

N321 Teaching Plan and Grading Rubric

Student Name: Justin Munoz

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Missing 2 or more of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Missing 1 of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Includes complete information of all criteria: - 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
<u>Nursing Diagnosis and Goal of Teaching</u> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 2 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 1 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Includes complete information of all criteria: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	
Criteria	0 points	2.5 points	5 points	Comments
<u>Interventions</u> Discuss 3 interventions to be included in teaching	Missing 2 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Missing 1 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Includes complete information of all criteria: Interventions to be included in teaching	

Relate interventions to meeting the teaching goal			Relate interventions to meeting the teaching goal	
Criteria	0 points	1 point	2 points	Comments
<u>Methods/Teaching Tools</u> - Use 2 appropriate teaching methods to deliver teaching - Consider the following teaching methods: - Discussion - Q&A - Teach-Back - Interactive	Missing 2 of the following: - Use 2 appropriate teaching methods to deliver teaching - Consider the following teaching methods: - Discussion - Q&A - Teach-Back - Interactive	Missing 1 of the following: - Use 2 appropriate teaching methods to deliver teaching - Consider the following teaching methods: - Discussion - Q&A - Teach-Back - Interactive	Includes complete information of all criteria: - Use 2 appropriate teaching methods to deliver teaching - Consider the following teaching methods: - Discussion - Q&A - Teach-Back - Interactive	
Criteria	0 points	1.5 points	3 points	Comments
<u>Evaluation</u> - Discuss how the client/family received the teaching - Identify strengths/weaknesses	Missing 2 or more of the following: - Discuss how the client/family received the teaching - Identify strengths/weaknesses of the client or family in receiving teaching	Missing 1 of the following: - Discuss how the client/family received the teaching - Identify strengths/weaknesses of the client or family in receiving teaching	Includes complete information of all criteria: - Discuss how the client/family received the teaching - Identify strengths/weaknesses of the client or family in receiving teaching	

of the client or family in receiving teaching Suggest modifications to improve teaching plan (What would have improved the plan?)	Suggest modifications to improve teaching plan (What would have improved the plan?)	Suggest modifications to improve teaching plan (What would have improved the plan?)	Suggest modifications to improve teaching plan (What would have improved the plan?)	
Criteria	0 points	2.5 points	5 points	Comments
<u>APA Format</u> - 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	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	

• Reference page complete				
Criteria	0 points	2.5 points	5 points	
<u>Evaluation of Teaching Presentation</u> ___ 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	Missing 2 or more of the following criteria: ● ___ 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	Missing 1 of the following criteria: ● ___ 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	Includes all criteria: ● ___ 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)
Level of motivation for learning: The patient was very open and expressed statements to learn medication treatment adherence for GERD. Barriers to effective learning: The student nurse is ensuring attentiveness in the learning process by providing a private and quiet environment to enhance overall learning. The student nurse also demonstrates an appropriate use of nonverbal communication skills such as tone of voice, body language, rate of speech, appropriate eye contact, proper posture, and appropriate use of space. The patient has no cognitive or physical impairments that halts the educational opportunity. Health beliefs/values: The patient believed (prior to admission) that the symptoms were something that they can	Nursing Diagnosis: Readiness for enhanced knowledge related to exacerbation of GERD as evidence by patient was admitted for chest pain, patient stated that they plan on taking omeprazole daily and not as needed basis, and patient stated that they are ready to make changes to their daily habits to prevent exacerbations of GERD symptoms. The Goal of Teaching: The goal of the teaching plan is to have the patient understand the importance of medication adherence to relieve exacerbated symptoms. The patient will also understand factors that can exacerbate GERD symptoms, such as being overweight, taking NSAIDs, tobacco use, and alcohol use. The patient will remember GERD signs and symptoms such as heartburn, dysphagia, belching, upset stomach, and chest pain. The patient will understand the unique	Intervention 1: <u>Assist the patient in obtaining information necessary to assist in an enhanced informed decision-making</u> (Phelps, 2020). The information will assist the nurse in planning with the patient (Phelps, 2020). Intervention 2: <u>Direct the patient to other sources of the information</u> (Phelps, 2020). Independent search results in patients developing confidence in their own ability to go much deeper into the area of interest (Phelps, 2020). Intervention 3: <u>Be available to answer questions and concerns for any misconceptions for the patients</u> (Phelps, 2020). This allows an increasing learning for	Method 1: The nurse will provide printed information/guidelines to guide the discussion while evaluating the patient's behavior to the information presented. The printed information allows the patient to read along with what the nurse will teach. It is also beneficial for the patient because they can have the information on hand later to recall as they need it. Method 2: The nurse will use pauses (Q&A) during the discussion to allow time for questions/concerns to be addressed. Using pauses during discussion allows for misconceptions or misheard information to be clarified. Pausing also helps check the patient's comprehension, allowing the patient time to organize the information before engaging in the	Discuss how the client/family received the teaching: The patient and wife received the teaching relatively well. Both were open to learning of the information received. The patient verbally expressed relief of the printed information that was given to them to look back on. The wife discussed to the patient that some of the information presented was pertinent to the problem. Identify strengths/weaknesses of the client or family in receiving teaching: The patient and wife stated that the patient takes home medication daily for GERD symptoms and has a certain diet of no pork or caffeinated drinks consumed. The patient seems fairly confident of the new changes that they need to implement for an enhanced care outcome.

