

N431 Teaching Plan and Grading Rubric

Student Name: Paige Hennessy

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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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

Approved ~~8/18/2021~~ 11/19/2021

Revised 11/19/2021

<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</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids (interpreter if applicable)</p> <p>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 (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 patient is a 82 year old female admitted for tachycardia related to a previous diagnosis of atrial fibrillation. The patient (G.C.) had previous education regarding atrial fibrillation but was unaware of the use of medication use. The patient lives at home alone and is independent. G.C. has motivation to learn because she would like to continue her independence and is conscientious of her health. These factors encourage her to want to learn to remain in her home for as long as she can. The patient was cooperative and following along with the education showing intent to learn.</p> <p>Barriers to effective learning: The barriers to effective learning noted for patient education is the patients lack of knowledge. I spoke with the patient earlier in the clinical day and she was unaware of her treatment. She has no additional knowledge of healthcare or the process of the body. This barrier can</p>	<p>Nursing Diagnosis: Risk for ineffective cerebral tissue perfusion related to ineffective atrial contraction and potential blood clot formation</p> <p>Goal of Teaching: The goal of teaching is to ensure the patient has adequate information regarding the need for their medication (Eliquis). The patient has been diagnosed with atrial fibrillation, and was unaware of the reason for the use of Eliquis. This medication should be taken routinely and is crucial to reduce the risk of a stroke, or other blood clot formations.</p>	<p>Intervention 1: Begin anticoagulation therapy as ordered. The medication is being given to reduce the risk of blood clots or strokes by impacting coagulation.</p> <p>Intervention 2: Educate the patient on the signs/symptoms to monitor for ineffective cerebral tissue perfusion.</p> <p>Intervention 3: Educate the patient on the importance of using the medication as prescribed and following the recommended doses and lifestyle modifications.</p>	<p>Method 1: Discussion</p> <p>I provided education to the patient regarding the use of Eliquis. I provided the patient with documents and handouts regarding the use of Eliquis including the need for the medication, lifestyle changes, and importance of compliance. I encouraged the patient to engage in conversation and including the daughter in the teaching by providing her with documents as well. The daughter involved during the teaching is one of the patients main care takers outside of admission.</p> <p>Method 2: Question and Answer</p> <p>I encouraged the patient to engage in conversation by asking the patient a question at the end of teaching. I questioned the patient about the teaching information regarding what the biggest risk for this medication is. The patient answered correctly and had no further question following the teaching.</p>	<p>Discuss how the client/family received the teaching: The patient was cooperative and listened to the education while following along with the handouts. The patient did not present any concerns or questions but did state that they appreciated the education and handouts regarding the medication. The daughter was present during the teaching and did not present with any questions, but was cooperative and listened to the education.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The strengths in receiving teaching for both the patient and family was listening intently and following along with the education. This showed intent to learn and understand education. The weakness was that the patient did not ask any questions or request any clarification on education, this can be harmful if the patient did not understand</p>
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<p>increase the lack of compliance and cooperation if the patient does not fully understand the education provided or understand their plan of care. The patient had no questions during the teaching but did receive additional teaching from the nurse on shift regarding the medication change.</p> <p>Health beliefs/values: The patient believes she is in good health and is cooperative and verbalizes intent to follow medical treatment. The patient is still living at home and independent. The patient is aware of her medical diagnosis of atrial fibrillation, and does not show much concern.</p> <p>Psychosocial development: Integrity vs. Despair This stage is the last stage of Erik Erikson's stages of psychosocial development beginning at age 65 to death. This stage involves reminiscing on past life experiences and potentially feeling peace, acceptance, lack of regret or bitterness or depression (Cherry, 2023).</p>				<p>aspects of the education.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I believe the education went well and the patient showed intent to learn. I think the education would have been more effective if the patient expressed concern or questions regarding education to ensure they felt confident in the information provided. I also believe I could have slowed down aspects of the education to ensure the patient was understanding the education provided due to her lack of previous knowledge of healthcare.</p>
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<p>Cognitive development: Formal operational stage This is the final stage in Piaget's stages of cognitive development. This stage begins at age 12 and up. This stage includes the individual's ability to improve thinking abilities such as logic and use deductive reasoning. The patient refers more to moral, ethical, and social issues (Cherry, 2023).</p>				
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References (2) (APA):

Cherry, K. (2023). *Integrity vs. Despair in Psychosocial Development*. Verywell Mind. <https://www.verywellmind.com/integrity-versus-despair-2795738>

Cherry, K. (2023). *Piaget's 4 Stages of Cognitive Development Explained*. Verywell Mind. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Approved ~~8/18/2021~~ 11/19/2021
Revised 11/19/2021