

Teaching Plan and Grading Rubric

Student Name: Marianna Kalembasa

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 	
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 	
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 	

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 	
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?) 	

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	
TOTAL				/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 client states that she is ready to learn however, due to her current condition it is recommended that she be taught how to manage her anxiety once again after discharge.</p> <p>Barriers to effective learning: A barrier to effective learning is the client's current condition. The client feels short of breath, and she is scared about her upcoming transport. This makes the client less likely to listen to the teaching.</p> <p>Health beliefs/values: The client believes that despite this pneumothorax she is healthy individual. The client hopes to leave the hospital healthy however, she is planning to change her code status to DNR/DNI as she</p>	<p>Nursing Diagnosis: Anxiety related to difficulty breathing as evidence by the patient complaining of feeling anxious.</p> <p>Goal of Teaching: The goal of this teaching is to help the client manage her anxiety without taking medication the second she feels anxious.</p>	<p>Intervention 1: During the teaching the patient was taught deep breathing techniques to help the patient manage her anxiety before it negatively affects her breathing.</p> <p>Intervention 2: The patient was also taught to avoid caffeinated beverages as these can play a large role into increase anxiety.</p> <p>Intervention 3: The patient was finally taught that she should reduce stress by doing something that she enjoys. The patient states that she enjoys spending time or talking with her daughter and if she feels anxious, she will call her daughter to</p>	<p>Method 1: One of the methods used during the teaching plan was discussion. The student discussed anxiety with the client and informed her on ways she can help improve her anxiety.</p> <p>Method 2: Another method that was used was question and answer. The student asked the patient questions on how she currently manages her anxiety and what she believes she could do to change.</p>	<p>Discuss how the client/family received the teaching: The client was engaged in the teaching and appeared to understand it. The student recommends that client be taught again when she is ready to be discharged.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: One strength from the client was that she was very engaged in the teaching and asked questions. One weakness from the client was that she seemed worried that she would be unable to control her anxiety without using Ativan. The student informed the client that she can still take medication however these are techniques that she can try before administering medications.</p>

does not what to be intubated if her condition gets worse.

Psychosocial development:

Psychosocial development is how a person's individual needs mesh with the needs or demands of society (Mallawaarachchi et. al, 2022). It helps to allow us to empathize the social nature of human beings and the important influence that social relationship can have on development (Mallawaarachchi et. al, 2022). The client is in the generativity vs stagnation psychosocial developmental stage. In this stage it is believe that if a person was successful in building a good and productive life then they are contributing to the world.

Cognitive development:

Cognitive development is the growth of a person's ability to think and reason. There are four stages of cognitive information development, those stages are, reasoning, intelligence, language, and memory (Mallawaarachchi et.

talk with her.

Suggest modifications to improve teaching plan (what would have improved the plan?): One way that I would improve this plan is by teaching the patient at a more appropriate time. The patient is currently unsure of what will happen with her health which can be stressful. The best time to teach the patient would be when she is up for discharge and is ideally feeling better.

<p>al, 2022). Cognitive skills allow for people to understand the relationship between ideas, to grasp the process of cause and effect and they improve their analytical skills (Mallawaarachchi et. al, 2022). The client is in the formal operational stage of cognitive development. During this stage a person can use abstract thought for deductive reasoning.</p>				
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References (2) (APA):

Al-Noumani, H., Wu, J. R., Barksdale, D., Sherwood, G., Alkhasawneh, E., & Knafl, G. (2019). Health beliefs and medication adherence in patients with hypertension: a systematic review of quantitative studies. *Patient education and counseling, 102*(6), 1045-1056.

Mallawaarachchi, S. R., Anglim, J., Hooley, M., & Horwood, S. (2022). Associations of smartphone and tablet use in early childhood with psychosocial, cognitive and sleep factors: a systematic review and meta-analysis. *Early Childhood Research Quarterly, 60*, 13-33.