

Teaching Plan and Grading Rubric

Student Name:

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
<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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
APA Format <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 	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)
<p>Level of motivation for learning:</p> <p>The client has a higher motivation during the teaching. She decided to change her lifestyle by walking for at least 30 minutes every day. She verbalized that she would never skip her insulin dose anymore, and she would try to cook on her own instead of buying fast foods. So, she can have healthy foods to help her equilibrate her blood glucose.</p> <p>Barriers to effective learning:</p> <p>There are no barriers noted while giving the client education because the client actively focused, paid attention, and positively participated in the teaching.</p> <p>Health beliefs/values:</p>	<p>Nursing Diagnosis:</p> <p>Risk for unstable blood glucose levels related to insulin deficiency and bad blood glucose management, as evidenced Ms. TM having elevated blood glucose (700 mg/dL) on admission day.</p> <p>Goal of Teaching:</p> <p>Lower the blood sugar level and eliminate the symptoms of diabetic ketoacidosis.</p>	<p>Intervention 1:</p> <p>Administer insulin IV drip as prescribed to decrease blood glucose levels. Because insulin is administered by IV lowers blood sugar quickly (Hinkle & Cheever, 2018).</p> <p>Intervention 2:</p> <p>Hourly monitoring of blood glucose to assess for hyper/hypoglycemia. Monitoring glucose levels using a finger stick with a glucometer will guide the treatment strategies (Phelps, 2020).</p> <p>Intervention 3:</p> <p>Educate the patient on the importance of lifestyle change, including a healthy diet</p>	<p>Method 1:</p> <p>Teach the patient the importance of managing diabetes mellitus with diet, exercises, and insulin injection to avoid complications. The patient gives back in clear words the information provided</p> <p>Method 2:</p> <p>Give the patient a printing picture containing information about managing her blood sugar. It is beneficial that a patient with diabetes receives all information necessary for long-term management of diabetes and avoiding complications (Hinkle & Cheever, 2018).</p>	<p>Discuss how the client/family received the teaching:</p> <p>The client likes the teaching. She reads the information provided on the printable paper. She says she is always confused about foods to eat as a diabetic person. However, she will get healthy food appropriate for her diet using this printable paper. And it will remind her to respect insulin therapy as prescribed and not skip insulin doses.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>Strengths: The client was positively motivated to manage her blood sugar with insulin injection and exercise to avoid future complications.</p>

<p>Ms. Tm is a Christian; she trusts Jesus as a son of God. She believes that she verbalized that she is sick because of God's will. The only thing that she can help it is respecting the medication regime.</p> <p>Psychosocial development:</p> <p>The client is stressed; she has a past medical history of depression. She is unemployed and has many chronic diseases that affect her mentally.</p> <p>Cognitive development:</p> <p>The patient has a college degree in computer sciences; she speaks English very well. She could understand the content we are talking about in education to help her make a good decision for her life.</p>		<p>and exercise to help maintain diabetes mellitus and avoid complications.</p>		<p>Weaknesses: The client was emotionally affected during the teaching because she is unemployed. She stated that she might have trouble buying healthy foods. She does not have any financial revenue to help her procure healthy foods. She claimed that her son supports her financially. So, she eats any foods bought by her son.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?):</p> <p>Next time, I would like to see the client self-administer insulin subcutaneous to ensure that she can inject herself. Ms. TM did not self-inject insulin because she received an insulin IV drip. However, she verbalizes understanding the importance of adequately monitoring blood glucose levels and injecting insulin subcutaneously without skipping doses. I would</p>
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				also like to have information available on the free food's pantry in the community that I can provide to Ms. TM to help her procure healthy foods because she is financially down.
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References (2) (APA):

**Hinkle, J. L., & Cheever, K. H., (2018). Brunner & Suddarth's textbook of
medical- surgical nursing (14th ed.). Philadelphia, Wolters Kluwer**

Phelps, L. L. (2020). *Sparks & Taylor's nursing diagnosis reference manual*. Philadelphia: Wolters Kluwer.

8 TIPS FOR MANAGING DIABETES



Exercise for 30 minutes a day - 5 days a week.



Take time to de-stress. High stress raises your blood sugar level.



Adopt a clean diet - consume more fruits and vegetables.



Check your blood sugar levels regularly.



Keep a food journal to track the food you eat.



Quit smoking



Avoid alcohol... but if



If you're on

