

N431 Teaching Plan and Grading Rubric

Student Name: Lillian Ljubojevic

| Criteria | 0 points | 2.5 points | 5 points | Comments |
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| <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 |
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| <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 |

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| <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) |

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| <p>Level of motivation for learning: The patient was ready to hear advice about the new blood thinner medication she would start taking. It is Xarelto (Rivaroxaban) and it is proscribed to the patient to prevent blood clot formation due to atrial fibrillation she has (Hinckle et al., 2022). The patient is interested in learning new things to improve/protect her health and prevent problems that can occur due to mistakes in therapy.</p> <p>Barriers to effective learning: This patient showed some barriers to learning new information. One barrier was the resistance to change. She already had some knowledge about blood thinners because she was on warfarin and heparin Love NOx before, and she did not think that some more information on the blood thinner Xarelto was necessary. Another barrier was that she did not realize that something new could be learned with every new teaching. Finally, the patient agreed to hear some new information about Xarelto.</p> | <p>Nursing Diagnosis: Readiness for enhanced knowledge related to atrial fibrillation therapy and evidenced by a newly proscribed blood thinner medication (Ackley et al., 2022).</p> <p>Goal of Teaching: The patient will learn the side effects of this medication, like allergic reactions, skin bleeding signs, and signs of brain bleeding. She will know what to do if this happens. Patient will know where to keep medications and how to dispose of them properly if they expire. The patient will know how to use this medication. She will inform other healthcare providers that she is taking Xarelto to prevent bleeding during different surgical procedures. She will avoid injury to prevent bleeding and call the emergency department if she overdoses on medication.</p> | <p>Intervention 1: The patient will take the medication on time. If she misses the dose, she will take it immediately. She will do regular checkups.</p> <p>Intervention 2: The patient will avoid using sharps and injuries and report bruises or red spots on her skin to her provider.</p> <p>Intervention 3: Any sudden headaches, vision problems, or weakness will be reported. Any overdose will be reported.</p> | <p>Method 1: The first method used includes questions and answers. It seemed appropriate for the patient. The patient stated earlier that she knows about blood thinners; this was an opportunity to say all she knows about Xarelto. After that, the nurse student would add more information to the patient's answers.</p> <p>Method 2: The other method was to teach back. The nurse student asked the patient to share at least three critical points about Xarelto therapy that she remembered. The patient repeated the points she remembered. Besides these teaching methods, the nurse student handed the patient printed material on the medication to take with her and read if needed.</p> | <p>Discuss how the client/family received the teaching: The patient did not have family nearby, but a friend was with her. The patient was optimistic about the teaching. She had several questions to ask, and she got some excellent advice on that.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: Although the patient accepted the advice of the nurse student, there is the possibility that she will need to remember or discard some of the information she was given. On the other hand, the patient knows that if there is a problem, she can always call her provider or ED and ask for help.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): There are no suggestions for modification. The patient had all the information in the handout if something was hard to remember.</p> |
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Approved ~~8/18/2021~~ 11/19/2021

Revised 11/19/2021

Health beliefs/values:

Patient has shown that she values her health. She accepted her care plan, never complained about medical procedure and after all she came willingly to the hospital to resolve her health problems.

Psychosocial development:

According to Erickson's Theory of the Psychosocial Stage of Development, the patient is in stage eight. That is Ego integrity vs Despair. The patient seems to be a fulfilled person who is married and living in her home with her husband. She can assess life and understand it. She is satisfied and does not show bitterness about her life situation.

Cognitive development:

According to Piaget's theory of cognitive development, the patient is in the formal operational stage.

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References (2) (APA):

Ackley, B. J., Ladwig, G. B., Makic, M. B. F., Martinez-Kratz, M., & Zanotti M., (2022).

Nursing diagnosis handbook. An evidence-based guide to planning care (12th ed.). Elsevier.

Hinkle, J. L., Cheever, K. H. & Overbaugh, K. (2022). *Brunner's and Siddarth's Textbook of Medical-Surgical Nursing*. Walter Kluwer.