Teaching Plan and Grading Rubric   **Due: April 04/07/2024**   **Student Name: On our own**

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 (Make up)	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	

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Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back (visual)
  • 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
Evaluation- <mark>must meet with her prior to next class (04/17/2024)</mark> • 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	
			TOTAL	**/25**

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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's motivation is low due to her only believing that losing weight would cure her diabetes. **Barriers to effective learning:** The client is in denial that she has diabetes and does not accept that it will not be cured. **Health beliefs/values:** She believed that if she loss weight, she would "cure" her diabetes. **Psychosocial development:** Young adult (age 27), morbidly obese, Type 1 diabetes.	**Nursing Diagnosis:** Deficient knowledge related to inaccurate statements about a topic as evidence by only asking about losing weight to cure her diabetes. **Goal of Teaching:** "Patient will state intervention to make needed changes in lifestyle, including seeking help from health professional, when needs." (Phelps, 2023, p. 381).	**Intervention 1:** "Find a quiet, private environment for teaching patient and support person." (Phelps, 2023, p. 381). **Intervention 2:** "When teaching self-care measures, go slowly and repeat frequently." **Intervention 3:** "Communicate openly and honestly with patients and encourage them to visit regularly."	**Method 1:** Visual materials. (PowerPoint/pamphlet) - Why type 1 is not curable and brief background knowledge - How to test their blood sugar - How to use insulin **Method 2:** Teach and demonstrate. - Practice using their blood sugar machine - Use teaching tools for insulin	**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?):**

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Cognitive development: Delayed realization of diagnoses of Tyle 1 Diabetes. **Scenario:** Client is a 27 female client newly diagnosed with Diabetes Mellitus Type 1. The client is morbidly obese and is asking about weight loss measures to assist in "curing" their diabetes. Key takeaway in this scenario should be that Type 1 cannot be cured.			

References (2) (APA):

How to self-administer insulin. VMFH. (2024). https://www.vmfh.org/our-services/diabetes/type-2-diabetes-guide/how-to-self-administer-insulin

Mayo Foundation for Medical Education and Research. (2024, January 16). *Blood sugar testing: Why, when and how*. Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/diabetes/in-depth/blood-sugar/art-20046628

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