

N441 Teaching Plan and Grading Rubric

Student Name: Andrew McSparran

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
Methods/Teaching Tools <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
Evaluation <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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 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 	<p>No in-text citations present</p> <p>2 or more references are greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>1-2 APA errors</p> <p>1 reference is greater than 5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>No APA errors present</p> <p>In-text citations appropriately cited</p> <p>Reference page present and formatted properly</p>	
<p><u>Criteria</u></p>	<p>0 points</p>	<p>2.5 points</p>	<p>5 points</p>	

<p><u>Evaluation of Teaching Presentation</u></p> <p>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> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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				/30

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>Patient was significantly motivated to learn about his new medication. He was especially interested when he learned this medication could prevent future cardio risk</p> <p>Barriers to effective learning:</p>	<p>Nursing Diagnosis:</p> <p>Ineffective peripheral tissue perfusion related to pt's peripheral vascular disease (PVD), as evidenced by his recent cardiac catheterization.</p> <p>Goal of Teaching:</p> <p>The goal of teaching this pt about his new medications</p>	<p>Intervention 1:</p> <p>Pt was prescribed Lipitor (atorvastatin), 40 mg, PO, and taken nightly before bed. This medication is an antihyperlipidemic that reduces the amount of cholesterol in the bloodstream (Jones & Bartlett Learning,</p>	<p>Method 1:</p> <p>The patient received handouts with information regarding his new prescription, how to manage his symptoms, and who to contact if his condition declines.</p> <p>Method 2:</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient was very receptive to the information provided. He was eager to improve his condition and get back to normal. He will pick up his prescriptions on the way to his home and begin his new medications</p>

<p>The patient presented no barriers to effective learning. He was A&O x4 and focused on the information being given.</p> <p>Health beliefs/values:</p> <p>The pt admits he could stand to make some significant changes to improve his current health status. Pt is a smoker and has been for many years and could see benefit from reducing the sodium and trans fat in his diet.</p> <p>Psychosocial development:</p> <p>This pt is in the 7th stage of psychosocial development: the generativity vs stagnation stage. In this stage, adults strive to do things that will benefit future generations long after they are gone (Cherry, 2021). This is evident in this pt as he talks about his children.</p> <p>Cognitive development:</p> <p>The patient is in the formal operational stage of Piaget's theory of cognitive development (Cherry, 2020). You can see this present itself</p>	<p>was to instill confidence in the process to help him get his life back to normal. Also, the teaching aimed to ease his mind about the possibility of a serious cardiac event.</p>	<p>2020). This pt is taking this medication to reduce/prevent plaque buildup in arteries in order to reduce the risk of a cardio event.</p> <p>Intervention 2:</p> <p>Pt was prescribed Plavix (clopidogrel), 75 mg, PO, taken daily. Plavix is a platelet aggregation inhibitor that is used to prevent clotting (Jones & Bartlett Learning, 2020). This is especially important in pts with atherosclerosis. This pt is receiving this medication as prophylaxis against thrombosis.</p> <p>Intervention 3:</p> <p>Patient was instructed to visit his primary care provider for a follow-up within the next 5 days. He should also return to the ED if his symptoms continue to worsen or new symptoms arise.</p>	<p>The patient received verbal guidance and explanation from the provider regarding his condition, what to expect, and what is considered emergent, requiring a return trip to the ED. These instructions were reviewed in summary by the patient's nurse and this nursing student at discharge.</p>	<p>immediately.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient's strength in receiving teaching was giving his undivided attention. He remained attentive and engaged throughout. His weakness was understanding exactly why he needed to take it and how it was going to be more beneficial than what he was already taking. This nursing student explained that these medications were meant to help his blood flow more freely to assist in preventing any serious cardiac events from happening.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>The biggest improvement that should be made before the next discharge teaching opportunity, is to be more familiar with any new medications being prescribed. While there was</p>
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<p>as the patient is able to reason he likely acquired his PVD because of his poor diet and years of cigarette smoking. He wanted to find a solution to this growing problem.</p>				<p>a general understanding about Lipitor and Plavix, this student nurse was less than confident in his answers about something so important. Lack of confidence or hesitancy on the part of the teaching nurse can be perceived as incompetency. Incompetency can negatively affect a patient's confidence in the medical team providing their care. Lack of confidence can negatively impact the desire to adhere to the treatment regimen.</p>
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References (2) (APA):

References

Cherry, K. (2020). *The four stages of cognitive development: background and key concepts of Piaget's theory*. Verywell mind.

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Cherry, K. (2021). *Erik Erikson's stages of psychosocial development*. Verywell mind. [https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-](https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740)

[development-2795740](https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740)

Jones & Bartlett Learning. (2020). *2020 Nurse's drug handbook* (19th ed.). Jones & Bartlett Learning.