

N431 Teaching Plan and Grading Rubric

Student Name: Caite Blakeney

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 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> Use 2 appropriate 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> Use 2 appropriate 	<p>Includes complete</p>	

<p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive 	<p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive 	<p>teaching methods to deliver teaching</p> <ul style="list-style-type: none"> Consider the following teaching methods: <ul style="list-style-type: none"> Discussion Q&A Teach-Back Interactive 	<p>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
<p><u>APA Format</u></p> <ul style="list-style-type: none"> Appropriate APA in-text citations and listed all 	<p>No in-text citations present</p> <p>2 or more references are</p>	<p>1-2 APA errors</p> <p>1 reference is greater than</p>	<p>No APA errors present</p> <p>In-text citations</p>	

<p>appropriate references in APA format</p> <ul style="list-style-type: none"> 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 	<p>greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>appropriately cited</p> <p>Reference page present and formatted properly</p>	
Criteria	0 points	2.5 points	5 points	
<p><u>Evaluation of Teaching Presentation</u></p> <p>Introduction of content The patient put at ease Eye contact Clear speech and organized presentation An environment conducive to learning The family included (if applicable) Accuracy of information Validation of learning status Use of teaching aids Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <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 	<p>Missing 1 of the following criteria:</p> <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 	<p>Includes all criteria:</p> <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				/0

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 fully motivated and willing to listen and participate in my teaching for her inhaler.</p>	<p>Nursing Diagnosis: Ineffective airway related to COPD as evidenced by the patient being short of breath.</p>	<p>Intervention 1: Why the inhaler is used. (verbally)</p>	<p>Method 1: I was able to tell the patient why the inhaler was used verbally, and she understood and repeated it back to me.</p>	<p>Discuss how the client/family received the teaching: The patient understood that the medication fluticasone</p>

<p>Barriers to effective learning: The patient was in a lot of pain, so it was difficult for her to listen to what I was teaching.</p> <p>Health beliefs/values: The patient believes and understands that it is essential to listen to her healthcare provider and take her medication as directed. She also understands that she has the right to refuse her drugs if she chooses.</p> <p>Psychosocial development:</p> <p>Age: 74 Ego Integrity vs. Despair During the integrity versus despair stage, people reflect back on the life they have lived and come away with either a sense of fulfillment from a life well lived or a sense of regret and despair over a life misspent (Westerhof et al., 2017).</p>	<p>Goal of Teaching: The patient was able to tell me how to use her inhaler correctly; she understood what the medication was for and when she needed to take it.</p>	<p>Intervention 2: How the inhaler is used (demonstration)</p> <p>Intervention 3: Adverse Effects of the inhaler/medication.</p>	<p>Method 2: Very few questions were asked to the patient. The patient asked few questions she was in much pain to learn about her inhaler. However, I demonstrated to the patient how to use the inhaler, and she showed me how to use the inhaler correctly. I also gave the patient a handout on using the inhaler correctly. (Prescription medicine, 2021)</p>	<p>furoate is to be taken 1x a day for her COPD and Acute pulmonary edema. (Vestbo J, 2021)</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient tolerated using the inhaler; however, with her pain in her side, she might have trouble inhaling the medication through the inhaler and holding it.</p> <p>Suggest modifications to improve the teaching plan (what would have enhanced the program?): A suggestion could be that we should show her daughters or husband how to use the inhaler just in case the patient forgets.</p>
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The patient is an older adult who is well educated and has the support of her daughters and husband. She has enjoyed the life that she has lived however she is disappointed to be at the hospital so much lately. She made the comment “No one wants to live like this”.

Cognitive development: The patient was alert and oriented x4 to person, place, and time. The patient understood the use of her inhaler during the teaching and understood the paper that were given to her on how to use the inhaler.

References (2) (APA):

Prescription medicine. BREO ELLIPTA (fluticasone furoate and vilanterol). (n.d.). Retrieved March 31, 2022, from <https://www.mybreo.com/>

Vestbo J; Leather D; Diar Bakerly N; New J; Gibson JM; McCorkindale S; Collier S; Crawford J; Frith L; Harvey C; Svedsater H; Woodcock A; (n.d.).

Effectiveness of fluticasone furoate-vilanterol for COPD in clinical practice. The New England journal of medicine. Retrieved March 31, 2022,

from <https://pubmed.ncbi.nlm.nih.gov/27593504/>

Westerhof, G. J., Bohlmeijer, E. T., & McAdams, D. P. (2017, October 6). *Relation of ego integrity and despair to personality traits and mental health*.

OUP Academic. Retrieved March 31, 2022, from <https://academic.oup.com/psychsocgerontology/article/72/3/400/2631951>