

N441 Teaching Plan and Grading Rubric

Student Name: Kelsy Marsh

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Determines motivation for learning</li> <li>Identifies barriers to learning</li> <li>Discuss health beliefs/values</li> <li>Discuss psychosocial and cognitive development</li> </ul>	
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<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>1 nursing diagnosis identified in proper formatting</li> <li>1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>Discuss 3 interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>Interventions to be included in teaching</li> <li>Relate interventions to meeting the teaching goal</li> </ul>	
Criteria	0 points	1 point	2 points	Comments

<p><b><u>Methods/Teaching Tools</u></b></p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
<p><b>Criteria</b></p>	<p><b>0 points</b></p>	<p><b>1.5 points</b></p>	<p><b>3 points</b></p>	<p><b>Comments</b></p>
<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
<p><b>Criteria</b></p>	<p><b>0 points</b></p>	<p><b>2.5 points</b></p>	<p><b>5 points</b></p>	<p><b>Comments</b></p>

<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	
<p><b>Evaluation of Teaching Presentation</b></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"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>
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<p><b>Level of motivation for learning:</b> Mrs. DY is a 63-year-old female admitted for observation of left abdominal pain due to diverticulitis. She is divorced, but her support system is her friends. DY works at Casey's General Store.</p> <p><b>Barriers to effective learning:</b> DY has no learning disabilities. The patient had a little bit of prior knowledge of the nutrition aspect of diverticulitis, but not the specific parts of the anatomy. The client was by herself during the teaching plan.</p> <p><b>Health beliefs/values:</b> The client is very eager to attempt to return to home, and tries to relieve her symptoms on her own. The patient is very independent.</p> <p><b>Psychosocial development:</b> Based on the patient being 63 years of age, the patient is in Erikson's generativity vs. stagnation stage. The patient talks about her friends quite often. Overall, the patient's psychosocial development appears to be within normal</p>	<p><b>Nursing Diagnosis:</b> Acute pain related to bowel inflammation as evidenced by diverticulitis.</p> <p><b>Goal of Teaching:</b> The goal of teaching for this patient is to eat a target of 25-30 grams of fiber daily. We are also advising our patient to drink at least 8 oz. of fluid daily. We mentioned that exercise and water would help soften the stool and prevent constipation. Signs and symptoms of diverticulitis can include: nausea, vomiting, fever, abdominal tenderness (usually in the left lower quadrant), rectal bleeding, chills, decreased or absent bowel sounds, distention, acute abdominal pain, constipation, or diarrhea. Diverticulitis can cause the walls of the bowel to become eroded, which leads to ultimately a bowel perforation. Other complications can occur, such as an abscess formation, peritonitis, and a bowel obstruction (Maegan Wagner is a registered nurse with over 10 years of healthcare experience. She earned her BSN at Western Governors University. Her nursing career</p>	<p><b>Intervention 1:</b> Provide the patient a clear liquid or soft diet. If the patient is not NPO, provide a clear liquid diet or soft diet to enable the bowels to rest and reduce the inflammation of the bowels (Ralph &amp; Taylor, 2019).</p> <p><b>Intervention 2:</b> Provide medications as needed (Tylenol). Antibiotics are often prescribed for an infectious process while pain medication will treat the acute pain symptoms that the patient is having (Ralph &amp; Taylor, 2019).</p> <p><b>Intervention 3:</b> Assess the patient's nutritional habits. By taking the time to assess the patient's nutritional intake, which can help you identify factors that are causing flare-ups. It is important to develop an appropriate approach to the management of the</p>	<p><b>Method 1: Teach-Back</b></p> <p><b>Method 2: Interactive</b></p>	<p><b>Discuss how the client/family received the teaching:</b> The patient received the information that was given to her fairly well, and even asked to have handouts to keep her accountable.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> Thankfully the patient had previous knowledge of diverticulitis, so this patient teaching was more of a refresher. A weakness of the patient's would be that she has a limited support system, so she will need to rely on herself for a lot of information regarding diverticulitis.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> I think that what would have improved the teaching plan would be to have a member of the patient's support system present during the teaching, so that another person could be held</p>
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<p>limits for her age (Cherry, 2022).</p> <p><b>Cognitive development:</b> This patient’s cognitive development stage, according to the Piaget’s stages of cognitive development is formal operational stage. The patient does not have any impairments and her cognitive state is within normal limits for her age (Lewis, 2021).</p>	<p>has led her through many different specialties including inpatient acute care, 2023).</p>	<p>condition that works best for the patient (Ralph &amp; Taylor, 2019).</p>		<p>accountable to keep the patient healthy and on track with her health journey.</p>
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**References (2) (APA):**

Cherry, K. (2022, August 3). *Understanding Erikson's stages of psychosocial development*. Verywell Mind. Retrieved October 4, 2024, from <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

Lewis, C. (2021, October 29). *Piaget's stages of cognitive development*. Child and Family Blog. Retrieved October 4, 2024, from [https://childandfamilyblog.com/piaget-stages-cognitive-development/?gclid=CjwKCAjw8-OhBhB5EiwADyoY1YZHHyl0ahFYbZttXufvAVfszmePLiv3Q8oY3qCQ7Q3IZURs-KP-sxoCI1EQAvD\\_BwE](https://childandfamilyblog.com/piaget-stages-cognitive-development/?gclid=CjwKCAjw8-OhBhB5EiwADyoY1YZHHyl0ahFYbZttXufvAVfszmePLiv3Q8oY3qCQ7Q3IZURs-KP-sxoCI1EQAvD_BwE)

Maegan Wagner is a registered nurse with over 10 years of healthcare experience. She earned her BSN at Western Governors University. Her nursing career has led her through many different specialties including inpatient acute care. (2023, January 19). *Diverticulitis nursing diagnosis & care plan*. NurseTogether. Retrieved October 4, 2024, from <https://www.nursetogether.com/diverticulitis-nursing-diagnosis-care-plan/>

Ralph, S. S., & Taylor, C. M. (2019). *Sparks & Taylor's nursing diagnosis pocket guide*. Wolters Kluwer/Lippincott Williams & Wilkins Health.