

Teaching Plan and Grading Rubric

Student Name: Hayley Barrie

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 	5
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 	5
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 	5

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 	2
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?) 	3

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	2.5 Slight grammatical mistakes made sentence hard to read, but did get point across.
TOTAL				22.5 /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 patient was highly motivated when he received education about the safety precautions for oxygen therapy. The patient asked some excellent questions and seemed interested. Overall, the patient was in amazing spirits and appeared eager to learn more about the oxygen device and the steps that must be taken to adhere to safety regulations. The patient's close bond with his cat inspires him to adhere to treatment.</p> <p>Barriers to effective learning: Although the patient seemed engaged in the learning, a barrier that could have affected this teaching could be uncertainty about leaving the hospital. Due to the patient's rejection from two different restorative care</p>	<p>Nursing Diagnosis: Impaired gas exchange related to fluid around the lungs as evidenced by complaints of dyspnea.</p> <p>Goal of Teaching: This teaching aims to inform the patient, who requires supplemental oxygen at home, about the importance of oxygen safety. After this instruction, the patient should be able to recognize safe behaviors and practice them while using supplemental oxygen to ensure optimal oxygenation.</p>	<p>Intervention 1: One intervention is to retain the oxygenation device as ordered by the physician. This ensures that the patient meets the goal of safely being provided oxygen. The patient was instructed to turn up oxygen amounts only if authorized by their physician.</p> <p>Intervention 2: A second intervention is to position the patient upright to promote lung expansion and achieve the goal of delivering the best possible oxygenation. (Kratz et al., 2018).</p> <p>Intervention 3: Another intervention</p>	<p>Method 1: Discussion was used as a method of teaching. The patient would also be given a packet of information related to oxygen safety. The patient could then discuss the packet with the student nurse if desired.</p> <p>Method 2: Questions and Answers were used as a method of teaching. The patient was informed and then queried to see if they had any additional questions. The student nurse can then answer the questions and provide more education if necessary.</p>	<p>Discuss how the client/family received the teaching: When evaluating the patient, there was interest in the teaching. The patient listened intently, and asked questions related to the content being discussed. The patient did not get off-topic and seemed genuinely interested in the information provided.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient gave his all during the lesson. That was a tremendous asset. The patient was also curious and wanted to ensure he would carry out his household tasks safely while taking oxygen.</p>

institutions, anxiety and worry may have developed.

Health beliefs/values:

The patient believes that his health is important. He has a special relationship with his cat and wants to spend as much time as possible with them. He has breathing problems brought on by a prior malignancy, but he accepts any treatment required to be there for his pet.

Psychosocial development:

Although he claims to lack a social support network, he says he is a relationship with his formerly estranged brother. He believes his friendship with his brother will benefit him in the long run.

Cognitive development:

The patient has completed high school and is literate. He demonstrates the proper level of cognitive maturity

is to ensure daily tasks are spread out to prevent hypoxia (Ai et al., 2022). This ensures that the patient can reach optimal oxygenation with their supplemental oxygen device.

Suggest modifications to improve the teaching plan (what would have improved the plan?): The student nurse should have done more research to enhance the lesson plan. The patient asked several excellent questions, but the student wasn't entirely sure of the answers.

for his age.

References (2) (APA):

Ai, L., Zhang, J., & Bo, W. (2022). Respiratory failure in intensive care unit patients with progressive COPD: Nursing approaches to patient care. *Alternative Therapies in Health and Medicine*, 28(1), 52–57.

Katz, S., Arish, N., Rokach, A., Zaltzman, Y., & Marcus, E. L. (2018). The effect of body position on pulmonary function: A systematic review. *BMC Pulmonary Medicine*, 18(1), 159. <https://doi.org/10.1186/s12890-018-0723-4>