

N431 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>	
Criteria	0 points	2.5 points	5 points	Comments
<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	<b>Comments</b>

<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	
<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 (interpreter if applicable)</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>
<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>

<p><b>Level of motivation for learning:</b> The patient was very attentive and seemed to accept all material given with pleasure. Patient's level of motivation was engaged, and he listened to what I had to say; he did seem to acknowledge the material as he knew about his error of being noncompliant to his diabetes regimen.</p> <p><b>Barriers to effective learning:</b> The patient needs glasses to see well. If the patient did not have his glasses, there could have been a barrier to him being able to read the pamphlets I gave him to look over.</p> <p><b>Health beliefs/values:</b> The patient is a Christian and believes the family is a priority. The patient values family time as he knows to cherish it because he doesn't know when the last time it will be gets to see them.</p> <p><b>Psychosocial development:</b> The patient is in the integrity vs. despair stage in his life. According to Cherry (2023),</p>	<p><b>Nursing Diagnosis:</b> Noncompliance to diabetic regimen related to patients' glucose reading of 333 mg/dL as evidenced by patient stating, "I have not taken my medications and ate high carb food today".</p> <p><b>Goal of Teaching:</b> The patient will have received adequate education to understand the importance of compliance with his diabetes regimen in hopes the patient will be compliant and avoid re-admission to the hospital for hyperglycemia.</p>	<p><b>Intervention 1:</b> Teach him what symptoms to look out for in hyperglycemia, as this is what he came in for initially.</p> <p><b>Intervention 2:</b> Educate him on the best food choices since he has diabetes—monitor his intake to watch for foods in high fats and carbohydrates.</p> <p><b>Intervention 3:</b> Stress the importance of staying active at least three times a week (walking, jogging, running) three times a day and steer away from a sedentary lifestyle, as it can lead to complications.</p>	<p><b>Method 1:</b> I used the discussion method when explaining what symptoms to look for in hyperglycemia. Ensuring the patient understood the symptoms and when he would need to seek medical attention.</p> <p><b>Method 2:</b> I used visuals, such as providing a pamphlet to educate him on what food choices are healthy for him. As the patient expressed that he had not had a healthy food choice before admission, he admitted to eating a high-carb food choice. I would have assisted with afternoon lunch options, but the patient declined to order food now.</p>	<p><b>Discuss how the client/family received the teaching:</b> The client understood his mistake and the importance of taking his medication and watching what he eats throughout the day. The patient was attentive and engaged as he accepted the pamphlets.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> His strength was listening to what I was educating him about and giving feedback on his knowledge. A weakness was focusing on what I was saying before teaching him; he expressed pain, and pain medications were given not long before I came in to teach him, so they had not taken effect yet. His pain might have distracted him from taking what I said into consideration.</p> <p><b>Suggest modifications to improve teaching plan (what would have</b></p>
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during this stage, people reflect on their lifetime and contemplate whether they have lived a content, fulfilled life or with a sense of despair for a misspent life. He is in despair due to his health condition and having to deal with so many health issues throughout his lifetime. He expresses upset as he has difficulty coping with the fact that he is in the hospital and wants to return home.

**Cognitive development:**

The patient is seventy-nine years old and in the formal operating stage. This stage consists of an “increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas” (Cherry, 2022). My patient is on the older side of this age criteria, so he has lots of experience and wisdom from his lifetime.

**improved the plan?):**

I need to improve knowing I can review the materials with the patient. I also need to work on slowing down when I talk and being open to examining the pamphlet with them. I did explain what was in the packet and highlighted materials, but I could have gone through the papers with him more in-depth.

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**References (2) (APA):**

Approved ~~8/18/2021~~ 11/19/2021  
Revised 11/19/2021

Cherry, K. (2023, February 28). *How people develop a sense of integrity vs. despair*. Verywell Mind. Retrieved April 8, 2023, from

[https://www.verywellmind.com/integrity-versus-despair-2795738#:~:text=back%20on%20life-,What%20Is%20Integrity%20vs.,and%20missed%20opportunities%20\(despair\).](https://www.verywellmind.com/integrity-versus-despair-2795738#:~:text=back%20on%20life-,What%20Is%20Integrity%20vs.,and%20missed%20opportunities%20(despair).)

Cherry, K. (2022, December 16). *What is Piaget's theory of cognitive development?* Verywell Mind. Retrieved April 8, 2023, from

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>