

N441 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><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>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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>

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><b>Level of motivation for learning:</b> To assess my patient's motivation for learning, I asked him if he would be okay if I taught him about his new diagnosis of</p>	<p><b>Nursing Diagnosis:</b> Knowledge deficit related to poor health literacy as evidenced by an accidental meloxicam overdose.</p>	<p><b>Intervention 1:</b> Administer pain medication 45 minutes before the teaching session to ensure the client is comfortable</p>	<p><b>Method 1:</b> The first method that I used to ensure that my patient understood the teaching was to encourage questions. The first concept that I focused on was how</p>	<p><b>Discuss how the client/family received the teaching:</b> The family was not present, but the patient received the teaching very well. He was interactive</p>

<p>peptic ulcer disease (PUD) and the adverse effects of misusing nonsteroidal anti-inflammatory drugs (NSAIDs). The patient replied, “yes, but not right now. I’m tired and in pain.” So, I got my nurse, and we administered the patient some pain medication. I waited 45 minutes to give the pain medication time to start relieving the patient’s pain. When I went back into the patient’s room, I asked my patient if he was ready to get started with education, and he stated that he was ready. Throughout the lesson, the</p>	<p><b>Goal of Teaching:</b> The patient will be a willing and active participant in this teaching session and will better understand how to achieve long-lasting changes in behavior and will be able to take ownership of his care as much as possible to improve his overall health status.</p>	<p>(Wayne, 2019).</p> <p><b>Intervention 2:</b> Encourage questions to facilitate open communication and to allow verification of understanding the given material (Wayne, 2019).</p> <p><b>Intervention 3:</b> Provide an atmosphere of respect, openness, trust, and collaboration (Wayne, 2019).</p>	<p>to safely use NSAIDs. I discussed with him the adverse effects of NSAIDs and how a GI ulcer is one of them. The patient then asked me if he was never allowed to take NSAIDs again. This question was out of my scope of practice since I am not a pharmacist or his provider, so I told him that that was a great question to ask his provider and I focused on making sure that if he does continue to use NSAIDs I wanted him to do so safely. I had printed out the back of a meloxicam label and</p>	<p>and he was willing to try and teach back what he had learned. At the beginning of teaching, I just wanted to rush and get it done however as the lesson went on I became more comfortable and it felt like me and the patient were just having a conversation.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The patient’s strengths were that he was willing to learn, and</p>
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<p>patient asked multiple questions and was interactive as we went through how to prevent an exacerbation of his PUD and how to safely take NSAIDs and alternatives to NSAIDs.</p> <p><b>Barriers to effective learning:</b> The only barrier to effective learning for my patient was that he was in pain. However, I allocated enough time during my clinical shift to help combat this barrier. For my patient to get the most information out</p>			<p>showed him how to read the medication level and the dosage information.</p> <p><b>Method 2:</b> The second method the I used to ensure that the patient was absorbing the material that I was teaching on was to have the patient do a teach back. After I taught the information about NSAID use I asked the patient to name a few side effects and what a safe dose for him to take was. He was successful and I instantly reinforced</p>	<p>he was very attentive which I really appreciated. The patient's weaknesses were that he did not fully understand the importance of making changes to his lifestyle to help prevent an exacerbation of PUD so we spent more time to try to find a way that he could slowly incorporate lifestyle changes so that he can have a better outcome.</p> <p><b>Suggest modifications to improve teaching plan (what would have</b></p>
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<p>of the teaching, I was to make sure that the patient was given pain medication and allow enough time for the medication to take effect.</p> <p>When I reassessed the patient's pain after 45 minutes, he expressed that he was no longer in pain and was ready to learn, so I pulled up a chair, and we started.</p> <p><b>Health beliefs/values:</b> When I asked my patient about his health beliefs, he said he does not like being at the hospital but appreciates everything the</p>			<p>him. After Talking about NSAIDs we briefly talking about his new diagnosis of PUD. I did not want to go into all of PUD because I did not want to overstimulate or exhaust the patient. So, I focused on lifestyle and diet modifications. Once I was done explaining all of the different lifestyle changes, I asked him to repeat some of the one's he feels like might be difficult for him to do and we talked through ways that he can get there gradually instead of going them immediately.</p>	<p><b>improved the plan?):</b> I believe that overall, the teaching plan went very well I believe that the patient learned and absorbed a lot of the material that was taught. If I were to modify what I did I would have brought a meloxicam bottle in the room and highlighted where the dosage information is located on the bottle and then he could take home the label for future reference. I also would have asked the provider about whether the patient should continue to take NSAIDs or if he</p>
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staff has done to help him. He admitted to not eating healthy but explained that he gets a lot of exercises because “I’m always busy fixing something.” He expressed that he plans to comply with all his medications because he doesn’t want to end up back here. During the teaching, I stressed the importance of taking his medications’ correct dosages, especially NSAIDs. He expressed that he was taking them because he injured his knee, so I wanted to ensure he understood that he should not take more than the recommended dosage.

should try to find different alternatives.

**Psychosocial development:**

The patient is in the seventh stage of Erik Erikson's theory of psychosocial development.

This stage begins at around the age of 40 and lasts until around the age of 65. The seventh stage is known as the generativity vs. stagnation stage. Generativity refers to whether an individual believes they have made their mark on the world either through the creation of something or through nurturing someone who will outlast that

individual (Mcleod, 2018).  
Through generativity, we develop a sense of being a part of the bigger picture. Success in this stage leads to feelings of accomplishment and usefulness (Mcleod, 2018). By failing this stage, individuals become stagnant and feel disconnected and uninvolved from their community and society (Mcleod, 2018). I believe that my patient is in the generativity stage of Erikson's stages of psychosocial development because my patient could not stop talking about his son. He was talking

about his son's success and said that his son would be coming to see him later in the day. The patient currently lives with his son, and he could not be more grateful for his son.

**Cognitive development:** My patient is in the formal operational stage of Jean Piaget's theory of cognitive development. During the education, my patient could follow along with my lesson easily; however, when I explained the different types of NSAIDs, he was confused.

According to the shift report, the patient came in for an accidental overdose of meloxicam, but he thought he was taking acetaminophen, so I went through the difference between the two since one is an NSAID, and the other is not. After clearing up the confusion, the patient could understand, and we continued the session.

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

Mcleod, S. (2018). *Erik erikson's stages of psychosocial development*. Simply Psychology. <https://www.simplypsychology.org/Erik-Erikson.html>

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