

N431 Teaching Plan and Grading Rubric

Student Name:

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
Methods/Teaching Tools <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 	Missing 2 of the following: <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 	Missing 1 of the following: <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 	Includes complete information of all criteria: <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
Evaluation <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?) 	Missing 2 or more of the following: <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?) 	Missing 1 of the following: <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?) 	Includes complete information of all criteria: <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

<p>APA Format</p> <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 	<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>	
Criteria	0 points	2.5 points	5 points	
<p><u>Evaluation of Teaching Presentation</u></p> <p>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</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> • 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 	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> • 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 	<p>Includes all criteria:</p> <ul style="list-style-type: none"> • 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

Assessment of Client/Family	Nursing Diagnosis & Goal of	Interventions	Methods/Teaching Tools	Evaluation
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(5 points)	Teaching (5 points)	(5 points)	(2 points)	(3 points)
<p>Level of motivation for learning: The client and son are accepting of the information. The client is listening.</p> <p>Barriers to effective learning: The client has altered mental status. The ED noted that she was answering some logically and others not appropriately.</p> <p>Health beliefs/values: The police department found the client on the floor on their wellness check. The client noncompliant on medications and positive for cocaine upon admission.</p> <p>Psychosocial development: Generativity vs stagnation The client presented with characteristics of stagnation. She did not seem to have any effort in improving self.</p>	<p>Nursing Diagnosis: ineffective tissue perfusion related to hyperglycemia as evidenced by the change in the level of consciousness.</p> <p>Goal of Teaching: The client will monitor glucose and manage medications. The client will maintain optimal perfusion as evidenced by vital signs, urine output, WBC, and capillary refill time <2 secs. The client will not experience any alterations in consciousness or orientation (Ackley et al., 2021).</p>	<p>Intervention 1: The client and son will administer medications as ordered.</p> <p>Intervention 2: The client and son will know how to perform home glucose monitoring.</p> <p>Intervention 3: Monitor urine output. Clients with DKA are also prone to acute renal failure due to hypovolemia and sepsis. Urine output is a helpful tool in assessing renal function (Ackley et al., 2021).</p>	<p>Method 1: Discussion The nurse would present the information in an open discussion and allow interruptions with questions. The nurse would discuss what diabetes ketoacidosis is and the signs and symptoms associated with it (Hinkle et al., 2021).</p> <p>Method 2: Teach back The nurse would ask the client and the son to explain what they understood from the teaching in their own words. The client and son would reiterate the importance of blood glucose monitoring and following medication instructions as ordered (Hinkle et al., 2021).</p>	<p>Discuss how the client/family received the teaching: The client and son did not receive this teaching well. The client continues to be noncompliant with medication, and it is hard to reach the son.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client had altered mental status, and the son was hard to get in touch with. The nurse had to repeat questions.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Some modifications to improve the teaching plan would be to conduct further research to teach the client more effectively.</p>

<p>Cognitive development: Formal operational stage The client has altered mental status but was able to logically respond to some of the questions.</p>				
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References (2) (APA):

Ackley, B. J., Ladwig, G. B., Makic, M. B., Martinez-Kratz, M., & Zanotti, M. (2021, July 9). *Nursing Diagnosis Handbook, 12th Edition*. Mosby.

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. (2021, October 12). *Brunner and Suddarth's Textbook of Medical-Surgical Nursing*. LWW.