

N441 Teaching Plan and Grading Rubric

Student Name: Kaylee Andersen

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>	
Criteria	0 points	2.5 points	5 points	Comments
<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
<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> The level of motivation was low, and it seemed like he did not care. It was weird because he would sigh or roll his eyes when I tried to explain how to use the inhaler or why it is important that he understands the appropriate time to use it even though that was the reason, he came into the</p>	<p><b>Nursing Diagnosis:</b> Impaired gas exchange related to altered respiratory depth as evidenced by the patient coming to the emergency room of complaints of shortness of breath and chest tightness (Phelps, 2023).</p> <p><b>Goal of Teaching:</b> The goal of the teaching was to</p>	<p><b>Intervention 1:</b> As the patient is being admitted, the nurse performs a detailed respiratory assessment to establish the patient's baseline (Phelps, 2023). By establishing the patient's baseline normal is, the nurse can report to the</p>	<p><b>Method 1:</b> The first method was explaining step by step discussion/interactive how to use the inhaler. As I explained each step, I mimicked the action that the patient will do to properly use the inhaler. I did have to explain the process to him twice. While he was using it, I still had to coach him through the</p>	<p><b>Discuss how the client/family received the teaching:</b> At first, I felt that the patient was not taking me seriously because I was a student nurse, however, later in the day I overheard him talk with his wife about how the inhaler did help with his breathing. I hope that when he gets</p>

<p>emergency room. It did get better through the day because he did notice relief with his shortness of breath.</p> <p><b>Barriers to effective learning:</b> When I was teaching my patient, there were two barriers that were noticed. The first one was the level of motivation mentioned above. The second one was his phone; he would either be texting other family members while I was talking, or people kept calling him.</p> <p><b>Health beliefs/values:</b> As we were getting the patient established/assessed, I asked him and his wife if they had any health beliefs or values and he stated that he did not have any. Honestly, it seemed as though he did not fully care about his health as he did not want to go to the emergency room and his wife had to make him go in.</p> <p><b>Psychosocial development:</b> When it comes to Erik Erikson's Stage, this patient would be apart of the intimacy vs. isolation stage (Taylors et.</p>	<p>properly inform him why it's important to use his rescue inhaler when he was experiencing shortness of breath. Also, making sure that he knows the proper way to use the inhaler to get full therapeutic treatment.</p>	<p>provider of any acute changes that could happen.</p> <p><b>Intervention 2:</b> The nurse will administer medications, like the inhaler, as ordered by the provider (Phelps, 2023). The patient received an Albuterol inhaler in hopes of helping open his lungs up and make it easier for him to breathe.</p> <p><b>Intervention 3:</b> While at the hospital, the nurse would want to monitor the patient's ABGs levels and notify the provider immediately if there is a new change (Phelps, 2023). The nurse would want to monitor this level because early intervention could prevent the patient from going into a respiratory distress situation.</p>	<p>steps. During the initial teaching, I paused to see if he had any questions about what we discussed. The only question that he had was why he prescribed this. I explained that he was being prescribed this medication to be a rescue inhaler for times when he experiences shortness of breath which is what brought him to the emergency room. After this, I moved into the second method of education but when he was back to this method he was using the inhaler. I was coaching him and mimicking the motions at the same time.</p> <p><b>Method 2:</b> The second method I used was the teach back. After explaining the steps and why he was taking this medication, I had him explain to me in his own words how he would be the inhaler and when it is appropriate to use it.</p>	<p>discharged that he will take to heart what I taught him and follow my directions and advice.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> I personally feel like there were more weaknesses because of how the patient was acting and receiving the information. At first, he was on his phone or talking to his wife. He did state at one point after giving him the education that he does not like student nurses. The only strength that I can say was that he was able to demonstrate the step in the proper way.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> I would have waited for a better time in the day to give this education when there were fewer distractions and made sure I stressed the importance of using the inhaler properly. When I was walking back</p>
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al, 2023). During this stage, some individuals would either succeed with building relations that have trust and commitment while others that fail and start to withdrawal from life. They become lonely and isolated. With my patient, it seemed like he was in the middle as he had a trusting relationship with his wife, however, when it came to strangers there was no trust, and he withdrew from what was happening around him.

**Cognitive development:**  
According to Piaget's Theory, this patient is in the formal operation stage of development (Taylors et. al, 2023). This is the normal stage of someone being 36 years old to understand the importance of his health. The patient was A/O x4 during his whole visit and was able to demonstrate and understand the education.

to the computer, the nurse that I was with stated the I did a good job and handled it well because she could see that I was getting a little discouraged. However, she said that that is how some patients are, and it does not matter the time or place to do the education to try to get a better response they will still act the same way.

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

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

Taylor, C., Lynn, P., & Bartlett, J. L. (2023). *Fundamentals of nursing: The art and science of person-centered care* (10th ed.). Wolters Kluwer.