

N431 Teaching Plan and Grading Rubric

Student Name: Alexandria De Roeck

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>	
Criteria	0 points	2.5 points	5 points	Comments
<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>	<p>Missing 2 of the following:</p>	<p>Missing 1 of the following:</p>	<p>Includes complete information of all criteria:</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>	<ul style="list-style-type: none"> <li>● Interventions to be included in teaching</li> <li>● Relate interventions to meeting the teaching goal</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions to be included in teaching</li> <li>● Relate interventions to meeting the teaching goal</li> </ul>	<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
<p><b><u>Methods/Teaching Tools</u></b></p> <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>	<p>Missing 2 of the following:</p> <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>	<p>Missing 1 of the following:</p> <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>	<p>Includes complete information of all criteria:</p> <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
<p><b><u>Evaluation</u></b></p> <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>	<p>Missing 2 or more of the following:</p> <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>	<p>Missing 1 of the following:</p> <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>	<p>Includes complete information of all criteria:</p> <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><u>APA Format</u></b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed</li> </ul>	<p>No in-text citations present</p> <p>2 or more references are</p>	<p>1-2 APA errors</p> <p>1 reference is greater than</p>	<p>No APA errors present</p> <p>In-text citations</p>	

<p>all appropriate references in APA format</p> <ul style="list-style-type: none"> <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>greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>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><u>Evaluation of Teaching Presentation</u></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 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> </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> </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</li> </ul>	

	<ul style="list-style-type: none"> <li>● Validation of learning status</li> <li>● Use of teaching aids</li> <li>● Appropriate non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>● Validation of learning status</li> <li>● Use of teaching aids</li> <li>● Appropriate non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>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>
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<p><b>Level of motivation for learning:</b></p> <p>The patient appears ready to learn how to safely store and use oxygen in the home setting. The student nurse shared written and spoken material on safely utilizing oxygen.</p> <p><b>Barriers to effective learning:</b></p> <p>The student nurse will ensure that J.L. can identify ways to remain safe and healthy while using oxygen in his home. The student nurse also taught the patient that his use and history of smoking cigarettes is very dangerous with the use of oxygen. The patient is alert and oriented x 4, and focused during the teaching period. The patient did not physically show any impairments to cognition or any other impairment that would hinder the education plan.</p> <p><b>Health beliefs/values:</b></p> <p>The patient shares concerns about a repeat mucus plug/exacerbation of COPD and</p>	<p><b>Nursing Diagnosis:</b></p> <p>Knowledge deficit related to oxygen use as evidenced by low oxygen saturation, history of COPD and ARDs.</p> <p><b>Goal of Teaching:</b></p> <p>The patient can identify several ways to use his oxygen safely in the home and as prescribed. J.L. will also understand the significance of appropriate oxygen use in preventing future COPD and ARD exacerbations and remaining safe in the home. Patients who used continuous oxygen therapy consistently had better prognoses at 1-year and 2-year follow-ups (Khor et al., 2019).</p>	<p><b>Intervention 1:</b></p> <p>1. Communicate openly and honestly with the patient and support people.</p> <p>Rationale</p> <p>This allows the patient to build a trusting relationship and take in all information (Phelps, 2020).</p> <p><b>Intervention 2:</b></p> <p>Provide written materials explaining skills and facts that the patient must remember.</p> <p>Rationale</p> <p>Words and pictures reinforce the topics that the patient must learn (Phelps, 2020).</p> <p><b>Intervention 3:</b></p> <p>Encourage the patient to use memory aids.</p> <p>Rationale</p> <p>The patient may experience feelings of being overwhelmed,</p>	<p><b>Method 1:</b></p> <p>The nursing student educated J.L. using the discussion technique; she provided him with a written list of common safety procedures for the use of oxygen. Along with the written list of oxygen safety facts, the student also educated the patient on how using oxygen affects COPD and ARDs. After educating the patient, the nurse allowed the patient to ask questions.</p> <p><b>Method 2:</b></p> <p>The nursing student incorporated the teach-back technique with the patient. The patient demonstrated a few safety procedures to the student nurse. The student nurse reinforced the patient's understanding and filled his education gaps. The student nurse listened to the client's concerns and modified the teaching plan until he demonstrated understanding and compliance.</p>	<p><b>Discuss how the client/family received the teaching:</b></p> <p>The client seemed receptive to the teaching, and he was able to identify safe practices for oxygen tanks. At the end of the teaching, the patient became overwhelmed with the amount of information he was being taught. The student nurse ceased the teaching and responded to the client's immediate needs and questions. The student nurse left the patient with the written material to review before teaching again.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <p>The patient began the teaching session, seeming ready to learn. By the end of the session, he expressed feelings of being overwhelmed. The student nurse should have separated</p>
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<p>ARDs. The student nurse reassured the patient that maintaining medication compliance and diet would help prevent a repeat hospitalization.</p> <p><b>Psychosocial development:</b></p> <p>J.L. is in the integrity versus despair stage in psychosocial development. J.L. may be experiencing feelings of unaccomplishment or feelings of satisfaction with his choices in life. Due to his family life, J.L. is most likely experiencing an "empty nest" phenomenon.</p> <p><b>Cognitive development:</b></p> <p>J.L. is in the formal operational stage of cognitive development. The most significant finding for this stage is the ability to understand abstract concepts fully. Abstract thinking improves the ability to learn by allowing the patient to evaluate the teaching in their head without manual manipulation.</p>		<p>and providing teaching and memory aids allows for better digestion of material. Providing additional material allows the patient to take notes and write down any questions (Phelps, 2020).</p>		<p>the teaching into smaller sections to prevent overwhelming the patient. The patient expressed his concerns and questions throughout the teaching, and the student nurse validated his feelings while answering the questions. After successfully teaching, the patient expressed confidence in caring for his oxygen safely.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b></p> <p>Modifications to the plan include providing more written material as the patient became overwhelmed quickly and teaching him the information over several days. These interventions could have prevented the patient from feeling overwhelmed and provided a better teaching environment.</p>
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**References (2) (APA):**

Khor, Y. H., Renzoni, E. A., Visca, D., McDonald, C. F., & Goh, N. S. L. (2019). *Oxygen therapy in COPD and interstitial lung disease: navigating the knowns and unknowns*. ERJ Open Research, 5(3), 00118-2019. <https://doi.org/10.1183/23120541.00118-2019>

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