

N431 Teaching Plan and Grading Rubric

Student Name: Jayda Davis

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
Methods/Teaching Tools <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
Evaluation <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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

<p>APA Format</p> <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 	<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>	
Criteria	0 points	2.5 points	5 points	
<p>Evaluation of Teaching Presentation</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"> • 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>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> • 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>Includes all criteria:</p> <ul style="list-style-type: none"> • 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 	
TOTAL				/30

Assessment of Client/Family	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation
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(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
<p>Level of motivation for learning: The patient was willing to be educated on interventions and precautions she needed to take as she is at risk for bleeding and ineffective tissue perfusion.</p> <p>Barriers to effective learning: The patient had an emotional barrier to learning because she just found out she had stage 3 lung cancer.</p> <p>Health beliefs/values: The patient was open-minded about the interventions being placed due to being anemic and the precautions needed to take for her to stay safe.</p> <p>Psychosocial development: The patient is in Erik Erikson's generativity vs. stagnation stage. This is because the patient is 55 years old.</p> <p>Cognitive development:</p>	<p>Nursing Diagnosis: Ineffective tissue perfusion related to anemia as evidenced by hemoglobin of 7.3, red blood cells 2.50, and hematocrit of 22.6, oxygen saturation of 89%, and crackles in the bases of the patient's lung.</p> <p>Goal of Teaching: The patient will learn about interventions to help increase oxygen saturation. The patient will also have fall precautions and be given a handout on preventing falls. The patient will also be frequently monitored for lab value changes and closely monitored for changes in her condition.</p>	<p>Intervention 1: Monitor oxygen saturation and place patient on 2L oxygen nasal cannula, elevate the head of the bed, maintain a good upright position, and do cough and deep breathing exercises.</p> <p>Intervention 2: Place fall precautions for patient and have them up with assistance.</p> <p>Intervention 3: Monitor hemoglobin, hematocrit, and red blood cell levels. Also, assess for changes in respirations, lung sounds, fatigue, and changes in level of consciousness.</p>	<p>Method 1: A handout that shows how to prevent falls in the hospital and at home.</p> <p>Method 2: Teach back method on interventions being placed to help maintain oxygen saturation. The patient should be able to teach back on elevating the bed, sitting upright, and utilizing the deep breathing exercises.</p>	<p>Discuss how the client/family received the teaching: Open to receiving new information. She was willing to learn and wanted to know the precautions she needed to be safe.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Strength: The willingness to learn precautions she needed to keep her safe. Weakness: The patient was emotional and trying to process her new diagnosis of lung cancer. So it was a little overwhelming for her to try and remember all the interventions being placed.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Educated the client on bleeding precautions and what the patient could do to prevent bleeding.</p>

The patient is in Jean Piaget's formal operational stage. This is because the patient is 55 years old.				
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References (2) (APA):

Capriotti, T. M. (2020). *Davis advantage for pathophysiology: Introductory concepts and*

clinical perspectives (2nd ed.). F. A. Davis Company. <https://fadavisreader.vitalsource.com/books/9781719641470>

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