

Teaching Plan and Grading Rubric

Student Name: Jamie Rucker

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: WM is a 62-year-old male A&O x 0. This student was not able to determine the motivation of the patient, so the education will be geared toward the Power of attorney (POA), who is the patient’s twin brother. He is interested in learning and understanding hospice (comfort) care and what happens in that stage of care. He wants to give the patient a chance to improve and go home but does not want him to suffer.</p> <p>Barriers to effective learning: The POA feels conflicted about making the wrong decision for the patient or “giving up on him.”</p> <p>Health beliefs/values: No specific health beliefs or</p>	<p>Nursing Diagnosis: Knowledge deficit related to lack of exposure and understanding of transition of care as evidenced by seeking information (Phelps, 2021).</p> <p>Goal of Teaching: The POA will ask questions and will understand the information provided to him about hospice care. The POA will agree to the transition from curative treatment to hospice care without conflict.</p>	<p>Intervention 1: Educate the POA about the decline in the patient’s status over the last couple of days. Discuss the effects of the liver and kidneys shutting down and the meaning of the critical lab values. Encourage realistic goals. Provide a resource for a hospice evaluation (Hinkle & Cheever, 2018).</p> <p>Intervention 2: Educate about hospice care, managing breathing, discomfort, restlessness, confusion, and other symptoms the patient may experience (Swearingen & Wright, 2019).</p> <p>Intervention 3:</p>	<p>Method 1: Question and answer. The POA will ask questions, and answers will be provided to give him a complete understanding of the decline in the patient’s health and what hospice care is and how it works.</p> <p>Method 2: Teach back – The POA will recall information provided to him and have a good understanding of the purpose of transitioning to hospice care</p>	<p>Discuss how the client/family received the teaching: This student could not determine how the patient or POA received the teaching because the patient is not oriented and the POA was not present.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient and the POA did not receive the teaching because the patient was not oriented and the POA was not present</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Providing teaching to the patient and the POA would improve the teaching plan</p>

<p>values were identified.</p> <p>Psychosocial development: The POA wants to do what is best for the patient. He understands his role and the responsibility that comes along with it.</p> <p>Cognitive development: The patient is A&O x 0; the POA has no cognitive impairments and is competent in making decisions for the patient. He has no cognitive impairments, and he asks good questions to fully understand his responsibilities.</p>		<p>Provide education about care coordination between doctors, nurses, social workers, and family. Hospice care provides support and cares for the family during treatment and after the patient's death (Swearingen & Wright, 2019).</p>		<p>tremendously. Engaging with the patient and the POA to determine the level of understanding about the patient's prognosis, the transition from curative care to hospice care, and their understanding of hospice care, would allow for proper education and clarification of any areas of confusion (Taylor et al., 2019).</p>
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References (2) (APA):

Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing* (14th ed.). Wolters Kluwer.

Phelps, L. L. (2021). *Sparks & Taylor's nursing diagnosis pocket guide*. Wolters Kluwer.

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

Taylor, C., Lynn, P., & Bartlett, J. L. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Wolters Kluwer.