

Teaching Plan and Grading Rubric

Student Name: Deb Hemsouvanh

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.H. is an 83-year-old male who was admitted for septic shock, no family presence and was inattentive for learning.</p> <p>Barriers to effective learning: With age, loss of nerve cell mass causes some atrophy of the brain and spinal cord, and brain weight (Eliopoulos, 2018). P.H. had a CT of the head without contrast that revealed moderate atrophy and is consistent with his secondary diagnosis of acute metabolic encephalopathy. Older adults maintain the capacity to learn, although a variety of factors can easily interfere with the learning process (Eliopoulos, 2018).</p> <p>Health beliefs/values: P.H. was respectful and acknowledged that I was there, and I wanted to help him.</p>	<p>Nursing Diagnosis: Risk for aspiration related to poor swallowing reflex as evidenced by food retention in sides of his mouth.</p> <p>Goal of Teaching: Patient swallows independently without choking. The patient’s airway is patent, and lungs are clear to auscultation both before and after meals (Swearingen & Wright, 2019).</p>	<p>Intervention 1: Allow sufficient time for eating and placing small portions in the mouth (Eliopoulos, 2018).</p> <p>Intervention 2: Check for retention of food in the sides of the mouth (Swearingen & Wright, 2019).</p> <p>Intervention 3: Monitor the patient for coughing or choking before, during, or after swallowing (Swearingen & Wright, 2019).</p>	<p>Method 1: Used therapeutic touch by standing close to him, held his hand, and waited for him to have eye contact.</p> <p>Method 2: Discussion method and encouraged him to swallow after each bite.</p>	<p>Discuss how the client/family received the teaching: P.H. received the teaching and was inconsistent in swallowing his food after each bite.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Strength of my teaching plan was having patience, feeding him small portions and reminding him to swallow after each bite. A weakness of my teaching plan was that I didn’t offer a visualization of the process of swallowing.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The teaching plan could’ve been improved by providing a visual or a</p>

<p>Psychosocial development: Erik Erikson describes old age is to accept and find meaning in the life the person has lived known as ego integrity (Eliopoulos, 2018). A person may feel angry, bitter, depressed, and feelings of inadequacy can result in inadequate ego integrity (Eliopoulos, 2018).</p> <p>Cognitive development: Older adults are more easily distracted and are less able to perform tasks that are complicated or require simultaneously performance (Eliopoulos, 2018).</p>				<p>teach back method. By showing him what I meant by swallowing probably could have facilitated an association of what I was talking about.</p>
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References (2) (APA):

Eliopoulos, C. (2018). *Gerontological nursing* (9th ed.). Wolters Kluwer.

Swearingen, P., & Wright, J. (2019). *All-in-one nursing care planning resource: medical-surgical, pediatric, maternity, and psychiatric-mental health*. (5th ed.).

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