

N431 Teaching Plan and Grading Rubric

Student Name: Destiny Bell

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	Missing 2 or more of the following: <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	Missing 1 of the following: <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	Includes complete information of all criteria: <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
<u>Nursing Diagnosis and Goal of Teaching</u> <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	Missing 2 of the following: <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	Missing 1 of the following: <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	Includes complete information of all criteria: <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
<u>Interventions</u> <ul style="list-style-type: none"> Discuss 3 interventions to be included in teaching Relate interventions to meeting the teaching goal 	Missing 2 of the following: <ul style="list-style-type: none"> Interventions to be included in teaching Relate interventions to meeting the teaching goal 	Missing 1 of the following: <ul style="list-style-type: none"> Interventions to be included in teaching Relate interventions to meeting the teaching goal 	Includes complete information of all criteria: <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>	Missing 2 of the following:	Missing 1 of the following:	Includes complete	

<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 	<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 	<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 	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
<u>APA Format</u> <ul style="list-style-type: none"> • Appropriate APA in-text 	No in-text citations present	1-2 APA errors	No APA errors present	

<p>citations and listed all appropriate references in APA format</p> <ul style="list-style-type: none"> • 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>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 reference is greater than 5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page 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 (interpreter if applicable) 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)
Level of motivation for learning:	Nursing Diagnosis: Risk for unstable blood	Intervention 1: The patient will take	Method 1: Discussion The patient was informed of	Discuss how the client/family received the

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<p>The patient was motivated and interacted throughout the provided teachings. While giving the teaching he was able to recognize weaknesses in his management of diabetes based off the teaching. He was given the opportunity to ask questions throughout the teaching and was provided a pamphlet to keep with information on it on how to manage hyperglycemia.</p> <p>Barriers to effective learning: The nurse will ensure that the patient is in a state where he is most perceptive to learning. The patient should be alert and orientated and be able to complete the tasks in this teaching. The patient did not physically display any impairments to his cognition or any other impairments that would hinder my education plan.</p> <p>Health beliefs/values: The patient did not express any specific health beliefs or values.</p> <p>Psychosocial development: According to Erikson’s stages of development, the patient is currently in stage 7 known as Generativity versus stagnation since he is the age of 52. This</p>	<p>glucose related to diagnosis of diabetes mellitus as evidenced by elevated blood glucose readings.</p> <p>Goal of Teaching: The patient will be able to demonstrate behaviors that will aid in improving his hyperglycemia and maintain his blood glucose levels within normal range.</p>	<p>all of his medications such as his insulin as ordered.</p> <p>Intervention 2: The patient will monitor their blood glucose for any signs of hypoglycemia or hyperglycemia and report these to the provider.</p> <p>Intervention 3: Encourage lifestyle modifications such as healthy eating habits and exercise.</p>	<p>the official diagnosis and was provided information on the possibility of increased glucose from certain medications, lifestyle factors, and dietary preference. The patient was admitted to the emergency department with shortness of breath, cough, and bilateral lower extremity swelling. The patient was provided a handout on things that can cause increased blood glucose, the signs and symptoms to monitor for and the use of glucose monitoring to assess his glucose before meals. The glucose monitoring will help him see any trends in his blood sugar if he keeps a log and will show if he is within normal limits or is exhibiting hyper/hypo glycemia.</p> <p>Method 2: Interactive/Q&A The patient was provided with a handout on hyperglycemia and taught the signs and symptoms as well as things that can aid in the prevention of a hyperglycemic episode. I informed the patient about</p>	<p>teaching: The patient received the teaching openly, willingly, and without hesitation. He relayed understanding of the information that was being taught and asked questions throughout.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient was willing to learn about dietary changes, exercises, and other lifestyle changes that could aid in the management of glucose. There were no impairments, which made teaching very easy. I also provided the patient with more education on the adverse effects of hyperglycemia since he has been suffering from high blood glucose levels with his most recent blood glucose being 125.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Modifications to the teaching plan could include adding another method. I feel that adding the teachback method and</p>
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<p>is the stage of life in middle adulthood where individuals begin to feel a sense of care and responsibility and are looking out for those around them (Shroff, 2023).</p> <p>Cognitive development: According to Piaget’s stages of cognitive development, the patient is in the formal operational stage. In this stage, individuals begin to think abstractly and reason about hypothetical problems and begin to ponder abstract relationships and concepts (Ansorge, 2020). The patient does not have any cognitive abnormalities or impairments.</p>			<p>the importance of eating his meals at a regular time daily and not skipping meals and he did state this is something that he has struggled with. Throughout the teaching, the patient was attentive and was given the opportunity to ask questions.</p>	<p>teaching the patient how to check his blood glucose and to keep a log of his glucose levels could benefit the patient as well as his physician in recognizing any trends with his blood glucose levels and allow for any necessary changes to be made.</p>
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References (2) (APA):

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Ansorge, R. (2020, August 17). *Piaget cognitive stages of development*. WebMD. Retrieved October 17, 2022, from

<https://www.webmd.com/children/piaget-stages-of-development>.

Shroff, A. (2023, July 29). *Erikson's 8 stages of development*. WebMD. <https://www.webmd.com/children/what-to-know-eriksons-8-stages-development>

Wagner, M. (2023, October 10). *Hyperglycemia: Nursing Diagnoses & Care Plans*. NurseTogether. <https://www.nursetogether.com/hyperglycemia-nursing-diagnosis-care-plan/#risk-for-unstable-blood-glucose>