

Teaching Plan and Grading Rubric

Student Name: Shivani Patel

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	5/5
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	5/5
Criteria	0 points	2.5 points	5 points	Comments
<u>Interventions</u> - Discuss 3 interventions to be included in teaching - Relate interventions to meeting the teaching goal	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	5/5

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	2/2
Criteria	0 points	1.5 points	3 points	Comments
<u>Evaluation</u> • 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?)	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 • Suggest modifications to improve teaching plan (What would have improved the plan?)	Missing 1 of the following: • 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?)	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 • Suggest modifications to improve teaching plan (What would have improved the plan?)	3/3

Criteria	0 points	2.5 points	5 points	Comments
APA Format • 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	5/5
TOTAL				25 /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)
Level of motivation for learning: The patient was very eager and motivated to learn about the benefits of oxygen therapy. She wanted to recover fast, so she was willing to take the time to listen to the teaching. She seemed interested in the topic and asked several questions to enhance her understanding. Barriers to effective learning: The patient was able very attentive and communicated well during the teaching. The patient seemed nauseous and out of breath, which prevented her from understanding everything taught. Because of this, she asked questions to clarify any misunderstandings. Health beliefs/values: The patient has a positive	Nursing Diagnosis: Ineffective airway clearance related to respiratory distress as evidenced by altered respiratory pattern. Goal of Teaching: The goal of the Teaching was to educate the patient on appropriate ways to do oxygen therapy at home. She was taught about proper care, and use of oxygen therapy, and when to seek emergency care. The patient was educated on the reasons they will need oxygen therapy. For instance, the patient came into the emergency department with shortness of breath. Getting oxygen therapy at home will allow her enough oxygen to accomplish her daily activities and stay healthy. Supplemental oxygen therapy will prevent the patient from developing further complications. The patient was also educated that low oxygen levels can damage	Intervention 1: The patient is educated to contact their primary care provider if they are experiencing symptoms of respiratory distress from oxygen therapy. The patient will monitor for headaches, confusion, trouble breathing, and cyanosis. They should call the doctor immediately if they experience these symptoms. Their vital signs will be assessed every 4 hours. Their oxygen levels must be adjusted if they experience shortness of breath. The nurse will determine any underlying cause by performing an electrocardiogram to track the electrical activity in the heart. A chest x-ray will reveal any fluid in the lungs.	Method 1: The first teaching method that was utilized was one-on-one communication with the patient. Since the patient felt nauseous and tired, a more interactive teaching method was best. The patient was encouraged to explain what they knew about oxygen therapy. The interactive teaching helped the patient develop critical thinking skills about their condition. They were also more confident in knowing what vital signs to look out for and how to prevent complications. Method 2: The second teaching that was utilized was question and answer. The patient was asked questions toward the end of the learning. They were asked to answer them to the best of their ability. When asking the patient questions, the	Discuss how the client/family received the teaching: The patient participated in a one-on-one conversation with the student. The patient needed reinforcement for some of the topics to understand the concepts. The patient was asked if they had any questions or concerns regarding their condition. Identify strengths/weaknesses of the client or family in receiving teaching: The patient's strengths were being attentive and interested in the topic, demonstrating understanding, and asking appropriate questions about their condition. Even though they were nauseous, they were engaged and motivated. I allowed the patient to feel open to ask questions on anything they

attitude toward her treatment. She is willing to do whatever it takes to improve her health. The patient values a high quality of care. Thus, I did my best to explain the teaching in detail. The patient believes that the education regarding oxygen therapy will allow them to go home with a strong knowledge of how to take care of themselves. Psychosocial development: The patient has strong social skills and behavior. She can easily understand the perspective of others and understands how she needs to deal with her condition appropriately. The patient is currently in the integrity vs. despair psychosocial stage. Cognitive development: The patient has no noticeable problems with thinking and learning new information. She was able to read the information and was physically/mentally capable of understanding the information provided to her. The patient's behavior is appropriate for the situation. She is currently in the formal	organs and be life-threatening. The patient was provided with information on using and caring for an oxygen tank. The patient was also educated about other ways to monitor and treat their respiratory status. For instance, the patient can have a pulse oximetry machine at home to monitor their oxygen levels and take their medications as prescribed.	The patient is also educated that too much fluid can increase fluid buildup in the lungs (Holman et al., 2019). Intervention 2: It is important to get frequent rest periods throughout the day. Patients with respiratory failure are easily fatigued. The patient will need to get enough rest to decrease oxygen demand (Jacobs et al., 2020). The nurse will need to encourage ambulation and exercise as tolerated. The nurse should ensure safety, and the patient should use assistive devices like walkers or gait belts if they lack energy. The patient is aware they will need to incorporate a healthy lifestyle. Consuming nutritious foods like fruits and vegetables will improve their health. The patient will be educated to drink 2 to 3 liters of water daily. The patient is	student used clear, receptive language. The questions were less complicated to prevent the patient from getting confused.	had confusions about. Suggest modifications to improve the teaching plan (what would have improved the plan?): Some modifications that could be made would be to make the teaching method more interactive. The changes can allow patients to be more willing to learn. Patients can be provided with images to help them enhance their understanding of the topic. Another modification would be to give the patients hands-on practice to get them more involved in their teaching. For instance, the patient can practice using a pulse oximetry machine. They can also show how to adjust the oxygen levels in the oxygen tank.
--	---	--	--	--

operational stage.		educated to avoid smoking and maintain a healthy weight. These interventions can contribute to improved activity tolerance. Intervention 3: The patient is educated on the importance of caring for their oxygen tank at home. The oxygen gauge should be checked frequently to ensure enough oxygen in the tank. The patient can adjust their oxygen levels in the oxygen tank by turning the knob around to get the desired flow rate. The patient will need to wash their nasal cannula every week. They will be taught to clean the air filter and wipe the outside of the concentrator with soap and warm water. The nasal cannula will be replaced every 2-4 weeks. The air filter will be replaced every month, and the tubing will be replaced every		
--------------------	--	--	--	--

		two months. While using the nasal cannula, the patient should keep their nose moist with aloe vera or a water-based lubricant. They should avoid oil-based products like petroleum jelly (Holman et al., 2019).		
--	--	---	--	--

References (2) (APA):

- Holman, H. C., Williams, D., Sommer, S., Johnson, J., Ball, B. S., Wheless, L., Leehy, P., & Lemon, T. (2019). *RN adult medical surgical nursing: Review module* (11th ed.). Assessment Technologies Institute.
- Jacobs, S. S., Krishnan, J. A., Lederer, D. J., Ghazipura, M., Hossain, T., Tan, A. Y. M., & Holland, A. E. (2020). Home oxygen therapy for adults with chronic lung disease. *American Journal of Respiratory and Critical Care Medicine*, 202(10), 121-141.