sort of ignore and it will somehow resolve itself. The patient presently expresses the need for changing ordinary habits to enhance their quality of life. Psychosocial development: The patient seems to be very concerned with the present problem and has expressed verbal/behaviors to enhance overall self-care. The patient has expressed needs for improving health maintenance. Cognitive development: Patient is cognitively able to make informed decisions based on information given and understand the likely cause of the present problems. The patient is also able to understand factors that can cause the problems to worsen (such as non-medication adherence or specific dietary food) and treatment to resolve the present problem of GERD (changes to diet, medication, and possible surgery).	considerations to daily habits such as cessation of smoking, avoidance of foods (coffee, caffeinated drinks, chocolate, spicy or acidic foods, citrus fruit, and high-fat foods), eating six small portion meals instead of 3 meals, and avoid drinking/eating 2-3 hours before bedtime. Nikolic et al. (2019) stated that the overall goal of GERD therapy is to relieve symptoms, prevention of symptom relapse, healing of erosive esophagitis, and prevention of complications of esophagitis.	the patient (Phelps, 2020). Intervention 4: <u>Work with patients to develop a plan to obtain a desired level of self-care</u> (Phelps, 2020). This will help the patient maintain control of their own decision-making about health while using the input of others whom the patient trusts (Phelps, 2020).	discussion by following with a question.	The wife asked questions for clarification of dietary changes to avoid exacerbation of GERD. The patient stated that before admission, he only took omeprazole not daily but as needed, and now he stated that they should take it daily for relief of heartburn. The patient did seem to be tired midway through the education and was sleeping part of the way (he did state at the end that he gets tired after eating from time to time). Suggest modifications to improve teaching plan (what would have improved the plan?): To improve my teaching plan, I would like to include more of the teach back method to encourage more participation from the patient rather than the wife. I would add by asking the patient their own preferred type of learning so that I may adapt my teaching to their liking which results in increased likeness of learning to increase overall health outcome.
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References (2) (APA):

- Nikolic M., Schwameis K., Paireder M., Kristo I., Semmler G., Semmler L., Steindl A., Mosleh B. O., & Schoppmann S. (2019, December). Scientific Reports. *Tailored Modern GERD Therapy – Steps Towards the Development of an Aid to Guide Personalized Anti-Reflux Surgery*, 9(1). <https://doi.org/10.1038/s41598-019-55510-2>
- Phelps, L. (2020, February 4). *Sparks & Taylor's Nursing Diagnosis Reference Manual* (11th ed.). LWW.