

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

<p><u>Methods/Teaching Tools</u></p> <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 	<p>Missing 2 of the following:</p> <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 	<p>Missing 1 of the following:</p> <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 	<p>Includes complete information of all criteria:</p> <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
<p><u>Evaluation</u></p> <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?) 	<p>Missing 2 or more of the following:</p> <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?) 	<p>Missing 1 of the following:</p> <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?) 	<p>Includes complete information of all criteria:</p> <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 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 (5 points)	Nursing Diagnosis & Goal of Teaching	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
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	(5 points)			
<p>Level of motivation for learning: The patient is willing to be educated on diabetes mellitus but became non-receptive to teaching due to fatigue and falling asleep while presenting the information.</p> <p>Barriers to effective learning: The patient needs to be alert to receive and understand the teaching about diabetes mellitus. This patient was fatigued and fell asleep.</p> <p>Health beliefs/values: The patient stated earlier in the afternoon that he does not “control his diabetes good.” He was interested in learning about why his diabetes contributed to the development of cellulitis in his great toe, leading to an amputation.</p> <p>Psychosocial development: The patient is 65 years old and is in Erikson’s integrity vs despair stage, and his development appears appropriate for his age.</p> <p>Cognitive development: The patient is in Piaget’s</p>	<p>Nursing Diagnosis: Deficient knowledge related to inadequate information on diabetes mellitus as evidenced by the patient’s lack of knowledge of the complications of diabetes and confusion about his diabetes medication (Phelps, 2023).</p> <p>Goal of Teaching: The goal of the teaching is to educate the patient on a simple pathophysiology of diabetes, which can be due to decreased insulin production or decreased insulin tissue sensitivity (Hinkle et al., 2022). Also, on the importance of adhering to prescribed insulin and monitoring his blood sugar, which helps with early detection of hypoglycemia/hyperglycemia and keeping the blood glucose levels to a normal range, which can reduce the risk of complications (Hinkle et al., 2022). Lastly, the effects of uncontrolled diabetes can have on the body, specifically delayed wound healing/lowered resistance to infections and increased risk for ulcerations (Hinkle et al., 2022).</p>	<p>Intervention 1: The patient will be compliant with taking his insulin (Phelps, 2023).</p> <p>Intervention 2: The patient will demonstrate proper use of a blood glucose monitor and know the importance of keeping glucose in the normal range (Phelps, 2023).</p> <p>Intervention 3: The patient will know and perform proper foot care to prevent further wounds and infections (Phelps, 2023).</p>	<p>Method 1: I chose to use a simple discussion method for teaching to avoid overwhelming the patient, avoid having the patient feel as though he is being lectured, and ensure the information is easily understood.</p> <p>Method 2: I chose to use the teach-back method to know that the patient understood what was being taught.</p>	<p>Discuss how the client/family received the teaching: The patient was open to being educated on diabetes mellitus. However, towards the start of the teaching, the patient fell asleep and was no longer receptive to the education.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient was open to the teaching and curious about why his diabetes contributed to developing cellulitis. However, since the patient fell asleep, the teaching was not effective.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): To improve the teaching plan, the patient should be alert and educated when he is not fatigued.</p>

formal operational stage. The patient seemed slightly confused at times, confusing his left from right and stating he does not take medication for diabetes; however, he is prescribed insulin lispro injections.				
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References (2) (APA):

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). *Brunner & Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12th ed.). Wolters Kluwer.