

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>	

Criteria	0 points	1 point	2 points	Comments
<p><b>Methods/Teaching Tools</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>	
Criteria	0 points	1.5 points	3 points	Comments
<p><b>Evaluation</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>	

Criteria	0 points	2.5 points	5 points	Comments
<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	
Criteria	0 points	2.5 points	5 points	
<b>Evaluation of Teaching Presentation</b> <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>	Missing 2 or more of the following criteria: <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>	Missing 1 of the following criteria: <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>	Includes all criteria: <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>The client has had diabetes mellitus for as long as she can remember and was still willing to let this Student RN provide her with education. The husband was in the room as well and showed eagerness to learn. The client was a former RN at OSF Hospital until she became ill and had to retire. The client expressed her knowledge of diabetes, its risks, and its effects. She explained how she checks her glucose levels and understands hyperglycemia and hypoglycemia as well as the signs and symptoms to monitor.</p> <p><b>Barriers to effective learning:</b></p> <p>The client was a former RN and possessed a vast knowledge base on her condition of diabetes mellitus and she has had this condition for a long time. Her husband was in the room, getting her ready to be discharged home. The client was excited about not having to go to an SNF for</p>	<p><b>Nursing Diagnosis:</b></p> <p>Risk for impaired cardiovascular function related to internal causes that can damage one or more vital organs and the circulatory itself as evidenced by chronic diabetes mellitus (Phelps et al., 2017).</p> <p><b>Goal of Teaching:</b></p> <p>The goal of teaching is so the patient will no damage to cardiovascular system or one or more other major organs and will have improved myocardial contractility/systemic perfusion (Phelps et al., 2017).</p>	<p><b>Intervention 1:</b></p> <p>Administer diuretics as ordered (Phelps et al., 2017).</p> <p><b>Intervention 2:</b></p> <p>Administer vasodilators as ordered (Phelps et al., 2017).</p> <p><b>Intervention 3:</b></p> <p>Educate importance of rest periods during activity (Phelps et al., 2017).</p>	<p><b>Method 1: Discussion</b></p> <p>The client was aware of her diagnosis of diabetes mellitus. This Student RN discussed the condition itself and the risks associated with diabetes. The Student RN, the client, and the client's husband engaged in a conversation regarding the client's knowledge of the condition, signs and symptoms of hypoglycemia and hyperglycemia, and how to treat each of those if needed. The client expressed her knowledge of how to check her blood glucose level and when to take her insulin.</p> <p><b>Method 2: Hand-Outs</b></p> <p>This Student RN provided the client handouts on diabetes mellitus, hyperglycemia, and hypoglycemia. She was also given a handout on how to management living with</p>	<p><b>Discuss how the client/family received the teaching:</b></p> <p>The client and her husband received the teaching without hesitation and were open to allowing this Student RN to provide the education. The client's husband was supportive and expressed his knowledge as well since he is a diabetic himself.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <p>The client was anxious to go home but showed interest in the education provided. The client nodded as she expressed efficient knowledge but did not engage in the conversation as much as the husband.</p> <p><b>Suggest modifications to</b></p>

<p>care. The client follows her diabetes regimen and her husband's assistance to the best of her abilities.</p> <p><b>Health beliefs/values:</b></p> <p>The client has no known health beliefs or values that would hinder teaching effectiveness.</p> <p><b>Psychosocial development:</b></p> <p>The client is in Erickson's integrity vs despair stage of life. The client reminisced on her former life as a nurse and the education she received. Overall, her psychosocial development was within normal limits for her age (Orenstein, 2022).</p> <p><b>Cognitive development:</b></p> <p>According to Piaget's cognitive development theory, the client is in the formal operational stage. The client understood the reasoning and needs behind the education given. The client had slight confusion when she was first admitted to the hospital but</p>			<p>diabetes and how to form a lifestyle regimen regarding her condition.</p>	<p><b>improve teaching plan (what would have improved the plan?):</b></p> <p>Modifications to the teaching plan could have included doing the teaching sooner within the client's hospital stay, ask the client more questions regarding her knowledge base, and use the teach back with demonstration method on how to check her blood glucose levels and administer her own insulin.</p>
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showed great improvement according to her husband. However, given that she has had diabetes her whole life she was very knowledgeable on the dos and don'ts of the condition (Cherry, 2022).				
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**References (2) (APA):**

Cherry, K. (2022). Piaget's 4 Stages of Cognitive Development Explained. *Verywell Mind*. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Orenstein, G. A. (2022, November 7). *Eriksons Stages of Psychosocial Development*. StatPearls - NCBI Bookshelf. <https://www.ncbi.nlm.nih.gov/books/NBK556096/>

Phelps, L. L., Ralph, S. S., & Taylor, C. M. (2017). *Sparks & Taylor's Nursing Diagnosis Reference Manual*. LWW.