

Teaching Plan and Grading Rubric

Student Name: Da'Zja Lawson

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Missing 2 or more of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Missing 1 of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Includes complete information of all criteria: - 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
<u>Nursing Diagnosis and Goal of Teaching</u> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 2 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 1 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Includes complete information of all criteria: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	
Criteria	0 points	2.5 points	5 points	Comments
<u>Interventions</u> - Discuss 3 interventions to be included in teaching - Relate interventions to meeting the teaching goal	Missing 2 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Missing 1 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Includes complete information of all criteria: - 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> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Missing 2 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Missing 1 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Includes complete information of all criteria: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	
Criteria	0 points	1.5 points	3 points	Comments
<u>Evaluation</u> • 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: • 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: • 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: • 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
APA Format • 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	No in-text citations present 2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1-2 APA errors 1 reference is greater than 5 years old In-text citations appropriately cited Reference page present	No APA errors present In-text citations appropriately cited Reference page present and formatted properly	
TOTAL				/25

Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
Level of motivation for learning: Client level of motivation for learning is above and beyond, client knows about their disease. She was able to tell me about the Cystic Fibrosis. Barriers to effective learning: The clients' barriers to effective learning are refused to learn new information about her Cystic Fibrosis due to her knowing so much already about it. Health beliefs/values: The client believes in natural healing over pharmaceutical. She doesn't have any strict diet. She refused medications due to the side effects. She has stopped smoking and drinking due to her condition getting more serious. Psychosocial development:	Nursing Diagnosis: Impaired gas exchange related (Phelps, 202 pg.277) to Ineffective airway clearance evidenced by shortness of breath. Goal of Teaching: The goal of teaching is to teach the patient how to do breathing activities to help with her shortness of breath. The client will use the incentive spirometer at least 3 times a day, client is encourages to do the incentive spirometer before each meal to help expand the lungs.	Intervention 1: Record intake and output to monitor patient fluid status. (Phelps, 2023). Intervention 2: Position for optimal breathing. (Phelps, 2023). Intervention 3: Teach patient relaxation techniques every 4 hours. (Phelps, 2023)	Method 1: Discussion with the patient on how to maintain proper hydration and nutrition by providing client with verbal information and pamphlet to take home as well. Method 2: Provide the client with information on the importance of the breathing exercise and the position the client is in while in bed also teaching her the breathing exercise and having her to do them back to show she understands.	Discuss how the client/family received the teaching: The client listened to the teaching but was interrupting during the process. Client seemed to know a lot. Client does have a service dog who can tell if something is wrong. Identify strengths/weaknesses of the client or family in receiving teaching: During the teaching the client seemed to already know a lot about their condition, so it was hard for the client to receive the teaching. Her strength was knowing a lot about her condition and her weakness was not receiving new information. Suggest modifications to improve teaching plan (what would have

Client seemed to know a lot about her condition. Client is Generativity vs. Stagnation (McLeod,2024). She has a lot of knowledge about what going on with her. She told me so much about the disease and life expectancy which she has been told multiple times that she wasn't going to make it to a certain age. Cognitive development: The patient is cognitive alert and aware of her surroundings and environment, she's able to answers questions and process information that is given to her about her Cystic Fibrosis. Her response was quick and understandable.				improved the plan?): The plan could have been improved if the patient would take their medicine and be willing to perform breathing techniques.
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References (2) (APA):

Phelps, L. L. (12th) (2023). *Nursing Diagnosis Reference Manual*. Wolters Kluwer.

Approved 8/18/2021

McLeod, Saul. (2024, January 25). *Erik Erikson's Stage Of Psychosocial Development*. Simply Psychology. <https://www.simplypsychology.org/erik-erikson.html>.