N441 Teaching Plan and Grading Rubric **Student Name: Dakota Clayton**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 2 or more of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Missing 1 of the following: • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	Includes complete information of all criteria: • 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**
Nursing Diagnosis and Goal of Teaching • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 2 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Missing 1 of the following: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	Includes complete information of all criteria: • 1 nursing diagnosis identified in proper formatting • 1 goal of teaching identified	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Interventions • Discuss 3 interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 2 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Missing 1 of the following: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	Includes complete information of all criteria: • Interventions to be included in teaching • Relate interventions to meeting the teaching goal	

Criteria	0 points	1 point	2 points	Comments

<u>Methods/Teaching Tools</u>
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • Interactive
	Missing 2 of the following:
	• Use 2 appropriate teaching methods to deliver teaching
	• Consider the following teaching methods:
	  • Discussion
	  • Q&A
	  • Teach-Back
	  • Interactive
		Missing 1 of the following:
		• Use 2 appropriate teaching methods to deliver teaching
		• Consider the following teaching methods:
		  • Discussion
		  • Q&A
		  • Teach-Back
		  • Interactive
			Includes complete information of all criteria:
			• Use 2 appropriate teaching methods to deliver teaching
			• Consider the following teaching methods:
			  • Discussion
			  • Q&A
			  • Teach-Back
			  • Interactive	

Criteria	**0 points**	**1.5 points**	**3 points**	**Comments**
<u>Evaluation</u> • 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?)	Missing 2 or more of the following: • 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?)	Missing 1 of the following: • 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?)	Includes complete information of all criteria: • 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 • 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	
Criteria	**0 points**	**2.5 points**	**5 points**	

<u>Evaluation of Teaching Presentation</u> Introduction of content Patient put at ease Eye contact Clear speech and organized presentation Environment conducive to learning Family included (if applicable) Accuracy of information Validation of learning status Use of teaching aids Appropriate non-verbal body language *In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference	Missing 2 or more of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language	Missing 1 of the following criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language	Includes all criteria: • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language	
			TOTAL	**/30**

Diabetes Sick Day Education in the Emergency Department

Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
Level of motivation for learning: The client and his caregiver's motivation for learning was moderate. While the caregiver was motivated to learn, the patient was very fatigued and had trouble staying awake but did show interest when being educated.	**Nursing Diagnosis:** Unstable blood glucose level related to ineffective medication management as evidenced by blood glucose level of 550 mg/dL and the client's caregiver stating, "I haven't given his insulin the last 3 days." (Phelps, 2020).	**Intervention 1:** Educate patient and caregiver to monitor blood glucose levels with a glucometer at regular intervals (Phelps, 2020). **Intervention 2:**	**Method 1:** Question and answer (Q&A): provide time for the client and caregiver to ask any outstanding questions and provide thorough answers. **Method 2:**	**Discuss how the client/family received the teaching:** The patient and caregiver received the teaching well. While the patient and caregiver were also concerned about the patient's other health issues, they were open to

Barriers to effective learning: For the patient, one barrier to effective learning was his level of consciousness. The client was experiencing intermittent confusion and was very fatigued, leading to ineffective education. For the client's caregiver, one barrier to learning was her worry about the client's condition. The caregiver had a lot of questions for the provider and nurse and was not focused on education while in the emergency department. **Health beliefs/values:** The client and his caregiver understand that controlling the client's blood glucose levels are important, but consistent treatment regimen can get overshadowed by the client's other health issues. The client and caregiver are open to education and willing to implement the needed changes to the client's diabetes management. **Psychosocial development:**	**Goal of Teaching:** The patient and caregiver will maintain client's diabetic treatment regimen for 100% of the time the client is sick in the next three months. The goal of teaching is for the client and his caregiver to understand and teach-back the correct protocols for managing diabetes mellitus when the client is experiencing an illness.	Educate patient and caregiver on signs and symptoms of hyperglycemia and hypoglycemia, and the importance of early detection (Phelps, 2020). **Intervention 3:** Assess patient and caregiver's understanding of treatment regimen and knowledge of diabetes mellitus (Phelps, 2020).	Teach-back: have the client and caregiver demonstrate use of a glucometer and teach-back time intervals for blood glucose monitoring when the client is sick.	furthering their education regarding diabetes management. **Identify strengths/weaknesses of the client or family in receiving teaching:** One strength of the client and the caregiver was how fast they picked up the teaching. They were able to successfully teach back the education regarding sick day blood glucose management after only a short session of teaching. One weakness of the client and caregiver was that the caregiver kept getting distracted by things happening in the emergency department and on the vitals monitor, and had to be redirected back to the education multiple times. **Suggest modifications to improve teaching plan (what would have improved the plan?):** One modification that would have improved the teaching plan would have been educating the client

The patient is older than 65 years old, and according to Lewis (2023), this puts the client in Erikson's ego integrity vs. despair stage of psychosocial development. **Cognitive development:** According to Nortje (2021), adults fall into Piaget's formal operational stage of cognitive development. This client would be in Piaget's formal operational stage.				and his caregiver after initial treatments had been started on the client. For example, teaching would have been more effective after the client received insulin, fluids, etc. because the client would have been more alert and better prepared to receive teaching.

References (2) (APA):

Lewis, R. (2023). *Erikson's eight stages of psychosocial development, explained for parents*. Healthline. https://www.healthline.com/health/parenting/erikson-stages

Nortje, A. (2021). *Piaget's stages: 4 Stages of cognitive development and theory*. PositivePsychology. https://positivepsychology.com/piaget-stages-theory/#:~:text=Sensorimotor%20stage%20(0%E2%80%932%20years,11%20years%20old%20through%20adulthood)

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