosis. She used eye contact and read along with me in the information pack</p>	<p>Nursing Diagnosis 1:</p> <p>Impaired gas exchange related to shortness of breath, hypoxia, and chest pain as evidence by the use of a nasal canula prior to discharge, results of a chest X-ray, and oxygen saturation under 95% on room air (NANDA <i>International Nursing Diagnosis List 2020 – 2021</i>, 2020).</p> <p>Nursing diagnosis 2:</p> <p>Knowledge deficit related to abuse of toxic substance, such as smoking, as evidence by the patient doesn't show interest/ verbalize in wanting to quit smoking (NANDA <i>International</i></p>	<p>Intervention 1:</p> <p>Encourage the patient to use an incentive spirometer every 1-2 hours, while monitoring for proper usage.</p> <p>Intervention 2:</p> <p>Educate the patient on and encourage deep breathing techniques</p> <p>Intervention 3:</p> <p>Assess the patient's vitals and ABGs. Watch for respiratory rate and depth. Auscultate the lungs and monitor for abnormal breath</p>	<p>Method 1:</p> <p>I printed out a packet on acute respiratory failure in adults, and highlighted sections that are important/ apply to her. I gave her the packet to follow along with me as I talked about it and to take home with her so she can reference to it, as she needs to. This method allows for the patient to use two senses while being taught (hearing and seeing), as well as giving them a reference to look at if they forget information or want to learn more about their diagnosis.</p> <p>Method 2:</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client seemed willing to listen to what I had to say as she followed along on the paper, nodding her head for sign of understanding, and made little remarks as we went along. The patient was especially willing to learn about to where to get the proper size compression socks from, but did mention that they were expensive, which could indicate that she might not follow through with teaching. She was willing to listen about the necessity for the cessation of smoking, however, showed no interest (no</p>

<p>I gave her. However, she also seemed anxious to leave, as she was getting discharged, so this hindered her motivation to learn a bit.</p> <p>Barriers to effective learning:</p> <ul style="list-style-type: none"> • Patient was about to get discharged, so she seemed to be more focused on leaving than wanting to learn. • Financial burden – the patient mentioned compression socks were too expensive. This will prevent her from buying the proper equipment she needs, especially if she is unemployed. • She can be struggling mentally, as she is divorced. She might not have adequate support at home like she needs. <p>Health beliefs/values:</p> <p>The patient recognizes the seriousness of her diagnosis</p>	<p><i>Nursing Diagnosis List 2020 – 2021, 2020).</i></p> <p>Nursing Diagnosis 3: Risk for activity intolerance related to imbalance between oxygen supply/demand, as evidence by shortness of breath and chest pain (<i>NANDA International Nursing Diagnosis List 2020 – 2021, 2020</i>).</p> <p>Goal of Teaching: The patient to have an accurate understanding of what acute respiratory failure is, the importance of quitting smoking, the importance on how to manage acute respiratory failure related to activity impairment, and when to seek help from ARF.</p>	<p>sounds.</p> <hr/> <p>Intervention 1: Educate the patient on the dangers of smoking and how it relates to acute respiratory failure</p> <p>Intervention 2: Provide necessary pamphlets/ information packets provided by the hospital for references.</p> <p>Intervention 3: Educate patient on places to seek help to quit smoking</p> <hr/> <p>Intervention 1: Check vital signs before and immediately after activity, to monitor O2 saturation.</p> <p>Intervention 2: Assist patient with ROM exercises to ensure adequate movement of the extremities</p> <p>Intervention 3: Assess for the need of ambulatory aids, such</p>	<p>I asked her questions, such as to have her explain what she thought acute respiratory failure was, if she knew how to acquire a medical alert bracelet, and where to get proper size compression socks from (<i>Acute Respiratory Failure, Adult, 2020</i>). I also asked if she had any questions after the teaching. This method will generate interaction between patient and nurse, which enforces comprehension.</p>	<p>indication of affirmation was shown – she kept quite during this section) or verbalized in wanting to do so. The patient was also about to get discharged , so she seemed anxious to get home, and maybe was just listening , rather than comprehending what was being said. The family was not present for this teaching.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>STRENGTHS:</p> <ul style="list-style-type: none"> • The patient followed along on the packet as I talked about her diagnosis • The patient was using affirmative body languages, such as nodding her head, while I taught her which signifies understanding and listening <p>WEAKNESSES:</p> <ul style="list-style-type: none"> • Patient was distracted by
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<p>and that there are modifiable risk factors in getting better, such as cessation of smoking and getting compression socks. But due to the lack of verbalizing/confirming that she would like to stop smoking, and mentioning that compression socks are too expensive, the likelihood of this patient making changed in her lifestyle is slim.</p> <p>Psychosocial development:</p> <p>Mentally, this patient seemed stable with no abnormal observations noted. She appeared to be focused more about activities that make her happy in life, and not care about the consequences so much. According to Erikson’s psychosocial stages of development, she should fall into the category of ‘intimacy vs. stagnation’ (Orenstein & Lewis, 2020.)I believe that her development aligns with this stage due to continual sickness, being divorced, and being unemployed. She continually has to rely on other to help her out</p>		<p>as a mobile oxygen tank, to improve movement function.</p>		<p>wanting to be discharged</p> <ul style="list-style-type: none"> • The patient did not show affirmation to wanting to quit smoking • The patient could have been focused on finances, especially with being unemployed. <p>*The family was not present for teaching</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>I should have written down on the packet that I gave her what places/ addresses for the patient located around her (near Mattoon, Il) for places that sell compression socks in her size (shoe stores), that way it is easier for the patient to access that information – making her more willing to follow through. I also should have asked her if she as able to afford (insurance/ financially</p>
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emotionally and physically.

Cognitive development:

According to Jean Piaget’s stages of cognitive development, this patient, due to her age, should fall into the category of ‘formal operational stage’ (Malik & Marwaha, 2020). Here the patient should be able to have theoretical, hypothetical, and counterfactual thinking, as well as abstract logic and reasoning. This developmental stage can be observed as accurate by the patient being able to give me her definition of ARF, understanding the consequences of smoking and making a decision on whether to keep smoking or not based on that knowledge, and making plans to better her medical state, such as following up with her doctor within 48 hours.

stable – she is unemployed) options like compressions socks, as she mentioned they were expensive. If she couldn’t I should have contacted case management to see if they can help to find cheaper options/ a insurance for the patient.

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References (2) (APA):

Acute Respiratory Failure, Adult. (2020, December 4). Elsevier.health. <https://elsevier.health/en-US/preview/acute-respiratory-failure>

Malik, F., & Marwaha, R. (2020). *Cognitive Development.* PubMed; StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK537095/>

NANDA International Nursing Diagnosis List 2020 – 2021. (2020, January 24). Public Health. <https://www.publichealth.com.ng/nanda-international-nursing-diagnosis-list-2020-2021/>

Orenstein, G. A., & Lewis, L. (2020, November 22). *Eriksons Stages of Psychosocial Development.* PubMed; StatPearls Publishing.

<https://www.ncbi.nlm.nih.gov/books/NBK556096/>