N441 Teaching Plan and Grading Rubric   **Student Name: Whitney Miller**

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 teaching methods to deliver teaching
• Consider the following teaching methods:
  o Discussion
  o Q & A
  o Teach-Back
  o Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  o Discussion
	  o Q & A
	  o Teach-Back
	  o Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  o Discussion
		  o Q & A
		  o Teach-Back
		  o Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  o Discussion
			  o Q & A
			  o Teach-Back
			  o 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	Missing 2 or more of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and	Missing 1 of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and	Includes all criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized	

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 *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	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	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	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: Patient not eager to learn. Patient has been noncompliant with prescribed diet regimen. **Barriers to effective learning:** No barriers to learning. **Health beliefs/values:** Traditional beliefs and values. **Psychosocial development:** Integrity vs Despair of Erikson's stages of psychosocial development	**Nursing Diagnosis:** Deficient knowledge related to diabetes and diabetic diet as evidenced by non-compliance and patient stating, "I am unsure what foods I should even be eating". **Goal of Teaching:** Patient will have a thorough understanding of why compliance with a diabetic diet is important as well as	**Intervention 1:** Encourage the patient to be diligent and educated about preventing complications of her type II diabetes such as cardiovascular disease, kidney disease, and eye disease (Capriotti, 2020). **Intervention 2:** Educate the patient on identifying appropriate food choices that correlate with her diet plan such as fruits, vegetables, whole grains, lean protein, and low-fat dairy (Mayo Foundation for Medical Education and Research, 2021)	**Method 1:** Discussion: The nurse discussed with the patient the importance of following a diabetic diet, potential complications of uncontrolled type II diabetes, and food options that fit her diet. **Method 2:** Teach back: The nurse asked the patient to repeat back what potential complications may result from not following a	**Discuss how the client/family received the teaching:** Patient was willing to listen and learn about her diabetic diet plan and complications of her disease. Patient participated by asking questions and was receptive to the teach back method. **Identify strengths/weaknesses of the client or family in receiving teaching:** The patient had a weakness in the beginning of seeming unready to learn, however, the client did listen to the teaching and was receptive. **Suggest modifications to**

References (2) (APA):

Capriotti, T. (2020). *Davis advantage for pathophysiology: Introductory concepts and clinical perspectives* (2 nd ed.) F.A. Davis Company.

Mayo Foundation for Medical Education and Research. (2021, March 25). *Diabetes diet: Create your healthy-eating plan.* Mayo Clinic. Retrieved April 11, 2022, from https://www.mayoclinic.org/diseases-conditions/diabetes/in-depth/diabetes-diet/art-20044295