

**Teaching Plan and Grading Rubric**

**Student Name: Kaitlyn Holycross**

<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>
<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>	
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<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>	

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<p><b><u>Methods/Teaching Tools</u></b></p> <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>	<p>Missing 2 of the following:</p> <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>	<p>Missing 1 of the following:</p> <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>	<p>Includes complete information of all criteria:</p> <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>
<p><b><u>Evaluation</u></b></p> <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>	<p>Missing 2 or more of the following:</p> <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>	<p>Missing 1 of the following:</p> <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>	<p>Includes complete information of all criteria:</p> <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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<b>APA Format</b> <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>	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	
<b>TOTAL</b>				<b>/25</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 client was very responsive and motivated to learn about insulin administration. The client demonstrated proper listening and interest throughout the teaching. The client stated, “I don’t want it to hurt as bad when I give myself insulin because it doesn’t hurt when nurses do it.”</p> <p><b>Barriers to effective learning:</b> There seemed to be no evident learning barriers during the teaching. The client was alert and oriented. The client could be engaged and follow what the nursing student was doing.</p> <p><b>Health beliefs/values:</b> The client valued learning how to administer insulin so it would be less painful. The nursing student explained that it would be easier to stick to a routine if the client felt comfortable doing it</p>	<p><b>Nursing Diagnosis:</b> Readiness for enhanced knowledge related to proper insulin injection as evidenced by the client agreeing to listen to the teaching and being able to ask questions and inject insulin in front of the nursing student.</p> <p><b>Goal of Teaching:</b> The goal of the teaching was to educate the client about how to inject insulin properly. The client recently experienced diabetic ketoacidosis due to not taking his insulin. Also, the client is newly diagnosed with type 1 diabetes mellitus and is not confident about injecting insulin. This is evident by the client stating that injecting is painful when he does it.</p>	<p><b>Intervention 1:</b> The first intervention involved explaining the purpose of insulin and what to look for before injection. Insulin significantly lowers blood glucose levels by permitting glucose to enter cells throughout the body, where it is used for energy or stored as glycogen (Hinkle &amp; Cheever, 2018). The client should also be aware of his blood sugar, which is approximately less than 120. Before injecting insulin, it is essential to make sure the correct insulin is chosen based on the need and that the medication looks appropriate for the type of insulin it is. NPH insulin, or intermediate-acting insulin, is cloudy in appearance (Hinkle &amp;</p>	<p><b>Method 1:</b> The primary method utilized discussion. The nursing student wanted the information to be easy to follow, informative, straightforward, and from a practical standpoint so the client could properly comprehend and absorb the information. Explaining the task can be overwhelming since the client has never had to administer insulin. Therefore, keeping the conversation therapeutic can allow the client not to feel as overwhelmed. Information regarding administering insulin is critical for the client's health throughout the rest of his life and how he manages it.</p> <p><b>Method 2:</b> The second method was having the client perform what the nursing student taught. Having the client inject insulin in front of the</p>	<p><b>Discuss how the client/family received the teaching:</b> The client seemed to receive the teaching very well. He was engaged, asked questions, and could adequately inject insulin independently. The client mentioned that he felt more confident injecting insulin by himself after the teaching was done. The family felt more comfortable knowing the client knew how to inject insulin which helps him manage his diabetes.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> The client's strength was the ability to learn. The client was oriented, alert, and eager to learn. The teaching was proven to go well based on his ability to inject insulin. The weakness could have been slight</p>

<p>independently.</p> <p><b>Psychosocial development:</b> The client seemed to be in a proper stage of psychosocial development, evident by the nursing student's observations.</p> <p><b>Cognitive development:</b> The client's development was age-appropriate, as observed by the nursing student. The client asked appropriate questions when necessary and appeared to be in a cognitive state.</p>		<p>Cheever, 2018). However, the other types of insulin should not be cloudy. Overall, it is critical to double-check the insulin's strength and dose (Mayo Clinic, 2022). The client will then administer insulin in front of the nursing student after teaching him how to do it.</p> <p><b>Intervention 2:</b> The second intervention involves educating the client on how to administer insulin. First, inject air into the bottle of insulin equivalent to the number of units of insulin needing to be withdrawn (Hinkle &amp; Cheever, 2018). Next, the patient should select the abdomen, upper arms, hips, or thighs to administer the subQ injection. It is essential to keep track of the location of each shot to ensure proper site rotation (Mayo Clinic, 2022). Once the site is chosen, cleanse the area with an</p>	<p>nursing student allows the client to practice what he learned, allows the nursing student to evaluate his abilities, and also allows the client to ask questions throughout the process. Having the client inject insulin into himself after the teaching ensures he learns and understands the teaching. This helped the client feel more confident that he was doing it correctly.</p>	<p>nervousness surrounding the needle and having it hurt. However, helping him properly inject insulin allowed less pain to occur.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> The best way to improve would be to do the teaching in front of someone, such as his mother. This could have helped her see what to do, and maybe she could help him be consistent or guide this learning process.</p>
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**References (2) (APA):**

Hinkle, J.L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing* (14<sup>th</sup> ed.). Wolters Kluwer.

Mayo Clinic. (February 1<sup>st</sup>, 2022). *Insulin Human Regular (Intravenous Route, Subcutaneous Route)*.

<https://www.mayoclinic.org/drugs-supplements/insulin-human-regular-intravenous-route-subcutaneous-route/proper-use/drg-20060927>