N321 Teaching Plan and Grading Rubric   **Student Name:** Jakarrah Dandridge

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • 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**
Nursing Diagnosis and Goal of Teaching • 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**
Interventions • 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**
Methods/Teaching Tools • Use 2 appropriate	Missing 2 of the following: • Use 2 appropriate	Missing 1 of the following: • Use 2 appropriate	Includes complete	

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teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			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
Evaluation • 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	
Criteria	**0 points**	**2.5 points**	**5 points**	
Evaluation of Teaching Presentation 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	Missing 2 or more of the following criteria: • 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	Missing 1 of the following criteria: • 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	Includes all criteria: • 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)**
Level of motivation for learning:	**Nursing Diagnosis:** Knowledge deficit related to	**Intervention 1:** Educate the client on	**Method 1:** Discussion	**Discuss how the client/family received the**

The client's level of motivation for learning was very high the client seemed very interested in all the new information.

Barriers to effective learning:

The client is alert and oriented x4. She was very active in the learning process. There were no barriers for this client.

Health beliefs/values:
The client needs education on diabetes and how to live with this diagnosis. The client did not have a preferred religion but stated she "is spiritual".

Psychosocial development:
According to Erik Erikson's psychosocial development theory, the client would be in the Generativity vs. Stagnation stage of psychosocial development.

Cognitive development:
The client's cognitive abilities and developmental level are appropriate for her age. She was very understanding and engaging.

diabetes type 2 as evidenced by uncontrolled glucose levels.

Goal of Teaching:
The goal of the education was to make sure the client understood the different ways they could help manage her diabetes.

medication administration. To keep your blood sugar levels as close to normal as possible, it's critical to take your diabetes medication. When blood sugar levels rise too high or stay too high, blood vessels and nerves throughout the body might be damaged (Hinkle & Cheever 2022).

Intervention 2:
Educate the client on how important it is to get their routine labs done. Monitoring your labs helps to determine if you are reaching your glucose goals which helps to reduce the unwanted symptoms of high sugar and avoids long-term diabetes complications (Hinkle & Cheever 2022).

Intervention 3:
Educate on the importance of self-care. People with diabetes can enhance their quality of life and lower their risk of complications by practicing appropriate self-management. It can also help to prevent hospital admissions (Ong et al., 2021).

Method 2: Question & Answer

teaching:
The client did not have family present during the education. The client was open and received all the information. The client got both questions at the end of the discussion correct.

Identify strengths/weaknesses of the client or family in receiving teaching:
The client's family was not present at the time of the education. The client showed many strengths in wanting to learn. She was engaged nodding her head, asking questions, and answering my questions correctly.

Suggest modifications to improve teaching plan (what would have improved the plan?):
I could improve my next teaching plan by having more handouts to provide the client. I did provide one written hand out. I feel like another one with more recourses could be beneficial.

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References (2) (APA):

Banerjee, M., Chakraborty, S., & Pal, R. (2020). Diabetes self-management amid COVID-19 pandemic. *Diabetes & Metabolic Syndrome: Clinical Research & Reviews*, *14*(4), 351-354.

Capriotti, T. & Frizzell, J.P. (2020). *Pathophysiology: Introductory concepts and clinical perspectives.* (2nd ed.). F.A. Davis Company.

Hinkle, J.L., & Cheever, K. H. (2022). *Brunner & suddarth's textbook of medical-surgical Nursing* (15th ed*.)*. Wolters Kluwer Health Lippincott Williams & Wilkins

Ong, J. J., Azmil, S. S., Kang, C. S., Lim, S. F., Mawardi, M., Ooi, G. C., & Patel, A. (2021). Foot Care Knowledge and Self-Care Practices Among Diabetics in Penang: A Primary Case Study. *Malaysian Family Physician*, *16*, 23-24.

Phelps, L.L. (2020). *Sparks and Taylor's nursing diagnosis reference manual* (11th ed.). Wolters Kluwer.

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