

**N441 Teaching Plan and Grading Rubric**

**Student Name: Vanessa Jackson**

<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<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
<b>Methods/Teaching Tools</b> <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>	Missing 2 of the following: <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>	Missing 1 of the following: <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>	Includes complete information of all criteria: <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>	
Criteria	0 points	1.5 points	3 points	Comments
<b>Evaluation</b> <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>	Missing 2 or more of the following: <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>	Missing 1 of the following: <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>	Includes complete information of all criteria: <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>	
Criteria	0 points	2.5 points	5 points	Comments

<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><u>Evaluation of Teaching Presentation</u></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>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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>
<p><b>Level of motivation for learning:</b> Although the client's mother is very knowledgeable about using nebulizers, she showed great focus and desire to learn about the one we were giving her. She exhibited active listening and remained engaged throughout the teaching.</p>	<p><b>Nursing Diagnosis:</b> Risk for ineffective breathing pattern as related to increased respiration rate as evidenced by adventitious lung sounds (Phelps, 2023).</p> <p><b>Goal of Teaching:</b> The goal of the teaching was to educate the client's mother on the assembly of a new</p>	<p><b>Intervention 1:</b> The client's mother was educated on how to prepare the nebulizer. I demonstrated where to pour the medication, attach the mouthpiece, and that she should see adequate mist coming from the machine if appropriately</p>	<p><b>Method 1:</b> The client was given a step-by-step printout of instructions if she needed to remember any parts of the teaching. The printout was given to her, and key points were highlighted for her.</p> <p><b>Method 2:</b> The client was given a hands-on interactive</p>	<p><b>Discuss how the client/family received the teaching:</b> Although the client's mother was very familiar with the teaching information, she still was receptive to receiving additional education from me.</p>

<p><b>Barriers to effective learning:</b> The client was a small child and did not feel her best. Her behavior (within all reason and understanding) distracted her parent while we taught her about the nebulizer. Besides that, the client's mother did not demonstrate barriers to effective learning.</p> <p><b>Health beliefs/values:</b> The client's mother displayed a comprehensive understanding of the seriousness of respiratory issues and the critical moments on when to seek further medical assistance. Even though they were not admitted, the client's mother said this was the first time in a while that she felt highly concerned about her child's well-being. She stated that her daughter was around another sick child, and she believes that is how she exacerbated her asthma.</p> <p><b>Psychosocial development:</b> The client is a 6-year-old child who resides at home with her mother and siblings. The client is in Erickson's fourth stage, Industry vs.</p>	<p>nebulizer and reiterate aftercare for her child and the equipment (it is rented out by Carle).</p>	<p>assembled.</p> <p><b>Intervention 2:</b> The client's mother was educated on proper medication administration. She should have the child sit up and have her breathe in and out normally. She was also instructed to remain with her daughter until the medication was gone.</p> <p><b>Intervention 3:</b> The client's mother was instructed to rinse the nebulizer cup with just water and her daughter's mouth after use. She was also encouraged to observe her breathing pattern to see if her treatment was effective.</p>	<p>demonstration of assembling the nebulizer. The client was fully engaged and presented active listening. After the teaching, she was asked if she had any questions and stated that everything was explained thoroughly.</p>	<p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The mother's strength was her ability to actively engage with the teaching even though her child wanted to be held during it. She multi-tasked by participating in the teaching while comforting her child. As far as a weakness, I would not necessarily call it one, but the mother changed her mind about the flu shot and requested it at the last minute. It would have been easier to give the child the shot after the teaching instead of before because that triggered the child to want to be comforted by her mother for the remainder of the visit.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> It would have been beneficial to let the child participate in the teaching. Let her put some of the nebulizer pieces together to familiarize her with it and include her.</p>
--	---	---	--	---

Inferiority (McLeod, 2024). This stage focuses on developing self-confidence when competent and a sense of inferiority when they are not (McLeod, 2024).

**Cognitive development:**

The client is alert and orientated to person, place, time, and situation with regard to her age. When the client arrived at the ED, she had an elevated respiratory rate and seemed anxious. However, as time passed, she became more relaxed despite feeling sick. The client would talk to me about the cartoons she was watching and would not get nervous anymore when we entered the room. She seemed fully aware of what was happening but was calm and cooperative. Given the client's age, the teaching was given to her mother. The teaching aids used were a handout and a hands-on demonstration of how to assemble the nebulizer. The environment was conducive to learning, with privacy and minimal distractions. The client's mother stated that she fully understood the teaching and had no questions about

<p>assembling the nebulizer. The client is in the “Preoperational Stage in Piaget’s Cognitive Development Theory (Cherry, 2024). In this stage, children utilize their new ability to represent objects in a wide variety but cannot carry it out in an entirely logical or organized way. (Cherry, 2024).</p>				
--	--	--	--	--

**References (2) (APA):**

Cherry, K. (2024). *Piaget’s 4 stages of cognitive development explained*. Very Well Mind. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

McLeod, S. (2024). *Erik Erickson’s stages of psychosocial development*. Simply Psychology. <https://www.simplypsychology.org/erik-erikson.html>

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12<sup>th</sup> ed). Wolters Kluwer.