

N321 Teaching Plan and Grading Rubric

Student Name:

Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul>	
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<p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments
<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>	

<b>Criteria</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Comments</b>
<b><u>Methods/Teaching Tools</u></b> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>	
<b>Criteria</b>	<b>0 points</b>	<b>1.5 points</b>	<b>3 points</b>	<b>Comments</b>
<b><u>Evaluation</u></b> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	

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<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<p>No in-text citations present</p> <p>2 or more references are greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>1-2 APA errors</p> <p>1 reference is greater than 5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>No APA errors present</p> <p>In-text citations appropriately cited</p> <p>Reference page present and formatted properly</p>	
Criteria	0 points	2.5 points	5 points	
<p><b>Evaluation of Teaching Presentation</b></p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids</p> <p>Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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><b>Level of motivation for learning:</b> The patient was motivated and had already learned how to control her blood sugar. While teaching the patient, she stated, "I don't know what I'm doing wrong, but maybe working out and watching my food intake might help me maintain my blood sugar." The patient also shows the student nurse how she checks her blood sugar at home.</p> <p><b>Barriers to effective learning:</b> The nurse will ensure that the patient is ready, orientated, and alert to learn. The patient did not have any physical or cognitive impairment. The patient was very interested throughout the teaching, and she had questions. She was encouraged.</p> <p><b>Health beliefs/values:</b> The patient did not express any specific health beliefs; however, she thinks working</p>	<p><b>Nursing Diagnosis:</b> Risk for unstable blood glucose levels related to insufficient diabetes management as evidenced by glucose levels such as 135,293, 203 on 10/12/2022 and 110 and 224 on 10/13/2022.</p> <p><b>Goal of Teaching:</b> The patient will understand the importance of controlling her blood sugar. The patient will also understand the signs and symptoms of hyperglycemia and hypoglycemia. The patient will understand how to use a glucose monitor. The patient will also understand the importance of mobility to control her sugar. The patient will be able to recognize food that she should include in her diet as well as food intake.</p>	<p><b>Intervention 1:</b> The patient will monitor her food intake and follow a meal-prep plan.</p> <p><b>Intervention 2:</b> The patient will exercise at least 20 minutes a day and determine her blood glucose levels before and after exercising.</p> <p><b>Intervention 3:</b> The patient will perform home glucose monitoring.</p>	<p><b>Method 1:</b> The patient was provided with a handout on type two diabetes diet. The flyer had pictures to offer extra help. The student nurse went over healthy carbohydrates such as fruits, fresh vegetables, whole grains, beans, peas, and low-fat dairy products, such as milk and cheese. Also, I went over food to avoid, such as sugary drinks, canned food/fruits, foods containing saturated fats, trans fat, high in cholesterol, and food with high sodium (Ojo, 2019). The patient was instructed to do meal prep throughout the week to know her food intake. The patient was very cooperative and asked questions. The patient started she lives in an independent nursing home where they provide her with food twice daily. The student nurse explained to the patient that she must follow a</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient received the teaching very well. She had no hesitation in learning about her diet, working out, and monitoring her blood sugar before each meal and before and after working out. She was very excited to learn more about living a healthy lifestyle. She had questions, and she was ready to achieve her goal.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The patient was very alert and oriented. She was excited to learn so that she could improve her blood sugar. The patient was encouraged, involved, and willing to take recommendations. The patient states, "I'm going to follow these plans, and maybe I won't have to return to the hospital."</p>

<p>out 20 minutes daily and watching her food intake will help her.</p> <p><b>Psychosocial development:</b> The patient is 82 years old. According to Ericksons' stage of development, this patient is in the Integrity vs. Despair stage.</p> <p><b>Cognitive development:</b> According to Piaget's stage of cognitive development, this patient is in the formal operational stage.</p>			<p>diabetic diet due to her elevated blood sugar. The patient says, "I will let the caregivers know I need to follow a type 2 diabetes diet". The student nurse also reminds her to check her blood sugar before meals. The patient was very interested and happy to go over her meal plans.</p> <p><b>Method 2:</b> The patient was provided with a handout on working out. The flyer had information on how the patient could improve her blood sugar by doing at least 20 min of working out a day. The student nurse encouraged the patient how she needs to check her blood sugar before and after working out. The student nurse also explained how it is essential to have low-carb snacks in hand just in case her blood sugar drops after working out (Ojo, 2019). The patient was very interested in the topic. The patient says she will try to work out when she gets discharged from here, and she believes this will help her get to her</p>	<p>One of the weaknesses of this patient is that she lives in an independent nursing home and gets food dropped off at her place twice a day. This nursing student educated her, letting her caregiver know about the diabetic diet before they dropped off the food. Also, whoever does her grocery shopping to follow the flyer.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): This nursing student would have felt more prepared if there had been more information to give the patient. Some modifications this nursing student would make are by having more resources and showing the patient how to do some easy exercises that she can do at home.</p>
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**References (2) (APA):**

Ojo, O. (2019). Dietary intake and type 2 diabetes. *Nutrients*, 11(9), 2177. <https://doi.org/10.3390/nu11092177>

Phelps, L.L. (2018). *Sparks and Taylor's nursing diagnosis reference manual*. (11<sup>th</sup> ed.). Wolters Kluwer.