

Teaching Plan and Grading Rubric

Student Name: Chelsea Grubb

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

Criteria	0 points	1 point	2 points	Comments
<p><u>Methods/Teaching Tools</u></p> <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	
Criteria	0 points	1.5 points	3 points	Comments
<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • 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?) 	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> • 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?) 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> • 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?) 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	
TOTAL				/25

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>Level of motivation for learning:</p> <p>The patient was motivated to learn more about diabetes mellitus and treatment options. The patient was diagnosed with type 1 diabetes mellitus recently in November of 2022. The patient was given a nutrition pamphlet and more information about diabetes and the different types.</p> <p>Barriers to effective learning:</p> <p>The only barrier that would hinder his learning is his age. The patient is an adolescent but understands the information given. The patient's mother is at the bedside and is on board with his treatment plan.</p> <p>Health beliefs/values:</p> <p>The patient generally shows concerns about his</p>	<p>Nursing Diagnosis:</p> <p>Deficient knowledge related to lack of information about the disease as evidence by being newly diagnosed and only being fourteen years old.</p> <p>(Phelps, 2020).</p> <p>Goal of Teaching:</p> <p>The patient will make healthier lifestyle choices and maintain a thorough medication regimen. The patient will show proof of picking up his Lantus and Humalog. The patient will start a dietary diary.</p>	<p>Intervention 1:</p> <p>Educate the patient on sticking to a medication regimen and following the treatment plan thoroughly.</p> <p>Intervention 2:</p> <p>Educate the patient and family on the different signs and symptoms of hypoglycemia and hyperglycemia. Include in the treatment plan, taking rest periods and educating about sick day management.</p> <p>Intervention 3:</p> <p>Educate the patient on always wearing a diabetic bracelet in case of an emergency.</p>	<p>Method 1:</p> <p>The first method of teaching to D.M. was the discussion method. This nursing student allowed the patient and family to participate in conversation about diabetes mellitus type 1. The patient and his mother asked many questions.</p> <p>Method 2:</p> <p>This nursing student's second teaching method was being interactive with the patient. This nursing student showed the importance of a proper medication regimen and how beneficial it would be to choose healthier options. The nutrition pamphlet and the instructions on keeping a dietary diet helped the patient understand the information in simpler terms.</p>	<p>Discuss how the client/family received the teaching:</p> <p>The patient had appropriate body language and had questions regarding his diabetes type 1. The patient was always on board with learning more. The patients mother was understanding with his treatment options and had many nutritional questions. The patient used therapeutic communication when appropriate.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching:</p> <p>The strengths in this teaching plan were the patient was interested in learning more about treatment options. The patient's mother demonstrated an understanding on type 1 diabetes. Having the family</p>

hyperglycemia, but his diet doesn't reflect his nutrition choices.

Psychosocial development:

The patient has a previous history of having suicidal thoughts with no plan. The patient interacts with this nursing student by asking many questions about diabetes mellitus type 1.

Cognitive development:

The patient does not have any cognitive developmental problems that would delay his learning at this time. The patient and his mother understood the information given.

involved will help the patient be compliant with his diabetes. The patient's age and history of suicidal ideation may be a weakness in teaching about diabetes mellitus.

Suggest modifications to improve teaching plan (what would have improved the plan?):

A modification that could improve the teaching plan would be to obtain a specialized diet for this patient. This would include choices the patient usually makes and exchange these food options for healthier choices. The patient is a picky eater, so contacting a dietitian would be beneficial. The best chance of adjusting to type 1 diabetes is when there is continual family support and monitoring. Understanding how family interactions affect sickness adaption is crucial (Kidie et al., 2022). As children enter puberty, continued parental involvement—particularly monitoring—in managing diabetes care is crucial. The best results are apparent

				when this involvement takes place lovingly and collaboratively. To maintain this level of participation, parents require assistance in managing their emotions (Kidie et al., 2022).
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References (2) (APA):

Kidie, A., Ayal, G., Ayele, T., Fentie, A., & Lakew, M. (2022). Poor glyceimic control and associated factors among pediatric diabetes mellitus patients in northwest Ethiopia: Facility-based cross sectional retrospective study design. *Scientific Reports*, 12(1), 15664. <https://doi.org/10.1038/s41598-022-19909-8>

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