

N431 Teaching Plan and Grading Rubric

Student Name: Kelsey Bierman

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	
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<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>Discuss 3 interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	

Criteria	0 points	1 point	2 points	Comments
<b>Methods/Teaching Tools</b> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	
Criteria	0 points	1.5 points	3 points	Comments
<b>Evaluation</b> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments

<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	
<p><b>Evaluation of Teaching Presentation</b></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 (interpreter if applicable) Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>
<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>

<p><b>Level of motivation for learning:</b> To assess the patient’s motivation to learn, I asked the patient and her husband how they felt about me providing education about the new medications my patient is on, the new diagnosis my patient received, and how to prevent urinary tract infections. My patient said, “yes, of course,” after I asked her if it was okay with her if I provided education. My patient’s husband was also eager to learn. I came to this conclusion because he was always asking me and my nurse questions when</p>	<p><b>Nursing Diagnosis:</b> Knowledge deficit related to a new medical diagnosis of peptic ulcer disease as evidenced by the patient seeking additional information.</p> <p><b>Goal of Teaching:</b> The patient will participate in the learning process and identify risk factors of peptic ulcer disease and how to prevent the worsening of symptoms before discharge.</p>	<p><b>Intervention 1:</b> The use of multiple modalities, such as verbal instructions and written materials, to help enhance learning (Wayne, 2019).</p> <p><b>Intervention 2:</b> Render physical comfort so the patient can concentrate better on what is being discussed (Wayne, 2019).</p> <p><b>Intervention 3:</b> Provide clear,</p>	<p><b>Method 1:</b> I went to teach my patient and her husband about her diagnosis of peptic ulcer disease (PUD) and what can help prevent the worsening of signs and symptoms. However, as I was beginning my patient education, my patient's transport to the long-term care facility arrived early, so my teaching was cut short. A critical piece of information that I wanted my patient to know was that she must continue to follow her treatment plan even after the symptoms cease to prevent the formation of</p>	<p><b>Discuss how the client/family received the teaching:</b> My patient received the education very well and listened attentively to all the information I gave her. The patient's husband was also very interactive with the teaching material, and he, too, was concentrating on what I had to say about his wife's new diagnosis of PUD. However, as I was teaching, I was interrupted by my patient's transportation services. When they arrived, my patient became very distracted as she was</p>
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<p>providing care to his wife. Therefore I made sure to include teaching to both my patient and her husband.</p> <p><b>Barriers to effective learning:</b> The only barrier to effective learning that was present with my patient and her husband was time. My patient had received discharge orders and was in the process of being discharged to a long-term care facility. As soon as I saw the discharge orders, I rushed to print off all the handouts I wanted to give to the patient and quickly</p>		<p>thorough, and understandable explanations (Wayne, 2019).</p>	<p>gastric ulcers. The main points of my teaching plan focused on the risk factors, complications, signs and symptoms, and ways to manage the disease through medication, diet, and lifestyle changes. If I had more time, I would have asked my patient to explain some of the modifications that she could make to her diet and lifestyle that would help manage her PUD and decrease her symptoms of PUD. This verification method is known as the teach-back method and helps to determine what the</p>	<p>ready to leave the hospital. However, my patient's husband was still interested in my teaching plan. He listened to my teaching as I quickly wrapped up so my patient and her husband could get everything together to leave the hospital.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The strengths of the family receiving the education were that they were both</p>
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<p>formulated the critical teaching points to hit on with the patient and her husband. My patient was non-ambulatory, so she was transported via emergency medical services. They arrived earlier than anticipated, so I felt rushed while delivering education to my patient and her husband.</p> <p><b>Health beliefs/values:</b> I asked my patient about her health beliefs and values, and she responded that it is essential to take all your medications and follow the doctor's orders to improve. She also stated</p>			<p>patient understands and what topics must be re-taught.</p> <p><b>Method 2:</b> The second method I planned to take to ensure that my patient understood the teaching was encouraging questions from her or her husband. Asking questions helps to create open communication and helps to verify the patient's understanding of the material. I wanted to ensure that my patient understood her new diagnosis and how to</p>	<p>very kind and listened to me when I described different lifestyle modifications that could help manage the symptoms of PUD. When I told the patient that she should try to avoid spicy foods due to the irritation in the stomach, the patient smiled and said that would not be an issue because she doesn't like spicy food. However, she does enjoy her caffeine, so she admitted that it might be difficult for her to give it up. Therefore she was interactive with the education plan. The</p>
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<p>that she does not like to be in the hospital. She expressed gratitude for her husband because he has cared for her for the past couple of years. She has not been ambulatory for a while and is not very excited to be going to a long-term care facility, but she understands she needs additional care that her husband cannot provide.</p> <p><b>Psychosocial development:</b></p> <p>My patient is in the eighth and final stage of Erik Erikson's theory of psychosocial development. The stage</p>			<p>manage it. The best way to manage the signs and symptoms of PUD is through medication and lifestyle changes. If she had any questions or needed clarification, I was ready to answer and help her better understand the material.</p>	<p>weakness of the family receiving the education was that when the EMS transportation arrived, my patient had mentally checked out from the education I provided. However, the husband was still listening. Another weakness was that I could not address how much my patient retained from the teaching.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The</p>
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<p>begins at approximately 65 years old and ends at expiration. This final stage is known as the integrity vs. despair stage. The critical conflict in this stage focuses on reflecting on one's life to determine whether the individual had a meaningful and fulfilling life (Cherry, 2021). Characteristics of integrity include acceptance, a sense of wholeness, a lack of regret, a feeling of peace, a sense of success, and feelings of wisdom and acceptance (Cherry, 2021).</p> <p>Characteristics of despair include bitterness, guilt,</p>				<p>strengths of my teaching plan were that I gathered good material to give to my patient and her husband during the education process, making it easier for them to follow along. I also printed a diagram to help explain PUD's effect on the body. The weaknesses of my teaching plan were that I did not allocate enough time to teach my patient about her new diagnosis effectively. If I could re-do this teaching plan, I would have initiated education a lot sooner to explain the disease process and answer</p>
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depression, hopelessness, and unproductiveness (Cherry, 2021). My patient is in the early stages of integrity vs. despair, but I believe that she is working towards being in integrity. During my time with the patient, she was coming to terms with her health condition. She did not show or report any signs of depression or regret about how she lived her life. She expressed that she felt loved and cared for by her husband, who was at her bedside the entire time I cared for the patient.

any questions from the patient and the patient's husband to ensure they understood the teaching.

**Cognitive development:** My patient is in the formal operational stage of Jean Piaget's theory of cognitive development. However, my patient demonstrated a mildly decreased processing speed. It took my patient longer to process information than younger adults. Some aspects of my patients' memory were also starting to decline. My patient could not remember when I asked her to teach back some of the material. However, her long-term memory was still intact.

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**References (2) (APA):**

Cherry, K. (2021, April 21). *Integrity vs. despair in psychosocial development*. Verywell Mind. <https://www.verywellmind.com/integrity-versus-despair-2795738>

Wayne, G. (2019). *Deficient knowledge nursing diagnosis & care plan*. Nurseslabs. <https://nurseslabs.com/deficient-knowledge/>