

N321 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
<u>Methods/Teaching Tools</u> <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
<u>Evaluation</u> <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>Evaluation of Teaching Presentation</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</p> <p>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 (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
<p>The client had an appropriate level of motivation for learning. She listened to everything I said to her. She stated that she would read and review the handout I gave her.</p> <p>Barriers to effective learning: It seems like the patient has difficulty hearing because she struggled to hear or understand me a few times during her teaching. The client also apologizes a lot because she feels like she is “bothering” the staff whenever she needs something. She seems hesitant to ask for help even when she needs it.</p> <p>Health beliefs/values: Based on the client apologizing repeatedly whenever someone went in to check on her or help her out, it seems like the client doesn’t like feeling like a bother to other people. That being said, she did ask multiple times for ear drops because she felt like</p>	<p>Nursing Diagnosis: At risk for deficient knowledge related to management of diabetes mellitus as evidenced by stating that she only checks her blood sugar twice a year at her doctor’s appointments.</p> <p>Goal of Teaching: The client will check her blood sugar at least once a day to make sure she is at an appropriate range that will not lead to another hyperglycemic episode. Signs of hyperglycemia include excessive thirst, feeling tired, confusion, dry mouth, as well as having a fruity smelling breath (Capriotti, 2020). Long term complications of hyperglycemia include eye problems, kidney damage, nerve damage, or cardiovascular disease (Capriotti, 2020).</p>	<p>Intervention 1: Providing all equipment needed for the client to check her blood sugar will aid in the client checking her own blood sugar and not wait until she gets her HbA1c done twice a year (Phelps, 2023). If the client has all the materials in her possession, she will be more likely to do it.</p> <p>Intervention 2: It is important to not set unrealistic expectations and demands on the client for them to reach their goal (Phelps, 2023). If the client can check her blood sugar at least once after a meal it will be better than never checking it. If she does well with checking her blood sugar once a day, then she could possibly begin checking it before and after every</p>	<p>Method 1: Handouts, books, articles, or visuals would be very helpful for the client since she stated that she is a daily reader.</p> <p>Method 2: Having an open discussion with the client as well as having the client repeat healthy foods and lifestyle changes, she can make to manage her diabetes will be helpful to determine her level of understand and learning.</p>	<p>Discuss how the client/family received the teaching: The client’s primary diagnosis upon admission was hyperglycemia. When I presented the information to the client and stated that I noticed that her admission was due to hyperglycemia, she seemed to be in denial about it. She stated that she was admitted due to a fall and that it couldn’t be due to her diabetes because she gets her sugar checked “twice a year,” and they come back “fine.” She didn’t seem to be receptive that her fall could have been due to untreated hyperglycemia.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: When I stepped into the client’s room and asked her if I could teach her about diabetes, she was very attentive to listen to me. She muted the television immediately, paid full attention to me, and</p>

<p>she had wax buildup. This shows that the client will speak up about her health concerns.</p> <p>Psychosocial development: The client is 90 years old, placing her in the integrity vs despair stage of psychosocial development. In this stage, older adults reflect on their lives and embrace their experiences or reflect on any missed experiences.</p> <p>Cognitive development: The client is in the formal operational stage of cognitive development. At this stage, the person can think abstractly and have complex thoughts.</p>		<p>meal.</p> <p>Intervention 3: The client had her daughters visit multiple times during her stay. Encouraging the family members to help in the client's learning and following the goals encourages the client and may help them stick to the goal (Phelps, 2023). The client seems to have support from her daughters, and they could help her a lot with managing her blood sugar.</p>		<p>answered all my questions. So, it seems like the client is very open to listening and learning from what I had to present. The client did seem to have trouble hearing at times, so I did have to speak up and repeat myself, but it was handled well.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): I think having more background information about the client would have helped me assess what her living situation was like prior to admission and what would have let her have such high blood glucose. The client had a book in her room, and from previous discussions, she expressed that she reads a book almost every day. With this information I would have brought more reading material and more handouts about nonpharmacological ways to treat diabetes like dieting tips or different types of physical activity she can do.</p>
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References (2) (APA):

Capriotti, T. (2020). *Davis advantage for pathophysiology: Introductory concepts and clinical perspectives* (2nd ed.). F.A. Davis.

Phelps, L.L. (2023). *Nursing diagnosis reference manual* (Twelfth ed.). Wolter Kluwer.