

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: The patient made eye contact and utilized active listening. The patient appeared distant to learn as she has most likely been taught diabetic treatment before.</p> <p>Barriers to effective learning: The patient was oriented and alert. There are no barriers to effective learning.</p> <p>Health beliefs/values: The patient does not believe she is at risk for other health problems associated with DKA. She drinks and eats food that are not a part of a diabetic diet.</p> <p>Psychosocial development: The patient is in the Identity vs Confusion stage of Erikson's stages of psychosocial development.</p> <p>Cognitive development: The patient was easy to talk to</p>	<p>Nursing Diagnosis: Deficient knowledge related to unfamiliarity with risk factors as evidenced by inaccurate follow through of instructions.</p> <p>Goal of Teaching: The goal of this patient is for her to understand the risks she is putting herself at by having many DKA episodes.</p>	<p>Intervention 1: Assess the patient's willingness to learn (Swearing & Wright, 2019).</p> <p>Intervention 2: Assess the patient's knowledge on the risks of DKA (Hinkle & Cheever, 2018).</p> <p>Intervention 3: Educate the patient on a true diabetic diet and when to administer insulin (Swearing & Wright, 2019).</p>	<p>Method 1: The patient and student nurse had a discussion in regard to her overall diet and how she is managing her diabetes. The patient was educated on diet and insulin administration.</p> <p>Method 2: When asked how the patient copes, she stated she listens to music. In this situation, the student nurse suggested she watch YouTube videos on type 1 diabetes and how to prevent going into DKA.</p>	<p>Discuss how the client/family received the teaching: The teaching involved the patient only as no family was present. The patient was aware of a true diabetic diet and medication management but is not very compliant with managing diabetes.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient's strength was her attentiveness to listen to the student nurse during the teaching. The patient's weakness was checking her phone during the conversation.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The plan could be improved by also having the doctor explain why she keeps</p>

<p>even though she only responded with a few words. She is alert and oriented which meant she did understand the meaning of the conversation.</p>				<p>going into DKA and tell her what risks she is putting herself at. Including a dietician could help show the patient she can still eat certain things, but as sugar free or they could form a diet plan together.</p>
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References (2) (APA):

Hinkle, J.L., & Cheever, K. H. (2018). *Brunner & suddarth's textbook of medical-surgical Nursing* (14th ed.). Wolters Kluwer Health Lippincott Williams & Wilkins

Swearingen, P. L., & Wright, J. D. (2019). *All-in-one nursing care planning resource: Medical-surgical, pediatric, maternity, and psychiatric-mental health* (5th). Elsevier.