

Teaching Plan and Grading Rubric

Student Name: Chelsea Blaase

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: The reduction of the client’s level of motivation due to severe uncontrolled pain disrupts learning. A low level of motivation reduces the effectiveness of learning and retaining information.</p> <p>Barriers to effective learning: Barriers to effective learning include the client’s intense pain and inability to ambulate extremities. The pain prevents the client from focusing on the lesson of ostomy care. The inability to ambulate prevents the client from performing the task.</p> <p>Health beliefs/values: The client stated no health beliefs or values. The client stated his discomfort and desire to go home.</p> <p>Psychosocial development:</p>	<p>Nursing Diagnosis: Risk for impaired skin integrity related to intestinal resection as evidenced by the presence of ileostomy (Phelps, 2020)</p> <p>Goal of Teaching: Help the client become aware of signs of infection or ischemia of the stoma and surrounding skin and how to avoid complications. Help the client know what to expect with an ileostomy and ostomy care.</p>	<p>Intervention 1: Remove the pouch appliance by pushing the skin away from the appliance and preventing tearing or pulling of the skin around the stoma (Berti-Hearn & Elliott, 2019)</p> <p>After cleaning the stoma, pat dries the surrounding skin of the stoma, ensuring it is dry (Berti-Hearn & Elliott, 2019). Remove the pouch appliance by pushing the skin away from the appliance and prevent tearing or pulling of the skin around the stoma (Berti-Hearn & Elliott, 2019).</p> <p>Intervention 2: Measure the stoma and adjust the barrier ring to the size of the stoma</p>	<p>Method 1: Question and answering The client may ask various questions to expand on information or clarify. The nurse answers questions on the types of pouches and the timing of pouch change.</p> <p>Method 2: Teach-back The client demonstrates to the nurse how to perform each step of emptying and changing an ostomy appliance—demonstrating the client's understanding and an opportunity to correct the client.</p>	<p>Discuss how the client/family received the teaching: The client and his wife receive the teaching well and ask about ostomy care specifics.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The weakness of the teaching includes the client’s current condition with uncontrolled pain as a distraction from learning. The strength of the teaching includes the opportunity for the client to use hands-on learning and ask questions.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Including the wife in demonstrating changing and emptying an ostomy would improve the teaching because the wife also</p>

<p>The client is experiencing the psychological development stage of stagnation vs. generativity.</p> <p>Cognitive development: The client is alert and oriented times three. The client was awake but still tired while recovering from surgery. The client's orientation included person, place, and time. The client was confused about the preceding situations that led to hospital admission.</p>		<p>(Millard et al., 2020). Cut the opening of the appliance slightly larger than the measured stoma to prevent trauma to the stoma and irritation to the skin (Millard et al., 2020).</p> <p>Intervention 3: A health stoma appears pink or red and moist, but if it is black, ischemia has occurred, and the client must call the primary provider immediately (Millard et al., 2020).</p>		<p>provides care to her husband. Providing the client with multiple options of appliances improves the teaching by exposing him to available appliances used outside the hospital.</p>
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References (2) (APA):

Berti-Hearn, L., & Elliott, B. (2019). Ileostomy care: A guide for home care clinicians. *Home Healthcare Now*, 37(3), 136-144. https://journals.lww.com/homehealthcareonline/fulltext/2019/05000/ileostomy_care_a_guide_for_home_care_clinicians.2.aspx?casa_token=MXbt7JFDs3wAAAAA:VTKIsCfTVAj0gzMhFX4PjwJuvAbiA_VpKPcQ8TUIS0KhY_5xhcpnNwCXTfXj4dFHSr-oSRbuVOCbzAYtbHtJFHLX2A

Millard, R., Cooper, D., & Boyle, M. J. (2020). Improving self-care outcomes in ostomy patients via education and standardized discharge criteria. *Home Healthcare Now*, 38(1), 16-23. https://journals.lww.com/homehealthcareonline/Fulltext/2020/01000/Improving_Self_Care_Outcomes_in_Ostomy_Patients.3.aspx?casa_token=7aTCJv-RNCsAAAAA:v50M6qyf3qvXuG9exYINliGDV-LOUxZDZbktl9irOsyZXMyGjuOzL9n8vgc07Za-lAxkVpQUxIME4oOHDJpl45J1zQ

Phelps, L.L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.). Wolters Kluwer.

