

N321 Teaching Plan and Grading Rubric

Student Name: Jamal Drea

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>	<p>Missing 2 of the following:</p>	<p>Missing 1 of the following:</p>	<p>Includes complete information of all criteria:</p>	

<ul style="list-style-type: none"> • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal 	<ul style="list-style-type: none"> ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal 	<ul style="list-style-type: none"> ● Interventions to be included in teaching ● Relate interventions to meeting the teaching goal 	<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
<u>Methods/Teaching Tools</u> <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

<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 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>	
<u>Criteria</u>	0 points	2.5 points	5 points	
<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</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) 	<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) 	<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) 	

status Use of teaching aids Appropriate non-verbal body language	applicable) <ul style="list-style-type: none"> ● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language 	applicable) <ul style="list-style-type: none"> ● Accuracy of information ● Validation of learning status ● Use of teaching aids ● Appropriate non-verbal body language 	<ul style="list-style-type: none"> ● 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)
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<p>Level of motivation for learning:</p> <p>The patient is willing to learn and appears attentive during the teaching conversation. They understand their risk of fall could lead to further significant injury.</p> <p>Barriers to effective learning:</p> <p>Pain is the fifth vital sign that has been a concern for the patient. During assessment, a headache was reported by the patient after their EGD and was given an 8 on the pain scale. This could interfere with motivation to learn and concentration.</p> <p>Acetaminophen would be administered two times later, one of which being in a timely manner before the teaching. The patient's pain was evaluated about 30 minutes after administration of the analgesic and it was said to be much better than when</p>	<p>Nursing Diagnosis:</p> <p>Risk for fall related to medical history as evidenced by medications and symptomatic anemia</p> <p>Goal of Teaching:</p> <p>The patient has a history of atrial fibrillation and currently takes oral anticoagulants to reduce the risk of deep vein thrombosis and stroke that is increased in patients with this condition. Oral anticoagulants have been classified as high alert medications according to the Institute of Safe Medication Practices (ISMP) because they have the potential for harm when used clinically. Many reports have appeared on the risk of bleeding when the anticoagulants are used concurrently with other similar agents (antiplatelet drugs) (Amaraneni et al., 2021). The patient is currently prescribed daily use for Xarelto, an</p>	<p>Intervention 1:</p> <p>Teach about unintended or adverse effects of medications (corticosteroids, aspirin, nonsteroidal antiinflammatory drugs [NSAIDs]), and anticoagulants that increase the risk for bleeding or prolong clotting.</p> <p>Intervention 2:</p> <p>Identify and educate on the factors that may cause or contribute to injury from a fall in order to enhance the patient's awareness of the risks.</p> <p>Intervention 3:</p> <p>Teach patient and family about the need for safe illumination.</p>	<p>Method 1:</p> <p>Therapeutic communication will be utilized by providing open ended questions that pertain to the teaching about environmental risks for fall and the side effects of current medications and allowing time to ask questions of their own.</p> <p>Method 2:</p> <p>The patient will be educated on fall risks and medications side effects and respond with things to improve (moving furniture to make their home more safe) to show an understanding of the teaching</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient appeared interested in the teaching and verbalized how they would reduce their risk of fall. They asked questions and received answers about their duodenal ulcer and medications.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The patient claimed that their family was currently in the process of moving furniture in order to allow for a safe environment at home. They understand the risks of their medications and how they relate to their current condition.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p>
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<p>asked earlier.</p> <p>Health beliefs/values:</p> <p>The patient wants to improve their health and reduce risk of injury. They care about their well-being, which is evidenced by their recent smoking cessation.</p> <p>Psychosocial development:</p> <p>The patient shows an adult level of psychosocial development. There is no acute distress, which allows for motivation and concentration of the teaching points.</p> <p>Cognitive development:</p> <p>The patient is alert and oriented to the teaching with no signs of impairment. Expectations are within range for their age.</p>	<p>anticoagulant, and aspirin, an antiplatelet drug. Because of this, it is a priority for the patient to be educated on their risk of major injury that can occur as a result of a fall. Studies have shown that patients with atrial fibrillation and a history of falling receiving anticoagulation have a higher risk of major bleeding, including intracranial, and death (Rao et al., 2017). A CT scan of the brain was performed since the patient reported a fall in which they hit their head 2 weeks prior to being hospitalized. Luckily, the results showed no abnormalities and the patient was able to avoid any major injury. However, patient education should involve lowering the possibility of any future instance of a fall by making accommodations in the home and the patient should be aware of the side effects of their medications in the event that they need to report symptoms.</p>			<p>The patient was concerned with the status of their current condition, which could have distracted from the teaching. I could have prepared better by resolving these concerns before the teaching.</p>
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References (2) (APA):

Amaraneni A, Chippa V, Rettew AC. Anticoagulation Safety. [Updated 2022 Apr 28]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2022 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK519025/>

Phelps, L.L. (2020). *Sparks and Taylor’s Nursing Diagnosis Reference Manual* (11 th ed.). Wolters Kluwer.

Rao, M. P., Vinereanu, D., Wojdyla, D. M., Alexander, J. H., Atar, D., Hylek, E. M., Hanna, M., Wallentin, L., Lopes, R. D., Gersh, B. J., Granger, C. B., & Apixaban for Reduction in Stroke Other Thromboembolic Events in Atrial Fibrillation (ARISTOTLE) Investigators (2018). Clinical Outcomes and History of Fall in Patients with Atrial Fibrillation Treated with Oral Anticoagulation: Insights From the ARISTOTLE Trial. *The American journal of medicine*, 131(3), 269–275.e2. <https://doi.org/10.1016/j.amjmed.2017.10.036>