

N441 Teaching Plan and Grading Rubric

Student Name: Erica Stevenson

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><u>Evaluation of Teaching Presentation</u></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"> • 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:</p> <p>This patient was hesitant to learn but understood the necessity. He stated that he quickly became overwhelmed with all the information he needed to learn during his time in the hospital. As he had been in the hospital for over a month, he was nervous about</p>	<p>Nursing Diagnosis:</p> <p>Deficient knowledge related to inadequate information on clopidogrel administration as evidenced by lack of knowledge of clopidogrel and platelet aggregation inhibitors and inaccurate statements regarding medication information (Phelps, 2023).</p>	<p>Intervention 1:</p> <p>Provide a quiet, private environment conducive to learning that is free of distractions (Phelps, 2023). This intervention will help to meet the goal as an environment free of distractions allows for more focus on the</p>	<p>Method 1:</p> <p>The discussion method was primarily used. The client was the most comfortable with listening to learned material and felt that he understood best when being spoke to rather than reading about a topic.</p> <p>Method 2:</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client was receptive to the teaching. He understood his coagulation disorder and was aware that he lacked sufficient knowledge of the medications he was taking. He was hesitant to learn and stated he still did not trust</p>

<p>adding to the variety of topics he has been educated on but stated that he did not want to be admitted again, so he was willing to listen.</p> <p>Barriers to effective learning:</p> <p>The two main barriers to learning that this patient had were the overload of information he had received thus far and his hearing difficulties. As he had been educated on multiple topics during his month-long admission, he felt encumbered by how much there was to know. He also had difficulty hearing and often had to have nursing staff repeat information. Additionally, he was skeptical of the state of healthcare and felt he could control his health without medicine prior to this admission, and did not trust modern medicines, so this may also serve as a bias against teachings.</p> <p>Health beliefs/values:</p> <p>The patient strongly believes that healthcare and medicine are not there to serve the</p>	<p>Goal of Teaching:</p> <p>The goal of this teaching is that the patient will demonstrate and express an understanding of the administration of his clopidogrel prior to discharge from the facility to a rehabilitation facility. Taking clopidogrel as directed is important for the safety of the patient and necessary for the prevention of further blood clots. Clopidogrel works by preventing the platelets from clumping together and creating blood clots (Frandsen & Smith Pennington, 2021). This patient was prescribed clopidogrel prior to this admission but decided to stop taking his medication. He then suffered a major pulmonary embolism, leading to his current admission. A major teaching point for clopidogrel is that abruptly stopping the medication increases the chances of a serious blood clot or myocardial infarction (Frandsen & Smith Pennington, 2021). The patient needs to understand how to take his clopidogrel and adverse effects that he should stop taking his</p>	<p>education provided. This includes turning the TV off, minimizing visitors at the bedside, and closing the door.</p> <p>Intervention 2:</p> <p>Determine the patient’s level of understanding about anti-platelet medications (Phelps, 2023). This allows for this nursing student to determine the topics of education that need to be covered.</p> <p>Intervention 3:</p> <p>Use teaching strategies appropriate for the specific patient and their learning style (Phelps, 2023). This intervention helps reach the teaching goal because patients learn best when taught with learning methods that are most appropriate for them. It prevents confusion and increases understanding of the material.</p>	<p>Questions and answers were used as a secondary method. The patient was given time at the end of each portion of the teaching to ask questions that he did not feel he fully understood. This allowed for him to reflect back on material learned for a full grasp.</p>	<p>medicine, but that he would take his clopidogrel to avoid another hospitalization. He made good discussion and asked questions when he didn’t understand a concept.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The client was very receptive to having a one-on-one discussion about his medications. He was attentive and did not interrupt. He did have some bias against healthcare in general, so a better understanding of his perspective may have been helpful. He also was waiting for lunch to be delivered, so he was slightly distracted. Additionally, he had been admitted for over a month. Therefore, he had been education on multiple topics and was fatigued on education.</p> <p>Suggest modifications to improve teaching plan (what would have</p>
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<p>patient. He made multiple statements during assessment that he feels home remedies are best and that pharmaceutical drugs are more harmful than helpful. He has a strong distrust in the healthcare system.</p> <p>Psychosocial development:</p> <p>This patient is in Erikson's stage of integrity vs. despair, as he is 68 years old. This stage encompasses looking back on one's life and dealing with coming to terms with the end of life. They either can come to terms with this or remain in despair.</p> <p>Cognitive development:</p> <p>This patient is in Piaget's formal operational stage of cognitive development. He does not have any limitations or impairments in cognition and is within the normal limits of this stage.</p>	<p>medication due to.</p>			<p>improved the plan?):</p> <p>The plan may have been improved by grouping teachings together so that he did not feel so overwhelmed with how many topics he had been educated on. By grouping topics, the client would feel like less teachings had occurred. Additionally, the client may benefit from speaking with someone about his concerns about that healthcare system and medicine. This may ease his worries and make him more receptive to learning about the medications he is taking.</p>
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References (2) (APA):

Frandsen, G., & Smith Pennington, S. (2021). Chapter 9: Drug Therapy for Coagulation Disorders. In *Abrams' Clinical Drug Therapy: Rationales for Nursing Practice* (12th ed., pp. 161). Wolters Kluwer.

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