N431 Teaching Plan and Grading Rubric   Student Name:

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:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete 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	No in-text citations present	1-2 APA errors	No APA errors present	
• 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	2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1 reference is greater than 5 years old In-text citations appropriately cited Reference page 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	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation

Approved 8/18/2021; 11/19/2021

(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
Level of motivation for learning: Patient has a very high level to learn because he has a friend with diabetes. **Barriers to effective learning:** Patient already has end stage kidney disease may be stuck in his ways **Health beliefs/values:** Patient wants to improve his health/ live as long as he can. **Psychosocial development:** Adult level **Cognitive development:** Formal operational	**Nursing Diagnosis:** Risk for amputation related to uncontrolled diabetes evidenced by patient having peripheral neuropathy in his feet (Swearingen & Wright, 2019). **Goal of Teaching:** I want the patient to control his blood sugar better and make better diet changes to help prevent any more damage to his peripherals.	**Intervention 1:** Maintain blood glucose levels within range by taking your insulin at the same time every day. Insulin is most effective when there is a regular schedule day to day of taking the medication Learning, 2019). **Intervention 2:** Have the patient cut down on carbohydrates in his diet. Carbs increase the blood glucose levels quickly for diabetics **(**Swearingen & Wright, 2019). **Intervention 3:** Increase fluid intake for the patient. This will help the kidneys excrete excess sugar (Swearingen & Wright, 2019).	**Method 1:** I used the discussion method with a packet. **Method 2:** Interactive with the packet. Patient was engaging with asking questions and comments.	**Discuss how the client/family received the teaching:** Patient was appreciative of the information being brought forth to him, made eye contact through the plan, was engaging, and telling me the information back **Identify strengths/weaknesses of the client or family in receiving teaching:** Strengths were that patient was able to understand me clearly while I was engaging with him throughout the lecture part. Weakness are I wish I could have had a nutritionist there with me to help with better choices regarding changing diet. **Suggest modifications to improve teaching plan (what would have improved the plan?):** Having a nut would have made this teaching plan easier since they are more knowledgeable in this area

Approved 8/18/2021; 11/19/2021

				than me.

References (2) (APA):

Learning, J. &. (2019). *2020 nurse's drug handbook* (19th ed.). Jones & Bartlett Learning.

Swearingen, P. L., & Wright, J. (2019). *All-in-One Nursing Care Planning Resource - E-Book*. Elsevier Health Sciences.